Department of Psychology

School Psychology Program

Graduate Student Handbook

2015-2016

Department of Psychology
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Preface

This handbook is an essential resource to guide you through your graduate studies at Utah State University. It is your responsibility to be aware of the facts and regulations that are contained within your program handbook. Please familiarize yourself with the contents of this handbook and use the contents as your primary source of information about the program. If you have any questions after consulting the handbook, please refer them to the School Psychology Program Coordinator and your chair/advisor. The first stop for information-seeking is always the Handbook.

Some important things to know about the school psychology program handbook:

1. We have tried to put together information about program, department and university requirements that are scattered in a number of places. Likely, some information has been missed and there will be on-going changes at the level of the program, the department, the graduate school, and the University, so there will be updates of which you will be informed. Although the Department attempts to notify students through posting of information about important changes, it is the student's obligation to ascertain current rules, regulations, financial aid opportunities, deadlines and procedures, program requirements, and the like. This publication is not intended to replace but rather to supplement the Utah State University Graduate Catalog and other relevant USU policies and procedures. Please contact the Program Coordinator with suggestions for updates or suggestions regarding additional helpful information to be added to the handbook.

2. It is each student's responsibility to maintain her/his own file with photocopies of important material relating to their graduate training. Forms required by either the program or the universities are provided as links or the handbook identifies where they may be obtained. **When submitting forms, be sure to keep copies for your records.**

3. The rules and guidelines in this handbook are designed to establish clear and consistent policies within the school psychology program. Rules, regulations, requirements and policies may change during your enrollment in the graduate program and *these changes will apply to you*. Obviously, any Handbook is dated when even the most minor changes are implemented. Thus, you are expected to check with your advisor and the Program Coordinator regarding any problems or ambiguities that might not be addressed in the Handbook. This Handbook is meant to guide both students and their advisors. Unanticipated problems or unique situations may occur and are resolved by mutual consultation between the student, his/her advisor, and the School Psychology Program Faculty, who make decisions guided by their collective best professional judgment.

Values Statement Addressing Diversity

Respect for diversity and for values different from one's own is a central value of Utah State University's School Psychology training program. The valuing of diversity is also consistent with the profession of school psychology as mandated by National Association of School Psychologist's Professional Conduct Manual (2000) and the American Psychological Association's Ethical Principles and Code of Conduct (2002) and

We recognize that no individual is completely free from all forms of bias and prejudice and we expect that our training community will evidence a range of attitudes, beliefs, and behaviors. While in the program students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Students will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse.   When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately and in a manner consistent with relevant policies.

Introduction

The School Psychology Program is housed in the Department of Psychology in the Emma Eccles Jones College of Education and Human Services at Utah State University. The Psychology department maintains vigorous programs of faculty and student research, and provides substantial service to the community, state, and profession. The department offers five degree program specializations in Psychology: an undergraduate major, a Master's Degree program in School Counseling (a distance-based program), an Educational Specialist program in School Psychology, and doctoral degree programs in Combined Clinical/Counseling/School Psychology and Experimental and Applied Psychological Science (EAPS). The School Psychology Program faculty and students are involved in each aspect of the departmental mission, and reflectively, the College's and University's missions which include research, teaching, and service.

School Psychologists work in schools or related settings in meeting the mental health and educational needs of children and adolescents. Through graduate training and applied experience, school psychologists develop skills that allow them to perform activities such as assessment and classification, consultation with parents and teachers, direct interventions (e.g., counseling, social skills training, behavior management), and research or program evaluation. The job outlook for school psychologists is currently very favorable in most regions of the U.S. given a nationwide shortage of school psychologists.

The School Psychology Program at Utah State University has been continuously fully-approved by the National Association of School Psychologists (NASP) as a specialist-level program since 1995. For more information on NASP policies, including the Standards for Training and Field Placement Programs in School Psychology, refer to the NASP website at www.nasponline.org. Completion of the school psychology program will satisfy school psychology educator licensure/certification requirements for Utah and most other states, and will also allow graduates to pursue the national school psychology certification program that is offered by NASP.

Core and Affiliated School Psychology Faculty

A brief overview of the core and associated School Psychology Program faculty is listed below. Complete information regarding faculty research and teaching interests is available on the departmental website at http://psychology.usu.edu/

Name	Highest Degree	Interests
Core School Psychology Faculty		
Donna Gilbertson (Program Coordinator)	Ph.D. 2000 School Psychology Louisiana State University	Social-emotional and Behavioral Interventions Culturally Responsive Services
Gretchen Peacock	Ph.D. 1995 School Psychology University of South Carolina	Behavioral interventions Parenting
Courtenay Barrett	Ph.D. 2012 School Psychology University of Maryland	Consultation and Assessment
Affiliated School Psychology Faculty		
Melanie Domenech-Rodriguez	Ph.D. 1999 Counseling Psychology Colorado State University	Latino families Parenting Substance use
Renee V. Galliher	Ph.D. 2000 Clinical Psychology University of Tennessee	Adolescent dating relationships Sexual minority issues
JoAnn Tschanz	Ph.D. 1991 Clinical Psychology Indiana University	Neuropsychology
Michael Twohig	Ph.D. 2007 Clinical Psychology University of Nevada, Reno	Anxiety
Rick A. Cruz, Ph.D.	Ph.D. 2014 Clinical Psychology University of Washington	Culture and family dynamics & development of ethnic minority youth Substance use development among Latino youth
Michael Levin	Ph.D. 2013 Clinical Psychology University of Nevada, Reno	Web/mobile-based psychological/behavioral interventions

The remainder of this handbook contains policies and procedures relevant to the school psychology program. Inquiries about general graduate matters should be directed to the USU School of Graduate Studies (435) 797-1189 (http://rgs.usu.edu/graduateschool/)

School Psychology Program Description

The Department of Psychology at Utah State University offers a graduate program of study leading to the Ed.S. degree in Psychology with a specialization in School Psychology, and subsequent educator licensure/certification through the state office of education as a school psychologist. Students in the program will earn their MS degree on the way to their EdS but this is not considered a terminal degree and the MS degree alone will not allow one to work as a school psychologist. The training program consists of an intensive plan of study that includes broad training in psychological and educational foundations, assessment, consultation, behavioral and instructional interventions, statistics and research design, and legal, ethical, and professional issues in the field of school psychology. A major aspect of the training program is extensive participation in practicum and internship placements in clinical and school settings throughout the student's entire time of enrollment. The program of study typically takes three years to complete, culminating in a full-time, academic year internship in a public school setting during the third year.

Program Model and Philosophy

The USU School Psychology Training Program adheres to a data-based, problem-solving model of school psychology. It is designed to prepare students to engage in assessment, intervention, and consultation activities in a collaborative context with youth, school personnel, and families. As part of being effective problem-solvers, school psychology students are expected to develop strong skills in data-based decision making and accountability. Training in empirically-based decision making is emphasized throughout the program in classes and practical experiences. Through their training, graduates will be prepared to apply their skills to promote positive academic, social, and behavioral functioning in all children. A unique area of emphasis within the program is a focus on mental health needs of youth in a collaborative context. School psychologists are some of the few professionals in school setting who are expected to have the expertise to assess and address the mental health needs of the entire student population as well as those of individual students. In addition, give that children exist within systems, students are expected to obtain skills to effectively collaborate with parents, teachers, and other important figures in a child's life to engage in promoting the mental health and well-being of all students within a problem-solving manner. Students are also expected to provide services within an evidence-based practice model and thus are expected to become familiar with the conduct and application of research to develop critical thinking when using science in practice, particularly within a school-based context. The school psychology program also values human diversity and all students receive training in working with diverse populations. Through didactic and practical experiences we strive to ensure graduates have the knowledge and skills necessary to provide services with appropriate consideration of individual differences in culture, background, and abilities.

In addition to the general program/degree requirements, several other specific requirements and policies have been put into place to assure quality school psychology training consistent with all NASP standards recommended in *Standards for Graduate Preparation of School Psychologists, 2010* and *Model for Comprehensive and Integrated School Psychological Services, 2010*. These additional requirements and policies are found in this section of the Graduate Student Handbook, following the listing of program course work requirements.

Goals and Objectives of the School Psychology Program

Graduates of the school psychology program are expected to develop a variety of critical, causal, interpretive, and reflective thinking skills during their time in the program. These skills are developed through observing, reading, writing, listening, speaking, problem solving, group and individual assessments, and practical experiences. The following are specific goals and objectives for graduates of the program.

Goal One: Students will be effective problem-solving change agents who utilize data-based decision making for assessment and intervention for diverse student populations.

Objective 1.1: Students will demonstrate the ability to make data-based decisions regarding individual students.

Objective 1.2: Students will demonstrate the ability to make data-based decisions regarding programmatic issues.

Goal Two: Students will obtain a broad understanding of the educational system, the family system, and the practice of school psychology. Students will understand how to effectively work within these systems with diverse student populations.

Objective 2.1: Students will demonstrate knowledge of schools, their climate, their policies, and their procedures, to include knowledge of special education services and laws.

Objective 2.2: Students will demonstrate knowledge of School Psychology as an area of practice, to include the history of school psychology, ethical issues in school psychology, and the roles and functions of school psychologists.

Objective 2.3: Students will demonstrate knowledge of family systems and school systems and understand how to work in a collaborative manner with families, school, and communities.

Objective 2.4.: Students will demonstrate knowledge of, and the ability to practice, behavioral consultation with teachers and parents.

Objective 2.5: Students will demonstrate the ability to use technology relevant to their work.

Goal Three: Students will obtain skills necessary to promote positive behavioral, emotional, and social well-being of children and their families with diverse experiences within the context of a problem-solving modeling of school psychology.

Objective 3.1: Students will demonstrate knowledge of development of well-being and psychopathology.

Objective 3.2: Students will demonstrate knowledge of effective positive behavior supports, classroom behavior management, and social-emotional learning.

Objective 3.3: Students will demonstrate familiarity with techniques to assess for and monitor source of risk or social, emotional, and behavioral difficulties within the entire school population including functional assessment methods.

Objective 3.4: Students will demonstrate knowledge of and the ability to implement interventions and prevention plans for individuals and at the class-, school-, and district-wide levels to address common mental health, emotional and behavioral needs

Goal Four: Students will obtain the necessary skills to promote positive academic growth for all children within the context of a collaborative, problem-solving model of school psychology.

Objective 4.1: Students will demonstrate knowledge of effective instructional procedures.

Objective 4.2: Students will demonstrate familiarity with techniques to assess for academic difficulties and monitor academic progress within the entire school population, including curriculum based techniques.

Objective 4.3: Students will demonstrate the ability to develop interventions (in collaboration with other school personnel) for students with academic skill difficulties and at the class-, school-, and district-wide levels to improve or maintain positive academic outcomes.

Goal Five: Students will value diversity and demonstrate respect for all cultures

Objective 5.1: Students will demonstrate an awareness and knowledge of issues of cultural diversity.

Objective 5.2: Students will demonstrate skills and ability to work effectively with students from varying backgrounds.

Objective 5.3: Students will demonstrate cultural sensitivity in all professional activities.

Goal Six: Students will obtain a strong background in research methods and understand how to apply this knowledge within the school context.

Objective 6.1: Students will demonstrate knowledge of research methods (both group and single-subject).

Objective 6.2: Students will demonstrate knowledge of and the ability to apply basic statistical processes professionally to include the ability to translate such knowledge in practice for purposes such as program evaluations.

Objective 6.3: Students will understand how to engage in applied research to monitor the progress of schools, classes, groups, and individuals to whom they provide services.

These objectives are evaluated through the following methods:

1. In class objective testing
2. Mastery testing (for assessments)
3. Written assignments
4. Demonstration of applied skills (through practicum and internship experiences)
5. Completion of research thesis
6. Completion of National School Psychology Exam
7. Completion of program portfolio

NASP Standards of Training and Practice

Our goals and objective are based on a data-based decision making model of Professional services by school psychologists that features ten competency standards for which a school psychologist should be prepared. As described in *Standards for Graduate Preparation of School Psychologists, 2010* and *Model for Comprehensive and Integrated School Psychological Services, 2010,* these domains include the following:

1. Data-Based Decision Making and Accountability
School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

 As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration
School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning
 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services
 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of al l aspects of service delivery.

9. Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

The articulation of these domains of training and practice onto the program curricula is provided in Appendix A.

Curriculum Plan

To meet our goals, the program has implemented a coherent program of study with course work that ensures students acquire and demonstrate competency in (a) psychological foundations relevant to school psychology, (b) professional courses covering theory, practice, and assessment, (c) human development, (d) research methods, (e) the active integration of science and practice in a problem-solving model. In addition to their didactic coursework, students also must complete a research-based thesis, a professional portfolio, the national school psychology exam, and an approved internship for one year.

All required courses are listed below followed by the sample schedule illustrating the typical three-year program of study for students in the school psychology program. All required courses must be taken for a letter grade. All students should work closely with their advisors to ensure course requirements are met.

Effective Fall 2014

Requirements for the School Psychology Program

M.S. / Ed.S. in Psychology

Psy 6150	Empirically Based Practice I: Children and /Adolescents	2
Psy 6290	Diversity Issues in Treatment and Assessment	3
Psy 6310	Intellectual Assessment	3
Psy 6320	Objective Assessment of Personality, Affect, & Behavior	3
Psy 6350	Introduction to Theories of Intervention in Psychology	3
Psy 6360	Introduction to the Practice of Professional Psychology	3
Psy 6380	Practicum in School Psychology	6
Psy 6410	Psycho-educational Assessment	3
Psy 6450	Introduction to School Psychology	1
Psy 6810	Preventative and Responsive Crisis Services	1
Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6600	Measurement, Design, Analysis I	3

Students must have prerequisite 6570 and pass pretest (see
http://www.coe.usu.edu/brs/6600.htm)

Psy 6630	Consultation and Supervision in Psychological/ Educational Settings	3
Psy 6660	Cognition and Instruction	3
Psy 6810	School-based interventions	2
Psy 6620	Instructional Consultation*	3
Psy 6810	Seminar on Ethical and Legal issues in School Psychology	2
Psy 6230	Parent Training seminar	1
Psy 6950	Internship in Schools	6
Psy 6970	Thesis Credits (Plan B/ MS requirement)**	2
Psy 6970	Thesis Credits (EdS Requirement)**	6
Psy 7250	Professional Ethics and Standards	3
Psy 7270	Lifespan Psychopathology	3
Psy 7380	Practicum in Psychology	1

Total   69

*May substitute with an intervention/service focused course with school psychology faculty approval.
*MS degree will be earned after completion of 30 credit hours that includes 2 credits of Psy 6970 passed with a
 successful Plan B research proposal defense.
*Ed.S. degree will be earned after all program requirements (including thesis (6 credits) and internship are
complete)

Sample Schedule 2014 entering cohort

Below is a possible sample schedule for your three years in the program. You should be aware that the semester classes are offered sometimes changes. You should work closely with your advisor to ensure all requirements are met.

Year One		
Fall 2014	**Spring 2015**	**Summer 2015**
Psy 6310 (3) Cog assess Psy 6150 (2) Treatment Psy 6450 (1) Intro Psy 6350 (3) Prac Psy 7270 (3) Pathology Psy 6970 (1) Thesis Obtain Student Temporary Practice License **Total 13**	Psy 6290 (2) Diversity Psy 6410 (3) Psyched Psy 6320 (3) Assess Psy 6360 (3) Prac Psy 6810 (2) School treatment/prac Psy 6970 (1) Thesis **Total 14**	Psy 6810 (2) Legal Psy 6230 (1) Parent train Psy 7380 (1) Prac Psy 6570 (3) Methods **Total 7**
Year Two		
Fall 2015	**Spring 2016**	**Summer 2016**
Psy 7250 (3) Ethics Psy 6620 (3) Instruct Consultation Psy 6380 (3) School Practicum Psy 6600 (3) Stats Students must have prerequisite 6570 and pass pretest (see http://www.coe.usu.edu/brs/6600.htm) Psy 6970 (2) Thesis **Total 14**	Psy 6660 (3) Cognitive/Instruction Psy 6630 (3) SW Consultation Psy 6380 (3) School Practicum Psy 6810 (1) Crisis Psy 6290 (1) Diversity Psy 6970 (1) Thesis **Total 12**	
Year Three		
Fall 2016	**Spring 2017**	
Psy 6950 (3) **Update** Student Temporary Practice License? **Total 3**	Psy 6950 (3) ✓ Praxis exam requirement (passing score 165) ✓ Psy 6970 (3)-Thesis credits if defending this semester→ <u>Obtain chair approval</u> before you register <u>the semester you defend thesis.</u> **Total 3 - 6**	✓Psy 6970 (3)-Thesis credits? You need <u>3 credits when you defend after internship year.</u> Only if you have already registered for 8 thesis credits, then you would register for Psy 6990 (3 credits).

Documentation and Clarification of
Specific School Psychology Program Requirements and Policies

The purpose of this section is to provide information on additional School Psychology program requirements, and to state and clarify specific program objectives and policies. It is the intent of the program faculty to ensure that every aspect of the training program is consistent with the Standards for Training and Field Placement of the National Association of School Psychologists. Thus an additional purpose of this section is to assist in documenting such program and policy consistency.

1. **Program Prerequisites**

   Students are expected to have a strong background and substantive undergraduate coursework in psychology. **Students must have successfully completed (with a grade of B or better) undergraduate course work in Abnormal Psychology, Behavior Analysis, Multicultural Psychology, and Statistics prior to beginning the school psychology program.** Students who do not have the required prerequisites may be admitted into the program with the understanding that all prerequisites will be completed prior to beginning the program.

2. **Program Residency and Continuous Enrollment**

   2.1 Requirement. During completion of their program of study in School Psychology, all students are expected to maintain full-time continuous enrollment at Utah State University during each academic year (i.e., fall and spring terms) while they complete their course work. Full-time enrollment as defined in the USU Graduate Catalog consists of registration for 9 or more credits per term OR a minimum of 6 credits if employed as a graduate assistant for 15 hours per week or more OR a minimum of 3 credits if all required coursework is completed and only the research component of the degree is remaining.

   2.2 Internship Year. The requirement of full-time residency and enrollment does not apply during the student's internship year as Psy 6950 Internship registration is for three credits per semester (six total), and the internship placement is off campus.

   2.3 Exceptions. Any exceptions to the residency and continuous enrollment policy must be approved by the School Psychology program coordinator, and must be consistent with USU policies concerning program continuity and readmission.

3. **Program Assessment System**

   3.1 Annual Student Evaluation. At the end of each academic year, all students are formally evaluated by program faculty. This evaluation covers skill areas (e.g., assessment, intervention) as well as professional behavior (e.g., dependability, professional judgment). Students complete the Annual Student Evaluation Form (See Appendix B) and return it to the School Psychology Program Coordinator. Program faculty then meets to discuss the progress of each student. Students are informed in a meeting with faculty and in a letter that they are: making satisfactory progress, making adequate progress with recommendations for improvement, or they are making unsatisfactory progress. Should students require a remediation plan due to deficiencies in certain areas, this plan is developed in collaboration with the student, his/her advisor, and the school psychology program faculty. In extreme cases, students may be dismissed from the program for

unsatisfactory progress or for deficiencies in professional behavior (e.g., ethical violations). Reasons for dismissal are outlined in the Policies and Procedures section of this handbook.

3.2   Practicum Evaluation. Each semester in practicum students are evaluated on key program objectives by their site supervisors. These hours, course work requirements, and evaluation forms (See appendix C) must be completed and returned to the practicum supervisor for a student to receive a grade. In addition to this evaluation, a site visit or conference call is conducted with the student, his/her field supervisor, and the School Psychology Program Coordinator each semester to insure the practicum student is performing as expected and obtaining the appropriate practicum experiences. Students who do not successfully complete a practicum experience with a grade of a B or better must retake practicum and receive at least a grade of B.

3.3   Intern Evaluation. Each semester students are on internship, they are evaluated on key program objectives by their field-based supervisors. The hours, course work requirements, and evaluation forms (See appendix C) are then returned to the School Psychology Program coordinator. In addition to this evaluation, a site visit or conference call is conducted with the intern, his/her field supervisor, and the School Psychology Program Coordinator each semester to insure the intern is performing as expected and obtaining the appropriate intern experiences. Students who receive a grade for internship below a B must repeat their internship experience and receive at least a grade of B.

4. Practicum Training

4.1   Philosophy and Sequence. Practicum training experiences are an integral part of the USU School Psychology program. These experiences allow students the opportunity to integrate theoretical and technical knowledge in a practical and realistic manner. The sequence is designed so that students participate in practicum training during virtually the entire time they are enrolled in the training program prior to their internship experience. The first year sequence includes Psy 6350 (Theory Practice in Counseling -- fall) which provides a didactic introduction to intervention and Psy 6360 (Practicum in Counseling and Psychotherapy -- spring) in which students learn counseling skills with mock clients or in observe advanced students working with clients in the Psychology Community Clinic or school setting. In spring of the first year, student will also practice intervention skills with children and adolescents in Psy 6810 Practicum in academic and behavioral interventions. Each of these courses carries three hours of credit, for a total of six credits during the first year. Summer Psy 6230 and Psy 7380 course and practicum experience first-year experiences occur in the Psychology Community Clinic, and typically involve a range of counseling, behavior management, and parent training cases. For School Psychology students, the age focus is primarily with children and adolescents. In sum, there is a total of eight practicum credits during the first year.

The second-year sequence (Psy 6380—fall and spring) involves a full-year practicum in the public schools. This practicum involves diagnostic assessment, as students will have completed their required assessment courses prior to enrollment. In addition students are involved in consultation, counseling, and intervention activities. Second-year practicum students are supervised by a district-employed school psychologist who has his/her educator license/state certification in school psychology. This practicum will include a comprehensive orientation to the organization and administration of public schools.

4.2   Approval for Practicum. In order to work as a school psychologist as well as a practicum student and

intern a background check and educator license is required. All students in the school psychology program are expected to obtain their student educator license through the Utah State Office of Education by the end of the first semester in the program. As part of this process, Utah Law (53A-1a-512.5) also requires that each applicant for a Utah Educator License must satisfactorily complete a background check. Before receiving approval to do practicum (Psy 6810 and Psy 6380), students must provide documentation to the School Psychology Program Coordinator that they have obtained their Student Educator License (see Appendix D). Failure to meet this deadline will jeopardize a student's standing in the program.   If a student is denied a student educator license due to problems with the background check that cannot be resolved, in most cases the program will move to dismiss the student. Information on this process is at https://secure.utah.gov/elr/welcome.html and http://www.cehs.usu.edu/htm/teacher-education/background-check.

4.3   Time Requirements. It is assumed that for each of the two 3 credit 6380 practicum courses students will put in 10 hours of actual time per week. This time requirement translates into 150 hours per semester (this must include 50 hours of direct client/consultee/family contact time).The one credit practicum courses (6810 and 7380) require at least 20 hours per semester. A total of 340 clock hours of supervised practicum experience is required prior to the internship.

4.4   Supervision and Evaluation. First-year and summer practicum experiences conducted within the Psychology Community Clinic shall be supervised by a core faculty member who is a licensed Psychologist. Second-year practicum experiences conducted in public schools shall be managed under the direction of a core faculty member who has an educator license in school psychology as well as a field supervisor who has an educator license/state certification in school psychology. Weekly group and individual supervision is a component of all practicum experiences. The university supervisor will make at least two field-based contacts during the practicum year, and will also facilitate an end-of-semester formal evaluation of the practicum student by his or her field supervisor (See appendix C).

4.5   University Involvement in Off-Campus Practica. All off-campus Psy 6380 practicum sites must meet the approval of the School Psychology faculty as well as the supervision requirements. A core School Psychology faculty member shall be responsible for arranging practicum training sites, and for facilitating an end-of-semester evaluation of student performance, consistent with program objectives, by the field supervisor.

5. Internship Training

5.1   Philosophy and Sequence. The internship is considered the culminating and capstone program requirement, providing students with the opportunity to integrate their prior training and skills in a practical and realistic manner while working in a limited capacity as a School Psychologist. The internship experience shall occur at the end of the student's program of study.

5.2   Approval for Internship Application. Students must receive faculty approval and signatures on the Internship Approval Form (see Appendix E) before applying to internship sites. Faculty approval is given if students have completed all coursework before internship and have successfully defended the Plan B research proposal. Upon approval, student apply to school districts to obtain an internship position. Districts may begin accepting applications and interview intern candidates as early as February.

5.3   Approval for Internship Coursework. Before receiving approval to register for the internship course, students must have completed all coursework and other program requirements (e.g., annual evaluations (appendix B), successfully defended Plan B proposal, practicum portfolio (see appendix F), and all clinic notes must be complete). Students shall register for six credits of Psy 6950 (School Psychology Internship) during their internship experience, registering for three credit hours each semester.

5.3   Time Requirements. The internship experience shall include a minimum of 1200 clock hours. This would normally be done on a full-time basis during a nine- or ten-month academic year, but with prior approval of the Program Coordinator, may be done on a half-time basis during two consecutive academic years.

5.4   Supervision. School Psychology interns shall receive supervision from a field supervisor who is licensed or certified by the state office of education as a school psychologist for at least three years and must have been working in the district in which the intern is placed for at least one year prior to the internship year. If the internship is conducted in a non-school setting, the supervisor must be a state board-licensed Psychologist.   Field supervisors shall provide a minimum of two hours per week individual supervision for each intern, and shall not be responsible for more than two interns at any one time.

5.5   Appropriate Settings. In most cases, all 1200 clock hours of internship will be completed in a public school setting, with an appropriate balance between regular and special education settings. However, with prior approval of the Program Coordinator, up to half of the clock hours of the internship may be completed in a non-school setting that provides direct clinical services to children and/or families, with the remaining half completed in a public school setting as previously described. (A minimum of 600 hours in the schools is needed.)

5.6   University Involvement in Internship and Evaluation. A member of the School Psychology faculty will be designated to approve internship placements and facilitate communication with the agency and the intern during the course of the internship. However, it is each student's responsibility to secure his/her own internship placement. The university supervisor will make at least two field-based contacts during the internship year, and will also facilitate an end-of-semester formal evaluation of the intern by his or her field supervisor (See appendix C).

5.7   Scope of the Internship. Internship placements must provide experiences in working with children across the age span from early childhood through late adolescence, and with a full range of disability conditions. The internship experience must include a variety of activities (e.g., consultation, assessment, direct interventions, inservice training, agency collaboration) and an interdisciplinary perspective. Specific activities and requirements for the internship will be enumerated in a formal written agreement between the university, the agency, and the intern. (See Appendix G for a sample internship agreement.)

6. Performance Evaluation Student Requirements

6.1   Grades. Students must (1) maintain a minimum of a 3.0 GPA with no more than 2 non-applied coursed, even after retaken, below a B grade but may not be a D or F grade and (2) achieve a grade of a B or better in practicum and internship courses. As noted in the first criteria, students may receive up to 2 Cs in non-applied courses. Students who receive a grade lower than a C in a non-applied course will need to retake the course and earn at least a C grade. When a student receives a

grade lower than a B in applied practicum or internship course, student retakes the course and the faculty meet to determine the need for additional remediation plan (e.g., take another course in that area, more frequent monitoring of student progress, complete a specific assignment).

6.2   National Exam. Students are required to take and pass the National Teachers Examination Praxis II examination in school psychology with at least a score of 165 (code 10400; http://www.schools.utah.gov/cert/Out-of-State-License.aspx). Students must take this exam and submit results from the exam to the School Psychology Program Coordinator to meet all program requirements. Information on registering for this exam can be found at www.ets.org/praxis and http://www.ets.org/praxis/ut/requirements and http://www.cehs.usu.edu/images/teacherEd/testnumbers.pdf and http://www.cehs.usu.edu/images/teacherEd/flyer.pdf and http://www.cehs.usu.edu/index.php/component/content/article/23-students-programs/teacher-education/67-praxis.

6.3   Portfolio. As a comprehensive assessment of students' understanding and application of the areas of school psychology, students are required to submit to the school psychology faculty a portfolio of their work. This portfolio should include information (e.g., psychological evaluations, consultation /intervention casework) documenting understanding of each of the standards of school psychology training and practice. Students submit an initial portfolio prior to beginning their internship. A portfolio is then submitted for review at the end of the spring semester of the student's internship year. Detailed information is provided in Appendix E.

6.4   Plan B defended proposal. Students must complete and defend a literature review and research method proposal as a requirement for the MA degree. Additional information on this requirement and deadline is provided later in section 8 in this handbook.

6.5   Thesis. Students must complete and defend a research-based thesis project (that was proposed in their Plan B defense) as a requirement for the EdS degree. Additional information on this requirement and deadline is provided later in section 8 in this handbook.

7. Orientation of the Educational Process

One of the underlying goals of the training program is that graduate students will ultimately become providers of School Psychology services within public school settings. Thus the structure of the program has been designed to sequentially orient students, in an increasingly intense manner, to public school systems and related community resources. The sequence of training is designed along four levels, each with specific orientation activities. These levels, which require increasing involvement in the schools, are described as follows:

Level 1:   Didactic training relating to public school systems

Level 2:   Didactic/experiential training requiring minimal direct involvement in schools, such as observation or practice assessments

Level 3:   Experiential training that involves direct work in clinic (Psy 7380 practica) and public school settings (Psy 6810 and Psy 6380 practica)

Level 4:   Full-time applied experience in public school settings (Psy 6950 internship)

This successive-levels approach to orienting students to the educational process is designed so that the amount of direct involvement increases in accordance with the students' knowledge and skills.

8.   Faculty Guidance

Students admitted to the program are immediately assigned a faculty advisor. Faculty advisors' primary responsibility is to convey information to students regarding progress in the program and feedback from program evaluations. Faculty advisors also function as professional and personal mentors who discuss concerns and provide support to students. Assigned faculty advisor will typically also serve as a research advisor but students may choose another faculty in the psychology department as the research advisor with agreement of the faculty. Research advisors, however, must be selected by Fall semester of the first year to enable students to make timely progress on the required Plan B and thesis project. Research advisors typically schedules both individual and team meetings with his or her students. The Director of the School Psychology Program also keeps an open door policy for all students to come in for consultation about matters of curriculum, career goals, financial assistance, and program requirements. In addition, the entire program faculty is interested in your progress and welfare, thus students are strongly encouraged to visit any faculty member to discuss professional, research or program experiences.

9. Timely Completion of the Program

9.1   Timely Completion of Plan B Research requirements. To ensure timely progress on their research, students in the School Psychology Program must have their Plan B paper successfully defended (i.e., the literature and research methods for Plan A thesis project) prior to being given program approval to apply for internship (typically students apply for internship in spring semester of their second year). Students who apply for internship without faculty approval will no longer be considered in good standing in the program and may be recommended for dismissal due to conduct unbecoming a professional school psychologist and/or failure to comply with departmental, college, and university regulations or procedures. If a student has not defended his/her Plan B paper by the end of spring semester of the student's third year in the program, the student may be dismissed for lack of timely progress on program requirements. If extenuating circumstances arise, these will be considered on a case-by-case basis but students should be aware that exceptions do not occur with regularity.

9.2   Timely Completion of Final Thesis Defense. Students are expected to have defended their final research thesis document no later than 1-year post-internship. Students who do not meet this deadline will no longer be considered in good standing in the program and in most cases will be recommended for dismissal due to lack of timely progress toward degree requirements. If extenuating circumstances arise, these will be considered on a case-by-case basis but students should be aware that exceptions do not occur with regularity.

9.3   Final Changes made to Plan B or thesis document. Students must make changes to their thesis as soon as possible following their final defense. According to Graduate School Policy, students who do not make changes within one-semester following their defense will be required to pay $100 late completion fee each semester until the final changes are made. In addition, students who go one-year without finalizing their document will be required to redefend.

9.4 a. Completion Tasks and Time Lines for Degree Completion. The following table is a summary of the activities and deadlines related to timely completion of the school psychology program.

Action	Time line

1. Supervisory Committee	Supervisory committee form (for MS and EdS) submitted to Graduate School **by end of first semester** (changes cannot be made to membership within 6 weeks of thesis defense).
2. Program of Study	MS and EdS Programs of Study submitted **by end of second semester** following matriculation. A Program of Study must be submitted at least 2 months prior to a defense.
Plan B proposal defense Date	Student has the thesis proposal approved by the thesis chair, has committee sign Master's Thesis/Project Proposal Form and gives committee copy of thesis proposal and schedules thesis proposal defense at least 4 weeks later.
Appointment for Exam for Plan B	Appointment for Examination form submitted to Graduate School **at least 10 working days prior to desired defense date**
3. Plan B Proposal Completion	Hold defense; give student graduation forms (in defense packet – see Plan B checklist at graduate school website). Student must be registered for at least 3 credits the semester of the defense. Committee signs has committee sign Master's Thesis/Project Proposal Form for thesis.
5. Graduation Forms and Fees for MS	Graduation forms and fees must be submitted (when completed 30 units + 2 thesis credits and defended Plan B) before the last day of the semester or sooner to participate in graduation. Deadlines for Spring Commencement participation vary. https://rgs.usu.edu/graduateschool/files/uploads/Completion_Dates.pdf for more information
6. Binding Receipt	Graduate Report/Creative Project Approval form (provided at the final defense) is signed and taken to the Merrill-Cazier Library with your report/project. Plan B binding receipt from the library is returned to the SGS by the student.
7. MS conferred	Once all grades are entered and all paperwork is submitted the **"degree conferred" date** on the student's <u>transcript</u> will typically be **the day the binding receipt was signed.** The date on the MS <u>diploma</u> will be the last day of the semester for all students.
8. Thesis paper Defense Date	Student has the thesis proposal approved by the thesis chair and gives committee copy of thesis proposal and schedules thesis proposal defense at least 4 weeks after committee is given the thesis paper.
9. Appointment for Examination for Thesis	Appointment for Examination form submitted to Graduate School **at least 10 working days prior to desired defense date**
10. Thesis Defense	Hold defense; give student graduation forms (in defense packet). Student must be registered for at least 3 credits the semester of the defense.
11. Record of Examination	Return signed Record of Examination form (purple) to Graduate School indicating exam results
12. Graduation Forms and Fees	Student pays fee and submits graduation forms to Graduate School
13. Thesis Completion	Thesis is signed by all committee members and turned into Graduate School for review
14. Thesis Review Process	**Allow 7 weeks from defense to binding** (allows time for revisions, reading, approvals, signatures, copying, binding)
15. Binding Verification	Binding receipt brought by student to Graduate School after thesis is taken to Merrill-Cazier Library for binding
16. Grace Semester and Late Fees	All graduate students (excepting international students) have a "grace semester" the semester after their defense to complete the process. **A $100 Late Completion fee is assessed for each semester thereafter until the degree is posted.**
17. Posting the Degree	Once all grades are entered and all paperwork is submitted the **"degree conferred" date** on the student's <u>transcript</u> will typically be **the day the binding receipt was signed.** The date on the <u>diploma</u> will be the last day of the semester for all students.

9.4 b. <u>Completion Tasks and Time Lines for Degree Completion.</u> Each activity is described in more detail in this section.

1. <u>Graduate Supervisory Committee (GSC) Formed and Approved</u>

Because program planning is crucial to a student's program, the GSC should be selected early. Graduate School policy is that Supervisory Committees be formed by the end of the **first semester**. Students in the School Psychology program will have one committee for the MS and EdS degree portions of the program. The MS/EdS committee will consist of a minimum of three members, at least one of whom is outside of the student's area of specialization. Only one member of the committee can hold the "adjunct" title and this individual cannot chair the committee. It is strongly suggested that students choose core School Psychology or Combined PhD program faculty as their chairs

Students are urged to consider the composition of their committees so that the committee members (and chairperson) can provide strength to the conceptual thrust of the thesis and specialized assistance in the area of research design and data analysis.   A student who is not able to define a research problem should feel free to discuss interests and topics with any member of the faculty to obtain help in developing a topic.

Although many student-major professor relationships last throughout the degree program, either the student or the faculty member may terminate the relationship without repercussions. A student may change major professors if the change is agreed upon by all parties. Should there be some concern about the changes made the transition should be mediated by the program chair and/or department head. After a change in advisement is made, the student is expected to establish another mentoring relationship within six months. Failure to do so will compromise a student's progress in the program and may lead to the recommendation of termination of the program based on the student's inability to make satisfactory progress.

A faculty member is not obligated to students, other faculty, or administration to perform any activities during non-contract or off-time periods. Students should be aware that the majority of faculty are not on contract during the summer months (May through early August). A faculty member who chooses to perform professional duties during non-contract / off-time does so on a completely voluntary basis and will not be compensated for such activity in any way.

The GSC is responsible for guiding the student in completing appropriate course work, the Plan B and thesis projects. The GSC may define course work requirements for each student to meet individual needs. The final decisions of the committee regarding course work, Plan B, thesis, and other requirements are binding on the student.

It is suggested that a student choose a supervisory committee as soon as possible. The student should initiate a request directly with the faculty member whom he/she desires to serve as chairperson. If the faculty member consents, other members of the committee will be agreed upon jointly by student and chairperson. The student will then approach the other potential committee members to invite them to serve. In the event a student has difficulty in defining or obtaining a committee, the program chairperson may be consulted at any time. Note: Faculty chairpersons will adhere to the foregoing guidelines in giving advice on committee memberships and on agreeing to serve.

Once the committee has been chosen, the student must complete and submit to the department a committee form to officially constitute the committee. Forms are available at: http://rgs.usu.edu/graduateschool/htm/forms

The Department Head must approve the assignment of faculty members to serve on the GSC and forward his/her recommendation to the Dean of the School of Graduate Studies, for final approval. Students are strongly encouraged to read the USU Graduate Catalog section http://rgs.usu.edu/gradcatalog/ on degree requirements for additional information about graduate supervisory committees.

It is Graduate School policy to accept no committee revisions (changes of committee members) in the six weeks prior to the final defense. Substitutions for committee members unable to attend defenses must have the dean's approval. If a student has changed a committee member within the six weeks prior to submission of a defense sign-up sheet, the defense date will be questioned.

2. Program of Study MS and EdS Forms Approved and Signed by Graduate Supervisory Committee

Once the supervisory committee has been formed, it is suggested that the student and committee meet early to develop the Program of Studies for both the MS and EdS degree portions of the program. This form is available at: http://rgs.usu.edu/graduateschool/htm/forms . When finalized and signed by the GSC the form must be submitted to the department for final submission to the School of Graduate Studies for approval. When approved, this becomes the program for which the student will be held accountable and can only be changed by approval of the GSC.

3. Plan B Proposal Developed in Conjunction with the Graduate Supervisory Committee Chairperson

Early in the student's program, informal preparation (e.g., selection of an area of research interest) should begin on a Plan B research proposal that includes the literature review in the area of the proposed research and methods. This is done by meeting with the GSC chairperson to define a research problem and develop the Plan B proposal.

Preliminary research should begin as soon as feasible and drafts of sections should be submitted periodically to the major professor for critiquing. Primary responsibility for development of the Plan B proposal rests with the student and the major professor, but individual committee members should be consulted on sections which involve their special expertise.

Defense of Plan B /Thesis proposal forms and meeting

When the chairperson believes that the thesis Plan B proposal is in defensible condition, approval is given to schedule the proposal meeting. Each committee member must receive a copy of the thesis at least **four weeks** before the scheduled defense. Committee members are given at least 2 weeks to read the proposal prior to determining if they should sign two forms, Master's Thesis / Project Proposal Form and The Appointment for Examination form for a thesis (http://rgs.usu.edu/graduateschool/htm/forms). These forms are signed by the entire committee and forwarded to the School of Graduate Studies **at least 10 working days before the defense.** Committee members who believe that the thesis is not ready for defense will notify the student and the major professor prior to the oral examination. The student and major professor may postpone the defense in order to make revisions in the thesis or dissertation. **College regulations state that a defense may not be scheduled during the first or last weeks of any semester or during semester breaks.** This regulation is intended to help the student obtain a hearing which is not hampered by the rush of activities at those times.

4. Plan B Research Proposal Defense Meeting

The student will initiate a proposal meeting with the full committee. During the meeting, the committee will make final input regarding requirements for the research. The committee has an obligation to assure the proposed research, when completed, will be a sufficient contribution to new knowledge. The student is responsible for obtaining the statistical and research expertise necessary to carry out the research and is expected to cover all costs of the research where projects are not specifically funded.

When the proposal is accepted and the Proposal Cover Sheet signed by the GSC, a copy is then placed in the student's file. The committee also signs another Master's Thesis proposal Approval Form and a Record of Exam Completion that is sent to the Graduate School of Studies. The MS degree graduate school requirements on the Graduate School Checklist – Plan B (http://rgs.usu.edu/graduateschool/htm/forms) can also be completed if 30 credits plus 2 thesis credits have been completed.

As described earlier, students must defend their Plan B proposals to obtain internship approval. Students who do not complete the project by Fall semester of the third year in the program will be disallowed from taking internship classes until their proposals are successfully defended.

5. Institutional Review Board (IRB) Approval (if necessary)

If human subjects are involved in the study, written approval by the University's Institutional Review Board (IRB) for Human Participants must be obtained. To do this the student completes the *Application for Review of Research Using Human Participants* form (available on-line at http://irb.usu.edu/). The student's proposal must be approved by his/her committee prior to submitting the research to the IRB for review. The student's GSC chairperson must be listed as the principal investigator on the IRB application and must sign all application forms. The IRB application, informed consent forms (if applicable) and a copy of the proposal are sent to the Institutional Review Board.

6. Thesis Research Conducted

As in the writing of the proposal, the actual research is conducted under the primary supervision of the chairperson, with input along the way from other members of the GSC as needed. Each step of the research should be checked by the student and the chairperson. The research should conform to the requirements of the proposal, to sound methodological practice and to the desires of the committee.

7. Thesis Written to the Satisfaction of the Graduate Supervisory Committee Chairperson

The chairperson will supervise the student in writing and rewriting the final product until it is ready to present to the full committee. Other committee members may be asked for help or input as appropriate but should not be asked to review the product until it has first been approved by the chairperson. The student, not the chairperson or the committee, is responsible for writing the final product. Therefore, the student should expect to make revisions until the product is adequate and should not expect the chairperson to do the rewriting.

8. Defense of Thesis

When the chairperson is satisfied that the manuscript is in excellent condition, the student arranges a meeting where the completed research is presented and defended. Each committee member must receive a copy of the thesis at least **four weeks** before the scheduled defense. Committee members are given at least 2 weeks to read the proposal prior to determining if they should sign the form, The Appointment for Examination form for a thesis (http://rgs.usu.edu/graduateschool/htm/forms). This form is signed by the entire committee and forwarded to the School of Graduate Studies **at least 10 working days before the defense.** Committee members who believe that the thesis is not ready for defense will notify the student and the major professor prior to the oral examination. The student and major professor may postpone the defense in order to make revisions in the thesis or dissertation. **College regulations state that a defense may not be scheduled during the first or last weeks of any semester or during semester breaks.** This regulation is intended to help the student obtain a hearing which is not hampered by the rush of activities at those times.

As stated in the USU catalog, "The oral examination is a defense of a final document. Minor, usually editorial, changes may be made following the defense. If major changes are needed, another defense will be scheduled for the new document. The defense should not be used as an opportunity to discuss the research and propose changes in the thesis or dissertation."

Following the final defense, the final copy of the thesis is prepared embodying any changes approved by the committee members. It is then signed by the committee members.

After signatures are obtained from the entire committee, the final paper should be given to the departmental format reviewer for final reading for format, after which it is taken to the thesis coordinator in the Graduate School Office. Complete paperwork listed in Graduate School Checklist- Plan A (http://rgs.usu.edu/graduateschool/htm/forms).

Note that all candidates must be registered for a minimum of three credits the semester of defense and for 1 credit each semester until completion. Students who are not on campus (as confirmed by a letter from the student's department) may pay $100 continuing registration, but all students must be registered for 3 credits the semester of defense and for 1 credit each semester until completion, if they are not the same, according to Graduate School regulations. Graduate students failing to complete all requirements within one year of successful defense shall be required to redefend, according to Graduate School regulations.

Detailed Graduate Program Policies and Procedures

Continuous Graduate Registration

All graduate students must be in continuous registration until they complete all requirements for the degree. The following continuous registration alternatives are available to graduate students:

1. Students must be enrolled in regular courses, seminars, independent study, or thesis for every fall and spring semester until they complete all requirements for their degrees.

2. Students must be regularly enrolled for a minimum of 3 credits of graduate work although a department may require more credits. Students should register for 3 credits of Continuing Graduate Advisement (Psy 6990) if they are not enrolled in other courses but make use of faculty time or university facilities. Students must also register for summer semester if they use university facilities or consult with faculty during that semester.

3. A graduate student who is not registered as indicated above and who will not be using university facilities or faculty time may meet the continuous registration requirement by paying the Continuing Registration Fee of $100 per semester. This fee requirement does not apply for summer semester. Use of the Continuing Registration Fee alternative requires the approval of the Department Head and School of Graduate Studies.

Out-of-state tuition costs are not charged in connection with fees such as the Continuing Registration Fee and the Continuing Graduate Advisement (Psy 6990).

Students must register for 3 credits the semester they defend their thesis. This requirement can be met by registering for Continuing Graduate Advisement (Psy 6990) or appropriate graduate courses. The Continuing Registration Fee does not fill this requirement.

Continuous registration becomes effective the academic semester following admission to the School of Graduate Studies as a matriculated or provisional student. Students who do not maintain "Continuous Registration" will be so notified by the Graduate School. If the student still fails to register, the student's department will be notified and the student's records placed in the inactive file. At the discretion of the Department, a student's file may later be reactivated unless the time limit for the degree has run out. The student will be required to pay a reactivation fee in addition to the University's approved registration fee.

Leave of Absence

Under certain conditions a leave of absence, during which neither continuous registration nor a $100 payment is required, may be granted. Leaves of absence may be granted in cases of illness, required military service, and other extenuating circumstances.

To request a leave of absence a student must make a written request to his/her committee chair. The chair then petitions the Psychology Department Head. If approved by the Department Head he/she submits a written recommendation to the Dean of the School of Graduate Studies. A leave of absence will be approved for a specific period of time (generally not to exceed one year). At the end of the approved leave time, it is the student's responsibility to contact the department chair and/or program coordinator. Failure to make such a contact and develop an associated plan for re-engaging with the program will result in a recommendation to the graduate school that the student be dismissed.

Financial Assistance

This section reviews financial support available to graduate students. Funding and policy changes are ongoing. As such, this information should be used as a guide or starting point. For the most current information regarding tuition waivers, students are referred to the office of graduate studies website at http://rgs.usu.edu/graduateschool/htm/finances

Graduate Assistantships

A number of departmental teaching assistantships are available. Departmental assistantships pay $5,000 per academic semester for 20 hours of work per week. Assistantships outside the department are sometimes available and information on these is e-mailed to students as it becomes available.

 Process for Applying for Departmental Graduate Assistantships

All Psychology Department graduate teaching assistantships are awarded through the Department of Psychology. During March or April of each year, information is given to students in an e-mail from the Department on the teaching assistants available. Students should follow the instructions in the e-mail on how to apply for these positions. All incoming students are assigned to TA positions and do not need to apply.

Process for Awarding Graduate Assistantships Within the Department of Psychology

Applications for assistantships from current students are reviewed each spring. In addition to taking into consideration faculty assistantship supervisor requests and student preference for specific assistantships, the following factors are considered in awarding assistantships:
·   Academic progress of the student
·   Professionalism/Ethics of the student
·   Faculty supervisors' evaluations of the students' previous and/or current performance on assistantships
·   Educational experience and value of work activities associated with the assistantship
·   Relevance of the student's preparation and background to the assistantship tasks
·   Previous work experiences of the student
·   Number of years the student has been matriculated in a program (assistantship support is unlikely after the allotted time to complete the degree has been exceeded).

E-mails with attached letters informing students of their assistantship status will typically be sent between April and June. If a student has been awarded an assistantship, a letter indicating the student's acceptance or rejection of the position must be submitted to the Department by the deadline stated in the letter.

All graduate assistantships that meet all School of Graduate Studies, College of Education and Department of Psychology requirements are eligible for a waiver of the out-of-state portion of tuition so that students pay only the Utah-resident tuition.

 Martin Luther King Fellowship

Two of these fellowships are awarded to USU for African American students each year. In addition to the $2,000 fellowship, the department may award an assistantship, the amount of which varies with the amount of time the student can devote to assistantship activities. Out-of-state tuition is also waived. This requires an

enrollment of six credit hours and the maintenance of at least a 3.0 grade point average. More information is available from the Graduate School, Old Main 264, UMC 0900.

Tuition Awards

Awards for the non-resident (out-of-state) portion of tuition are available to master's students who meet the following eligibility requirements for first two semesters (in summer is in state tuition only):
- Matriculation into a graduate program
- Employed at least 20 hours a week (.50 FTE) as a graduate assistant
- Earning at least $350 a month as a graduate assistant
- Have a minimum GPA of 3.0
- Registered for at least 9 credits if employed .25-.375 FTE or 6 credits if employed .375-.50 FTE

This tuition award through the College of Education and Human Services is limited to 12 credits per the two semesters. However, students are eligible for Utah residency after maintaining continuous residency in Utah for 12 months. Students must apply for residency once they become eligible or will be required to pay the out-of-state portion of their tuition.

A few scholarships waiving resident tuition are awarded to Utah Residents and nonresidents on a competitive basis. Grade point average (usually above 3.7), the Graduate Record Examination scores, and other evidence of scholastic merit (e.g. timely progression on thesis) are considered in determining these awards. Students receiving these scholarships are expected to enroll for 9 units or more each semester.

Other USU Financial Aid

Loans

Graduate students may apply for Federally Insured Student Loans, National Direct Student Loans, and College Work Study through the Financial Aids Office, TSC 106, UMC 1800. More information on these loans and work study programs can be found in the general university bulletin or the Financial Aids Office.

Travel Funds for Conventions

Students who will be travelling to present a paper or a poster display at a psychology-related professional meeting may apply to the Department for travel funds in amounts up to $300 to help defray their travel costs. Students should be aware that USU's Graduate Student Association (GSA) also makes funds available for such purposes, on a competitive basis. Application for GSA travel funds should be made directly to the GSA. Requests to the Department should be made at least three months prior to the date for the professional meeting. Only one trip per year is funded (July 1st through June 30th).

Other Employment Opportunities

In addition to financial support controlled through the Department, college, or USU's Financial Aids Office, there are numerous opportunities on- and off-campus for students to obtain assistantships or other relevant part-time employment. There is no formal process outlined for applying for such employment; students who seek such opportunities do so on their own. However, students who are not certified or licensed for the particular job need to be supervised by someone who is and follow established procedures for departmental approval of such work.

University Student Rights, Responsibilities and Resources

USU Student Code

The University has policies and procedures that specify students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs (see Appendix H). Graduate students in the Psychology Department are expected to conduct themselves in a professional manner at all times in line with the USU Student Code. *The Code of Policies and Procedures for Students at Utah State University* can be located at: http://www.usu.edu/studentservices/studentcode. The code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

As stated in this handbook, students can reasonably expect the following:
  A. The right to a learning environment free of harassment and unlawful discrimination.
  B. The right to due process in all academic integrity and disciplinary proceedings, which means fundamental and procedural fairness in accordance with the provisions of this Student Code.
  C. The right to inquire, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, with due regard to factors such as class size and the limits on the instructor's time for conferences.
  D. The right, subject to time, place, and manner restrictions, to express personal opinions on campus, to support or oppose causes, to arrange public assemblies, and to hold rallies, demonstrations, and pickets which do not materially and substantially interfere with normal University activities or the rights of others. Institutional control of facilities shall not be used as a censorship device. Any institutional regulation regarding time, place, and manner of expression must be content-neutral, must be narrowly tailored to serve a significant University interest, and must leave open ample alternative channels of communication.
  E. The right to organize and the freedom of association.
  F. The right to publish and the freedom from censorship.
  G. The right to meaningful representation in the formulation of University policies which affect students.
  H. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
  I.   The right to confidentiality of records and due limitation of disclosure of personally identifiable information.

Students with Disabilities

Utah State University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), reasonable accommodations are provided within a campus environment that is physically and socially accessible and that enables the students to achieve their academic and career goals. The Disability Resource Center (DRC) is the centralized facility for disability-related support services which include, but are not limited to, advisement, advocacy, and assistive technology. It is suggested that the DCR be an initial contact point for students with disabilities (Located in the University Inn, Room 101, 0101 Old Main Hill Logan, UT 84322-0101, phone: (435) 797-2444, web: http://www.usu.edu/drc/. The DRC Student Handbook that outlines some of the services available from the DRC and specifies guidelines that are pertinent to these services can be located at http://www.usu.edu/drc/students/handbook/.

The DRC Student Rights stated in this handbook follows:

- The right to a learning environment free of discrimination and harassment
- The right to equal access to the programs, services, and activities of Utah State University ;
- The right to reasonable and appropriate accommodations, academic adjustment, and aides, as determined on a case-by-case basis; and
- The right to appropriate confidentiality of information pertaining to his/her disability, except as required by law.

<u>USU Resources and Supports</u>

There are a numerous academic, wellness, and technology   services and student organizations are available to USU students. List of available services and websites can be located at http://www.usu.edu/current-students/ and http://www.usu.edu/student-life/. The website for the Merrill-Cazier Library at USU can be located at http://library.usu.edu/.

Review of Student Progress

Comprehensive Evaluation of Students

Students should know that their faculty and training supervisors will evaluate their competence in areas other than, and in addition to, course work, seminars, scholarships, or other related programs and requirements that include demonstration of sufficient interpersonal and professional competence, self-awareness, self-reflection, self-evaluation, openness to the process of supervision, and resolution with issues and problems.

Annual Review of Students' Academic and Professional Progress

At the end of each academic year, program faculty will review each student's progress toward completing program requirements and professional development. School Psychology Program students will receive feedback on their progress every year. The feedback will address progress in the areas of:
- Didactic coursework
- Research skills and progress
- Clinical skills and progress
- Assistantship performance
- Interpersonal skills and professionalism
- Self-awareness, self-evaluation, and critical thinking skills
- Other accomplishments and/or concerns

See Appendix B for a copy of the annual evaluation form.

Clarification and Procedures for Removing "I" Grade

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances that includes:

      (1) incapacitating illness which prevents a student from attending
      classes for a minimum period of two weeks,
      (2) a death in the immediate family,
      (3) financial responsibilities
      requiring a student to alter course schedule to secure employment,
      (4) change in work schedule as
      required by employer,
      (5) judicial obligations, or
      (6) other emergencies deemed appropriate by the instructor.

The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an *"I"* and a letter grade for the course computed as if the missing work were zero. An *Incomplete Grade Documentation Form* must be filed by the instructor. Documentation of **the reasons for granting an *I* grade and** required work to be completed in order to remove the *I* grade must be **recorded on the *Incomplete Grade Documentation Form***, which must be filed with the departmental office. Students may not be given an incomplete grade due to poor performance or in order to retain financial aid.

The student is required to complete the work by the time agreed upon **(which may not be longer than 12 months)**. If no change of grade is submitted by the instructor within the prescribed period, the *I* grade will be removed and the letter grade originally submitted with the *I* will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the *I* grade, and in accordance with departmental and other USU policies. In the absence of the original instructor, special circumstances must be handled by the department head. **Resolution of the *I* grade does not involve a complete repeat of the course, only the completion of the missing coursework.** A student **does** not reregister for the course. All *I* grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

Dissertation, thesis, directed study, and independent study courses taken for graduate work are exempted from this policy.

A student who is on academic probation and receives an incomplete grade in one or more classes may register for classes in the subsequent semester, provided the grades received from his or her other classes are high enough to prevent the student from being placed on academic suspension. A student in this situation, prior to making up the incomplete grade, may enroll in *only one* subsequent semester. A Registrar's Office hold will then be placed on the student's record, preventing him or her from registering for a second additional semester. Additional registration holds may be placed on a student's record by an academic advisor. The Registrar's Office hold will not be removed until the incomplete grade is changed to a letter grade. If the resulting grade does not cause the student to be placed on academic suspension, the Registrar's Office hold will be removed. Other registration holds, such as an advisor hold, will need to be removed by the office placing the hold.

Exceptions to the one subsequent semester limitation may be made (1) if receiving the grade that accompanies the incomplete grade (e.g., a student who receives an *IF* grade would receive an *F* if no additional work was

completed) would not cause the student to be placed on academic suspension for the semester in which the incomplete grade was originally received, or (2) by memo of justification from the course instructor who submitted the incomplete grade. Any exceptions must be requested through the Registrar's Office.

Incomplete grades must be made up and on file in the Registrar's Office no later than the last day of classes during the semester for which the candidate has applied for graduation.

Dismissal from the School Psychology Graduate Program

"The student's department and the School of Graduate Studies monitor the progress of graduate students. For continued participation in a graduate program a student must complete requirements in a timely manner." (USU 2007-2009 General Catalog).

The Department of Psychology has established and strives to maintain high standards in all of its programs. In keeping with this goal, graduate students are expected to maintain: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements, including the thesis; and 3) high standards of personal conduct and behavior. To assist in maintaining such standards, any one or more of the factors listed below will result in a student being considered for dismissal from the program.

1) Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters. Students who have received more than 2 Cs or a lower grade in non-applied courses or a grade lower than a B in an applied course after courses have been retaken will be considered for dismissal.

2) Failure to make adequate progress on programmatic requirements (e.g., excessive delay in completing Plan B or thesis research). Students are expected to complete all program requirements within four calendar years of matriculation.

3)   Any of the following: 1) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in school psychology; 2) conduct unbecoming a professional school psychologist (see NASP guidelines); or 3) failure to comply with departmental, college, and university regulations or procedures.

4) Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

Procedures for Dismissing a Student From a Graduate Program in Psychology

The following procedures, used by the Department of Psychology, are consistent with those outlined in *The Code of Policies and Procedures for Students at Utah State University* (http://www.usu.edu/studentservices/pdf/StudentCode.pdf)

1) All dismissal recommendations will be made by the program faculty as a committee.

2) The student will be informed in writing by the program chair and/or department head of the specific reason(s) (from those listed above) for the dismissal decision.

3) If the student wishes to appeal the dismissal, the grievance process as outlined in the student code should be followed. This includes appealing first to the program faculty and second to the Psychology Department Head. If these appeals are unsuccessful the continued channel is: the Dean of the School of Graduate Studies, the USU Grievance Board, the Hearing Officer, the Provost, and the President of the University. If the student's grievance is related to discrimination or harassment the AA/EO Director is also included in concert with the Dean of the School of Graduate Studies. For more information on the grievance process see section VII-1 of the Student Code.

Standards for Assistantships and
Extra-contractual Psychological Work

1. The following standards should be noted for assistantships and for other psychological work:

   a. Graduate programs should inform applicants and students of the rigorous nature of full-time graduate training and suggest realistic expectations regarding additional work (e.g., students might have difficulty progressing in the program if their assistantships and/or employment require more than 20 hours per week). The criteria of "progress" for full-time matriculated graduate students are defined by the university and should be adhered to. <u>Work agreements beyond 20 hours per week must be approved by the program director of training and department head.</u>

   b. Students-in-training must **not** represent themselves as psychologists or school psychologists by their statements, their roles, or the nature of their work.

   c. When students are engaged in work that is psychological in nature (particularly in the professional specialties of clinical, counseling, industrial/organization, and school psychology, they **must** be directly supervised by an appropriately licensed or certified psychologist. In those (rare) cases where a student is certified to work in areas of human services (e.g., social work, family counseling, psychiatric nursing, etc.), the student must carefully limit his or her work to the confines of that certification.

2. The department is obligated to monitor the assistantships in which their graduate students are placed in order to secure fair and relevant assignments, require adequate supervision, and guard against exploitation of student labor.

3. Assistantship supervisors are obligated to provide a clear job description that specifies tasks and responsibilities, total hours/week of work, length (9 or 12 months) of assignment with starting and ending dates, time-off/semester-breaks policy, hours of weekly supervision, qualifications of applicants, and funding level(s).

4. Students should disclose the nature of any "psychological work" (and the level of supervision) to their advisor, the director of their graduate program, and/or department head for approval (see below for policy on gaining departmental approval for extra-contractual psychological work).

<u>Procedure for Obtaining Extra-Contractual Psychological Work</u>

To be ethical and legal, all activities considered the "practice of psychology / school psychology" conducted by students must be **a defined part of the training program.** Thus, all psychological work must be approved by the psychology department and program faculty. Much of the work students engage in has previously been approved by the department. This includes work for which University credit is earned (e.g., practicum), and assistantships that have a standing agreement with the department of psychology. Any other psychological work **must be approved by the program faculty and the department of psychology.** Obviously, students obtaining separate certifications or licensure can conduct activities commensurate with their credentialing under their own auspice. Below are included the process by which approval for psychological work can be obtained. Additionally, for the information of the student, the legal definition of the "practice of psychology" and the exemptions to the law are provided.

Process to Gain Approval for Additional Psychological Work

All "non-approved" psychological work (e.g., anything that is not already an established assistantship) must be approved by the program faculty and Psychology Department. The procedure is as follows:

1. Requests must be in writing and include all relevant information (listed below):

    a. An appropriate supervisor (licensed PhD psychologist, or in the schools, a certified school psychologist) must be available and have agreed to provide supervision of sufficient frequency. The supervisor and hours of supervision per hours of psychological work must be presented in writing to the student's chair and the department head.

    b. Appropriate liability coverage is in place to cover proposed work (e.g., you have coverage from the facility where the work is being done).

    c. A written contract outlining roles and requirements is agreed upon (including time commitment).

    d. A list of all other psychological and assistantship work being done during the same period of time as the proposed work.

2. Request is made to the chair of your committee:

    a. Committee chair will forward information to the rest of the program faculty for review and approval.

    b. The department head must approve all requests (and is the one who deals with contractual arrangements with external facilities).

    c. Request can be approved or denied.

3. Some possible reasons you may be denied:

    a. Not making adequate progress through the program.

    b. There is not an acceptable supervisor available or no liability coverage available.

    c. Too much of a time commitment. The Department head will not approve any requests resulting in students working more than 30 hours per week.

    d. Proposed work experience is beyond the qualifications and training of the student.

According to the Utah Psychologist Licensing Act (Title 58, Chapter 61, Issued May 5, 1977), the "practice of psychology" includes:

1. The practice of mental health therapy by means of observation, description, evaluation, interpretation, intervention, and treatment to effect modification of human behavior by the application of generally recognized professional psychological principles, methods, and procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or dysfunction, the symptoms of any of these, or maladaptive behavior;

2. The observation, description, evaluation, interpretation, or modification of human behavior by the application of generally recognized professional principles, methods or procedures requiring the education, training, and clinical experience of a psychologist, for the purpose of assessing, diagnosing, preventing, or eliminating symptomatic, maladaptive, or undesired behavior and of enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavior health, and mental health;

3. Psychological testing and the evaluation or assessment of personal characteristics such as intelligence, personality, abilities, interest, aptitudes, and neuropsychological functioning;

4. Counseling, marriage and family therapy, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy;

5. Diagnosis and treatment of mental and emotional disorders of disability, alcoholism and substance abuse, disorders of habit or conduct, and the psychological aspects of physical illness, accident, injury, or disability; and

6. Psychoeducational evaluation, therapy, remediation, and conduction.

An individual practicing psychology may provide services to individuals, couples, families, groups of individuals, members of the public, and individual or groups within organizations or institutions.

Exemptions from Licensure

There are several exemptions from licensure allowed under the law (e.g., clergy, expert testimony, serving in the armed forces or the VA, etc.; see 58-61-307 and 58-61-307 for specifics). Pertinent to students in the school psychology training program, there is one exemption that may apply.

58-1-307   Except as otherwise provided by statute or rule, the following persons may engage in the practice of their occupation or profession, subject to the stated circumstances and limitations, without being licensed under this title:

(b) a student engaged in activities constituting the practice of a regulated occupation or profession while in training in a recognized school approved by the division to the extent the activities are supervised by qualified faculty, staff, or designee and the activities are a defined part of the training program.

<u>Therapy and Remuneration</u>

It is illegal and unethical for any person to offer services as a psychologist or to advertise or in any way profess to be a psychologist or school psychologist until licensed as such by a state psychology licensing body and/or state office of education. It is also illegal and unethical for any student to accept money from clients for any therapeutic or testing services offered on a **private basis** while the student is in training, except in an area permissible under other licensures or certificates held by student (e.g., Social Work). Assistantship monies or paid positions in agency assignments or other assignments conducted under faculty supervision are exceptions to the above. The policy is intended to prohibit private and/or unsupervised practice.

No credit will be given for practicum if the student is receiving reimbursement from the therapy site.

Credit for Previous Graduate Work

Transfer Credit

      Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. Only credit earned with a B or better grade (P grades are not accepted) and earned within the past eight years will be considered. Course work that is more than eight years old may not be used for a graduate degree (see Graduate Catalog). Students may not transfer in classes used to meet prior degree requirements.

      Once a student has been matriculated in the graduate program, the student should meet with his/her faculty advisor or GSC chairperson to outline course work to be taken. If the student wishes to apply transfer graduate credit to his/her current graduate program, he/she should make this request to the advisor or GSC chairperson who, in conjunction with the program chairperson and the Department Head, will approve any transfer of credit.

Waiver of Course or Program Requirements

      A waiver is defined as dispensation from a program requirement based on a student's prior experience of judged competence. Occasionally students may be allowed to waive required courses if they have previously taken a graduate course very similar to a required course (e.g., a course taken as part of a previous graduate program). The GSC chairperson, the School program faculty, and instructor of the proposed waived course will be responsible for approving any waivers. The student will be required to show appropriate evidence of competence in the required area before such a waiver is granted (e.g., syllabus). No credit will be given in the case of a waiver; required credit hours will be filled with another class or classes.

Course waivers are determined in the first semester a student enters the program. Procedures to waive a course (s) follow:
- By week two in Fall semester, a student who would like to waive a course(s) is to set up a meeting with the program director. At this meeting the student will bring a copy of all syllabi for potential courses that may be waived. Course syllabi will be initially reviewed by the director to determine the courses that may potentially be waived and lead professors who instruct the selected courses.
- By week 4, the student is to give a copy of the relevant syllabi to professors who instruct the course that may be waived. For each syllabi, attach a note asking the professor to review the syllabus and to give their recommendation to the program director on whether or not the school psychology faculty should consider waiving the entire course, waiving a part of the course, or not waiving the course for the student.
- By week 6, the student is to send a written update to the program director listing 1) classes waived from professors with any notes given to you, and 2) any portions of a class waived and instructors suggested to complete the partial waived course (e.g., readings, attending a few classes, writing a brief summary of Chapters, a class presentation, partial attendance with partial units).
- Finally, the program director is to either meet with the student to problem solve if needed or send the recommended waivers to the school psychology faculty for final approval.
- Final approvals for course waivers will be sent to the student by the school psychology faculty within two weeks.

Program Statement on Electronic Information

The issue of electronic sources of information has become increasingly relevant to training programs. A number of negative incidents have been reported in training programs and at universities, in which graduate students have been adversely impacted by material on websites, emails, and answering machine messages.

The Council of University Directors of Clinical Psychology (CUDCP) has outlined the range of potential implications when trainees post sensitive, personal, or unprofessional information on websites, e-mail signatures, and answering machine messages:

1) Internship supervisors report conducting web searches on applicants' names before inviting applicants for interviews.

2) Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find)

3) Potential employers are conducting on-line searches of applicants prior to interviews and job offers

4) Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.

5) Postings to some listservs might reflect poorly on students and the program

6) Although signature lines are ways of indicating an individual's uniqueness and philosophy, these messages are out of your control once they have been sent and they may affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might elicit adverse reactions from other people.

7) Although voice mail messages might be entertaining to your peers, express your individuality, and characterize your sense of humor, greetings on voicemail services and answering machines should be thoughtfully constructed. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

Students are reminded that, if you identify yourself as graduate student in our program, then we have some interest in how you portray yourself. Information that is meant to be fun, informative, and candid might reflect poorly on the program and the student. Internet postings, e-mails, or voice mail messages that are viewed as "private" self-disclosure among friends may actually be very public. If you report engaging in unethical or illegal behavior, then the website may be used by the program to make decisions about probation or dismissal from the program. As a preventive measure, the Program advises that students (and faculty) approach online blogs and websites, including personal information, carefully. Students are advised to engage in "safe" web practices and be concerned now about professional demeanor and presentations. This applies to blogs, personal pages in FaceBook and MySpace, or any type of internet activity.

Other Departmental Policies

Student Representatives

One to two students are selected annually to represent graduate students at program meetings. The representative may also serve on any other committees on campus that request graduate student representation. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative.

E-mail

Each graduate student should inform the department of e-mail address changes, listed in the current Psychology Graduate Student Telephone Directory, as much information is conveyed this way. It is expected that all students will maintain an e-mail account to receive critical program, departmental, and university information and that students will check their e-mail regularly, generally on a daily basis.

Mail Distribution

Each graduate student is assigned a mail box which is located just inside the front door of Education 487. Each student should check his/her box regularly. Do not use the university mailing address for your personal use.

Use of Psychology Department Facilities and Supplies

The Department's research and clinical facilities are for faculty and student use. However, use of the labs and research equipment must be scheduled in advance and the particular schedules should be adhered to in order that all students may have an opportunity to utilize the facilities. The Department does not provide letterhead, postage, or typing of student letters of application for internship, employment, and the like, except on a cost reimbursement basis, for supplies only. Department secretaries are not available to do student typing during working hours. Further, the cost of exchanging thesis and dissertation between students and faculty via mail or Fed Ex, etc. are borne by the student.

Appendix A

Table of Courses by Program Goals and NASP Domains

Table of Courses by Program Goals and NASP Domains

Required Course # and Title	Course description	Credits	Program goals and objectives	NASP Standards
Psy 6310 Intellectual Assessment	Training and supervised experience in administering and interpreting individual intellectual ability tests, such as the Wechsler and Stanford-Binet scales.	3	1.1, 4.2	1
Psy 6320 Objective Assessment of Personality, Affect, & Behavior	Research bases and clinical applications of objective psychological assessment instruments and techniques, designed to measure adolescent and adult personality, affect, and psychotherapy.	3	1.1, 3.3	1
Psy 6410 Psychoeducational Assessment	Training and supervised experience in assessment of school-age and preschool-age children. Administration and interpretation of cognitive, developmental, and academic achievement measures, along with other psychoeducational assessment instruments and methods.	3	1.1, 4.2, 5.2	1
Psy 6630 Consultation and Supervision in Psychological/ Educational Settings	Introduction to skills and research fundamental to consultation and supervision, with particular emphasis on educational settings. Majority of course devoted to instruction in the skills required through applied case work.	3	1.1, 1.2, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2. 6.3	2, 5
Psy 6620 Instructional Consultation	Designed to train on a variety of school-based intervention techniques for various populations that can be used by psychologists to assist teachers and parents in providing positive students' academic and social interventions. Teaches intervention outcomes procedures to make data-based decisions for schoolwide, classwide and individual problems.	3	3.3, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3	2 1, 3, 4, 8
Psy 6810 School Based Interventions		2	3.4, 4.3	3, 4
Psy 6660 Cognition & Instruction	Survey of theory and principles in cognitive psychology, with special emphasis on applying these principles in instructional settings.	3	4.1, 4.3, 5.2	3
Psy 6150 Empirically Based Practice I: Children and /Adolescents	Introduction to application of evidence-based practice in psychology, focusing on child and adolescent populations.	2	3.4	4
Psy 6360 Introduction to the Practice of Professional Psychology	Observation and practice of clinical skills, while linking theory to case conceptualization and techniques of intervention. Introduction and evaluation of students on logistical aspects of psychological practice. Course has strong applied focus, while integrating theories of practice.	3	3.5	4
Psy 6450 Introduction to School Psychology	Introductory overview of field of school psychology. Role and function of school psychologist, historical context of school psychology, and trends and new developments in service provision.	1	2.2, 5.1	5, 10, 8
Psy 6810 Preventative and Responsive Crisis Services		1	2.3, 3.3, 3.4	6
Psy 7270 Lifespan Psychopathology	Summarizes research on risk, epidemiology, and etiological perspectives regarding emotional and behavioral disorders of children, adolescents, and	3	3.2	6, 4

Course	Description			
	adults. Emphasizes classification and diagnosis of these disorders utilizing the DSM system.			
Psy 7380 Practicum in Psychology	Practicum in a variety of health service settings. Supervised experience in individual, group, and family psychotherapy assessment and consultation as needed.	1	2.3, 2.4, 3.1-3.5, 5.1-5.3, 6.3	7 1, 4, 8
Psy 6810 Parent training seminar	This course will focus on the use of behavior parent training techniques to intervene with children / families in which children are exhibiting significant problematic behaviors such as non-compliance and defiance. Other interventions that may be implemented in collaboration with parents will also be briefly covered.	1	2.3, 2.4, 3.1, 3.2, 3.3, 3.5	7 1, 2, 4
Psy 6290 Diversity Issues in Treatment and Assessment	Introduction to diversity issues in counseling and psychological/educational assessment, including culture, gender, language, and related issues. Training in models for providing effective psychological services to clients, taking into account their unique background.	3	5.1, 5.2, 5.3	8
Psy 6350 Introduction to Theories of Intervention in Psychology	Introduction to empirically based psychological practice (EBPP) and basic theories of psychological intervention. Explores basic models of EBPP, common factors associated with therapeutic change, and core theories of psychological intervention.	3	3.4, 3.4, 5.3	8, 4
Psy 6570 Introduction to Educational and Psychological Research	Provides introduction to research methods, including identification of research problem, review and evaluation of research literature, and design and implementation of research project.	3	6.1, 6.2, 6.3	9
Psy 6600 Measurement, Design, Analysis I	Research design and statistical concepts for research in education, human services, and psychology, with emphasis on the selection and interpretation of statistical analyses.	3	6.2	9
Psy 7250 Professional Ethics and Standards	Designed to train clinicians and researchers in the field of psychology to operate within the professional ethics and standards of the field.	3	2.2	10
Psy 6810 Seminar on Ethical and Legal issues in School Psychology	Issues on theories, legal and ethical issues in the practice of school psychology.	2	2.1, 2.2	10
Psy 6380 Practicum in School Psychology	Supervised practicum in school psychology in public school or closely related setting. Taken by second-year students in School Psychology master's program.	6	1.1-5.3	1 - 10
Psy 6950 Internship in school Psychology	Internship in approved school system involving assessment, counseling, consultation, and program development, under the supervision of a certified school psychologist.	6	1.1-5.3	1-10

Appendix B

School Psychology Annual Student Evaluation Form

Completed at end of every year in program

School Psychology Annual Student Evaluation Form

It is time to complete annual student evaluations.   **Please complete this form by__ ___.**

The school psychology program faculty will meet sometime after this date to review the progress of each student in the program. Following this meeting, your advisor will meet with you to provide you feedback. Once you and your advisor have signed this form, return a copy to program director.

The goal of this process is to keep each student fully apprised of his / her standing and faculty perceptions of progress. Students are considered to be making adequate progress if their GPA remains above a 3.0, they are progressing on their thesis, and they have faculty ratings at the expected competence level within the training program on the student evaluation form. Individual remediation plans will be developed for students not making adequate progress.

Student Name_____   Year Admitted to Program_____

Program requirements and professional activities

1. Attach a copy of all practicum evaluations
2. Attach a copy of your transcript with all grades up to the current semester.

Explain any **incomplete grades** and your plan to complete the grade:

3. Program of Study (MS) approved Date: _____ _____
4. Supervisory Committee Approval Form (MS) approved Date: _____
5. Program of Study (EDS) approved Date: _____ _____
6. Supervisory Committee Approval Form (EDS) approved Date: _____
7. Attach a copy of your assistantship evaluations

Provide information on your first Assistantship (if you had one)

Job title: _____ Hours/week: _____
Supervisor: _____ E-mail: _____

Responsibilities and summary of work performance or skills learned:

Second Assistantship (if you had a second one)

Job title: _____ Hours/week: _____
Supervisor: _____ E-mail: _____

Responsibilities and summary of work performance or skills learned:

8. List any conferences you attended:

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9. List any presentations made, trainings provided (at schools, districts, conferences), articles published, or professional materials:

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Research

10. Check off and summarize the current status of your thesis.

Completed in year 1:
- ☐ Committee selected
- ☐ Topic area selected
- ☐ Research questions / objectives finalized
- ☐ Articles of literature review read
- ☐ Literature review and method outline completed
- ☐ Number of pages written in literature review:___
- ☐ Number of pages written in methods: ____

Completed in year 2:
- ☐ Proposal completed
- ☐ Letter of informed consent and IRB paperwork completed
- ☐ IRB approval obtained
- ☐ Data collection initiated
- ☐ Data collection completed
- ☐ Data analyzed

Completed in year 3:
- ☐ Results written
- ☐ Discussion written
- ☐ Defense completed
- ☐ Needed changes made to final document
- ☐ Document turned into graduate school

11. List research projects involved with in addition to thesis and assistantship work:

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Personal Professional Goals

List three professional SMART goals you wish to accomplish in the coming year. Goals may include thesis progress, professional growth, or targeting a specific skill in Self/Faculty evaluation rating below.

❑ Specific operationally defined goal: Doing what? (BEHAVIOR) .. Under what conditions (CONTEXT-who, what, where, how)?
❑ Measurable: What will be counted and how often?
❑ Actions: What steps will you do or what plan/ resources will be in place to achieve the goal?
❑ Relevant goal/ criterion: How is this goal relevant and what criterion is needed to be relevant?
❑ Time frame: What is your deadline?

Operationally define a goal	Relevant Outcome/ Criterion	Measure – Data to collect	Date expected to meet criterion	Actions to meet goal
Goal 1 Summer Pass off on WISC and WAIS	Pass score:	Score from TA	Last week in August	1. Review test 2. Practice test 3. Video
Goal 2				
Goal 3				
Faculty goal during review				

SELF and FACULTY EVALUATION RATINGS

Please rate your performance level, *at this time*, using numerical ratings according to the following scale. The school psychology faculty will also rate your skills. Your advisor will then discuss these ratings with you. **Remediation plan will be developed by faculty and student for any item rated 1 by faculty.**

NA = Not Applicable – insufficient opportunities and/or data to make rating at this time.
1= Does not demonstrate competence at the appropriate knowledge or skill level.
2 = Demonstrates competence typical of a beginning practicum student (Spring and Summer, first year) that is at a   basic level. A significant level of explicit guidance is required during supervision to direct student's skill application.
3 = Demonstrates emerging competence typical of a beginning practicum student (Fall, second year) that is at an intermediate level. A significant level of supervision is required to affirm the student's skill or to provide suggestions to increase the student's application of the skill.
4 = Demonstrates competence typical of an advanced practicum student (Spring, second year): Student demonstrates most aspects of the skill but still requires supervision to ensure appropriate application of the skill in all settings.
5 = Demonstrates competence typical of a student intern (Fall, internship year): Student demonstrates all aspects of the skill and minimal supervision is needed to affirm appropriate application of the skill.
6 = Demonstrates advanced competence typical of a beginning professional (Spring, internship year): Student demonstrates all aspects of the skill and on-going supervision is not needed to ensure appropriate application of the skills. Student is capable of functioning independently.

Student   Faculty

Knowledge

Student		Faculty
	Knowledgeable of school systems, general education and special education.	
	Knowledge and awareness of individual differences, abilities, disabilities, and diverse characteristics.	
	Knowledge of biological, cultural, developmental, social, and emotional influences on behavior and mental health.	
	Knowledge of biological, cultural, and social influences on academic performance.	
	Knowledge of various assessments and data collection strategies for individual and programs issues.	
	Knowledge of effective teaching, curriculum and instructional strategies.	
	Knowledge of positive behavior supports, classroom behavior management, and social-emotional learning strategies to promote social–emotional functioning and mental health.	
	Knowledge of varied methods of consultation and collaboration strategies.	
	Knowledge of effective crisis preparation, response, and recovery.	
	Knowledge of research-based practice and ability to translate research into effective practices.	
	Knowledge of families' strengths, needs, and culture and individual learning factors.	
	Knowledge of strategies to enhance services and address potential influences related to diversity.	
	Knowledge of ethical and legal professional standards and decision making.	

	Knowledge of the professional identity and role of the school psychologist for effective practices.	

Skills

	Ability to administer and interpret various assessment strategies to make data-based decisions regarding individual and programmatic issues.	
	Ability to use assessment methods to evaluate academic services.	
	Ability to use assessment methods to evaluate behavioral and mental health services.	
	Appropriate use of clinical judgment with assessment, intervention and consultation.	
	Ability to consult and collaborate with teachers and parents.	
	Ability to work collaboratively with teams to evaluate and problem solve a system level multitiered continuum of services to support positive outcomes for all students.	
	Ability to design and evaluate individual, class-wide and school-wide level interventions for students with academic skill difficulties to improve or maintain positive academic outcomes.	
	Ability to implement and evaluate individual, class-wide and school-wide level intervention and prevention techniques to address common mental health, emotional and behavioral needs.	
	Ability to implement and evaluate prevention and intervention services that enhance well-being through protective and adaptive factors.	
	Ability to facilitate family involvement and effective collaborations between school, home and community services that respond to family culture and context.	
	Ability to advocate for and provide culturally competent and effective practices in the context of diverse individual, family, school, and community characteristics.	
	Ability to apply research as a foundation for service delivery and evaluation of practices.	
	Provide services and applies decision making consistent with ethical, legal, and professional standards.	

Professional Behaviors

	Ability to work in a collaborative manner	
	Ability to use effective interpersonal communication skills	
	Responsibility/ Dependability	
	Adaptability/ Flexibility	
	Initiative/ ability to work independently	
	Responsiveness to feedback	
	Respect for human diversity and social justice	
	Technology skills relevant to the work	

Research

	Timely research progress	

PROGRAM PRACTCUM 6380 / INTERNSHIP 6950 APPROVAL CHECKLIST

Student name:_____

Requirements for Program approval for Practicum 6380

_____ First year coursework completed at a minimum of a 3.0 GPA with no more than 2 grades of C

_____ Program of Study (MS and EDS) and Supervisor Committee Forms (MS and EDS) completed and approved

_____ Student annual evaluation completed by student

_____ Timely research progress

_____ Background check completed and student educator license obtained

_____ All above faculty items rated at appropriate level or successful completion of or faculty approved plan to complete of a remediation plan 1 ratings.

_____ Achieved a grade of a B or better in all practicum courses

_____ All items on the Practicum Evaluation Forms rated by the supervisor (Spring and summer) at appropriate competence level or a faculty approved plan to complete a remediation plan.

_____ **All requirements have been met for program approval for practicum 6380**

Requirements for Program Approval for Internship 6950.

_____ All required coursework (with the exception of thesis credits and Psy 6950 Internship (6 credits)) completed at a minimum of a 3.0 GPA with no more than 2 grades of C

_____ Achieved a grade of a B or better in all practicum courses

_____ All items on the Practicum Evaluation Forms rated by the field supervisor at appropriate competence level or a faculty approved plan to complete of a remediation plan.

_____ Practicum Portfolio approved

_____ All Student Annual Evaluations completed by student

_____ All above faculty items rated at appropriate level or successful completion of or faculty approved plan to complete of a remediation plan 1 ratings.

_____ Thesis proposal successfully defended and timely research progress

_____ All required clinic notes completed

_____ **All requirements have been met for program approval for internship**

We have met and discussed this evaluation.

Student_____ Advisor: _____ Date_____

Appendix C

UTAH STATE UNIVERSITY
SCHOOL PSYCHOLOGY TRAINING PROGRAM
FIELD EXPERINCE STUDENT EVALUATION FORM

Completed Fall and Spring
during
Practicum and Internship

UTAH STATE UNIVERSITY
SCHOOL PSYCHOLOGY TRAINING PROGRAM
FIELD EXPERIENCE EVALUATION FORM

Name of Student: _____   Level: Practicum student or Internship
Student

Year: _____   Semester: Summer or   Fall   or   Spring

Field Supervisor: _____ School District : _____

To be Completed by Field Supervisor:
For each item, please rate this student's performance *at this time*, using numerical ratings according to the
following scale. **For any item rated 1, please add a comment about the score at end of the form that
will provide guidance in developing a remediation plan for the student**.

0 = Not Applicable – insufficient opportunities and/or data to make rating at this time.
1= Does not demonstrate competence at the appropriate knowledge or skill level.

2 = Demonstrates emerging competence typical of a beginning practicum student that is at a basic
level. A significant level of supervision is required to affirm the student's skill or to provide suggestions
to increase the student's application of the skill.

3 = Demonstrates competence typical of an advanced practicum student: Student demonstrates most
aspects of the skill but still requires supervision to ensure appropriate application of the skill in all
settings.

4 = Demonstrates competence typical of a student intern: Student demonstrates all aspects of the skill
and minimal supervision is needed to affirm appropriate application of the skill.

5 = Demonstrates advanced competence typical of a beginning professional: Student demonstrates all
aspects of the skill and on-going supervision is not needed to ensure appropriate application of the skills.
Student is capable of functioning independently.

Knowledge

_____ Knowledgeable of school systems, general education and special education.

_____ Knowledge and awareness of individual differences, abilities, disabilities, and diverse
characteristics.

_____ Knowledge of biological, cultural, developmental, social, and emotional influences on behavior /
mental health.

_____ Knowledge of biological, cultural, and social influences on academic performance.

_____Knowledge of various assessments and data collection strategies for individual and programs issues.

_____ Knowledge of effective teaching, curriculum and instructional strategies.

_____ Knowledge of positive behavior supports, classroom behavior management, and social-emotional
learning strategies to promote social–emotional functioning and mental health.

____ Knowledge of varied methods of consultation and collaboration strategies.

____ Knowledge of effective crisis preparation, response, and recovery.

____ Knowledge of research-based practice and ability to translate research into effective practices.

____ Knowledge of families' strengths, needs, and culture and individual learning factors.

____ Knowledge of strategies to enhance services and address potential influences related to diversity.

____ Knowledge of ethical and legal professional standards and decision making.
____ Knowledge of the professional identity and role of the school psychologist for effective practices.

Skills

____ Ability to administer and interpret various assessment strategies to make data-based decisions regarding individual and programmatic issues.

____ Ability to use assessment methods to evaluate academic services.

____ Ability to use assessment methods to evaluate behavioral and mental health services.

____ Ability to consult and collaborate with teachers and parents.

____ Ability to work collaboratively with teams to evaluate and problem solve a system level multitiered continuum of services to support positive outcomes for all students.

____ Ability to design and evaluate individual, class-wide and school-wide level interventions for students with academic skill difficulties to improve or maintain positive academic outcomes.

____ Ability to implement and evaluate individual, class-wide and school-wide level intervention and prevention techniques to address common mental health, emotional and behavioral needs.

____ Ability to implement and evaluate prevention and intervention services that enhance well-being through protective and adaptive factors.

____ Ability to facilitate family involvement and effective collaborations between school, home and community services that respond to family culture and context.

____ Ability to advocate for and provide culturally competent and effective practices in the context of diverse individual, family, school, and community characteristics.

____ Ability to apply research as a foundation for service delivery and evaluation of practices.

____ Provide services and applies decision making consistent with ethical, legal, and professional standards.

Professional Behaviors

_____   Professionalism
_____   Ability to work in a collaborative manner
_____   Ability to use effective interpersonal communication skills
_____   Responsibility/ Dependability
_____   Professional Judgment
_____   Adaptability/ Flexibility
_____   Initiative/ Leadership
_____   Ability to work independently
_____   Responsiveness to feedback
_____   Respect for human diversity and social justice
_____   Technology skills relevant to the work
_____   Problem solving skills

_____   OVERALL RATING

If you had to assign a letter grade (A-F) to this student's work what grade would you assign? _____

Please add a comment for any item rated 1(use the back of this form if necessary):

Please write evaluative comments in the following space (use the back of this form if necessary):

Signatures below indicate this evaluation has been discussed:

_____   _____
Signature of Field Supervisor   Date

_____   _____
Signature of School Psychology Student   Date

Fax or have the student return the completed form to the university practicum supervisor. If you have any questions or concerns, please contact
   Dr. Donna Gilbertson, Department of Psychology, Utah State University
   Message: (435) 797-2034   Fax: (435) 797-1448
   e-mail: donna.gilbertson@usu.edu

Appendix D

Student Education Licensing and Background Check Process

Complete by end of first year FALL semester

Student Education Licensing and Background Check Process

As part of a university training preparation program a practicum student assumes increasing responsibility for providing services to students over time. This training preparation institution requires a practicum and intern license to ensure a background procedure has been completed for student safety as well as supporting agreements between the issuing institution and the district of placement. Utah Law (53A-1a-512.5) requires that each applicant for a Utah Educator License must satisfactorily complete a criminal background check. A license is issued only to the practicum student or interns assigned to elementary, middle or secondary schools under the cooperating Institution as part of the their professional preparation. See Utah State Board of Education Rule 277-509-3 for more information.

Information on Utah State Office of Education's Online Student Licensing System and Online Background Check System is at the following site: https://secure.utah.gov/elr/welcome.html

Frequently Asked Questions about Background Checks

From Utah Education Licensing Site: http://www.cehs.usu.edu/htm/teacher-education/background-check

Why does it cost $60.00?

That is the fee set by the State Office of Education. The fee covers administrative costs, the cost of a BCI criminal check and the cost of an FBI criminal check.

How long does it take to get my results back?

It takes an average of 10-12 weeks, if there are no problems. If you have smudged prints or some other problem, the time could be considerably longer. This is why we recommend having your application in early.

Will I be notified of the results?

You will only be notified if there is a problem. If you don't hear anything from the State, you can assume that you have been cleared.

How long is the background check valid?

Three years. If you do not graduate within three years you will be required to complete another background check.

I work for a school district and had to have a background check done through them. Can I just use that one in place of yours?

The State Office of Education will not accept copies of background checks done for another group. We have to have the original check done through this office. School districts only check through the BCI. The State requires an FBI clearance as well.

Where can I go to get fingerprinted?

If you are on campus, the University Police will fingerprint you on Tuesdays, by appointment, for a small fee. You can also go to any other law enforcement agency to be printed. You cannot print yourself!!

Who should sight the witness line on the green form?

Anyone who knows you and can verify that you are the person signing the form. A friend or relative is a good person to ask.

Can I write a check?

NO. The State Office will only accept money orders. Students often move or change bank accounts and this makes it difficult for the State to try and track down the money if a check is returned. It is illegal to send cash through the mail.

I'm not sure how to fill out this money order.

All money orders are different depending on where you buy them. They may look intimidating, but if you just look at it carefully you will be able to figure it out. The "Pay to" will be the State Office of Education. It may or may not ask for their address. You are the purchaser. The money order should ask for your name to be written somewhere. If it asks for the purchaser's signature or address, that is you. Verify that there is not an expiration date on the money order.

Can I mail my forms in?

Yes. Mail them to: Educator Licensing Office, 2800 Old Main Hill, Logan UT 84322-2800. Please mark the envelope "Do Not Bend." If your fingerprints are bent or folded you will have to redo them. DO NOT MAIL THESE FORMS DIRECTLY TO THE STATE!!

Appendix E

Utah State University School Psychology Program
Faculty Approval Forms for
Practicum Coursework, Internship application and Internship Coursework

Utah State University School Psychology Program
Faculty Approval Form for School Practicum (Psy 6380) Coursework

Student name: _____   Entering year: _____

Requirements for Program approval for Psy 6380 Practicum

_____   All first year coursework completed at a minimum of a 3.0 GPA with no more than 2
             grades of C.

_____   Program of Study (MS and EdS) and Supervisor Committee Forms completed and
             approved.

_____   Student annual evaluation completed by student.

_____   All faculty items rated on Student annual evaluation at appropriate level or successful
completion of or faculty approved plan to complete of a remediation plan 1 ratings.

_____   Timely research progress.

_____   Background check completed and student educator license obtained.

_____   Sign off on WISC and WAIS July or August

         .

_____ All requirements have been met for program approval for practicum

Student: _____   Date_____

Advisor: _____   Date_____

School Psychology Faculty Members:

_____   Date_____

_____   Date_____

_____   Date_____

**Keep one copy for your files, provide a second copy to Psychology Graduate Student Secretary, and
the Program Director.**

Utah State University School Psychology Program
Faculty Approval Form for Internship Applications

Student name: _____   Entering year: _____

Requirements for Program Approval for Internship Application

_____All required coursework (with the exception of thesis credits and Psy 6950 Internship in school Psychology (6 credits) completed or showing successful progress towards completing all courses at the end of the semester at a minimum of a 3.0 GPA with no more than 2 grades of C

_____ All Practicum Courses completed at or showing successful progress towards achieving a grade of a B or better in all completed practicum courses.

_____ All items on Practicum Evaluation Forms (Psy 6810, Psy 7380 and Psy 6880 Fall) rated by the field supervisor at appropriate competence level or successful progress towards completion of or faculty approved plan to complete of a remediation plan.

_____ All faculty items rated at appropriate level on Student Annual Evaluation or successful completion of or faculty approved plan to complete of a remediation plan 1 ratings.

_____ Plan B research proposal successfully defended and making timely research progress.

_____ All required clinic notes completed.

_____ All requirements have been met for program approval for internship application

Student: _____   Date_____

Advisor: _____   Date_____

School Psychology Faculty Members:

_____   Date_____

_____   Date_____

_____   Date_____

Keep one copy for your files, provide a second copy to Psychology Graduate Student Secretary, and the Program Director.

Utah State University School Psychology Program

Faculty Approval Form for School Internship (Psy 6950) Coursework

Student name: _____   Entering year: _____

Requirements for Program Approval for 6950 Internship course.

_____All required coursework (with the exception of thesis credits and Psy 6950 Internship in school Psychology (6 credits) completed at a minimum of a 3.0 GPA with no more than 2 grades of C.

_____ achieved a grade of a B or better in all practicum courses.

_____ All Student Annual Evaluations completed by student.

_____ All above items on the Spring Practicum Evaluation Form rated by the field supervisor at appropriate competence level or successful completion of or faculty approved plan to complete of a remediation plan.

_____ Practicum Portfolio approved.

_____ All above faculty items rated at appropriate level or successful completion of or faculty approved plan to complete of a remediation plan 1 ratings.

_____ Plan B research proposal successfully defended and timely research progress.

_____ All required clinic notes completed.

_____ All requirements have been met for program approval for internship

Student: _____   Date_____

Advisor: _____   Date_____

School Psychology Faculty Members:

_____   Date_____

_____   Date_____

_____   Date_____

Keep one copy for your files, provide a second copy to Psychology Graduate Student Secretary, and the Program Director.

Appendix F

**Utah State University School Psychology Program
Guidelines for Practicum/ Internship Portfolio**

Practicum Portfolio completed at end of second semester of School Practicum

Internship Portfolio completed end of second semester of School Internship

Utah State University School Psychology Program
Guidelines for Portfolio

Purpose
Students are required to submit a professional portfolio. A professional portfolio is a collection of multiple forms of student works that exhibits individual progress and achievement in various professional areas obtained while participating in the USU School Psychology program.

The primary purpose of this portfolio is to evaluate:
- Development of skills including the ability of students to make a measurable, positive impact on children and families served
- Mastery of program goals and objectives
- Range and depth of expertise in multiple areas
- Specific professional interests and strengths
- Professional goals

Development Process
Students will be expected to begin compiling a professional portfolio during the second and third years in the USU School Psychology Program. Specific products will be produced as part of course / practicum / internship requirements.

Structure
Each student will be expected to organize the professional portfolio in a zip file that can be e-mailed to the practicum or internship instructor.

Content

Students will assemble a number of specific work samples. However, All reports are to be presented with <u>confidentiality</u> considerations and all identifying characteristics of children and their family members, teachers, etc., should be removed from all work. These work samples should include those relevant to assessment, consultation, and intervention activities. Students should be able to document through these work samples that they are engaged in a range of school psychology services are making a measurable, positive impact on the children and families whom they service.

Description of Required Work Samples.

☐ **Psychological Evaluation (completed by student)**
Includes: reason for referral, relevant background information, review of records, interviews, observations, appropriate cognitive, achievement, adaptive or behavioral assessment, analysis of work samples and/or curriculum based assessment, clear discussion of results, clear interpretation and integration of results, specific and practical recommendations based on data developed form assessment, clear writing and overall organization.

☐ **Academic Intervention / Consultation case**
AND
☐ **Behavioral Intervention/ Consultation case**
Two cases study reports that describe actual cases completed by the intern using systematic and structured problem-solving procedures to demonstrate the professional skills necessary

to deliver effective services that result in positive, measurable outcomes for clients. **Select a case (1) that is data driven with a child outcome graph of baseline and at least one treatment phase performance and (2) that shows positive outcomes for a student(s).** Write and submit Case Study Reports in a format that addresses Sections 1-4 in the evaluation rubric below. The Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs.

☐ **One Elective Program Evaluation Project:** Choose ONE of the projects that was completed during your internship.

1. System Program Evaluation   report: Evaluate a program, a class, or tier 2 or 3 level at your school.
2. Needs Assessment Summary Report: This is a summary of a needs assessment you conducted (or were involved in), your interpretation of the collected data, and action based on outcome.
3. Inservice Presentation to parents or teachers that addresses school need identified by input from school personnel.

☐ **Self-assessment statement**
In one page, students should provide a summary of their professional strengths and areas of interests in school psychology, personal and professional development occurring through the training program, view of oneself as a school psychologist, knowledge of self in the context of diversity discussion of professional goals and future professional development plans.

☐ **Up-to-date Vita**

Evaluation Procedures for Portfolios

Preliminary evaluation: Practicum Portfolios will be required to be submitted at the end of the Spring semester of the students' second year. The purpose of the review will be to evaluate the student's progress and provide feedback on student strengths and weaknesses.

Internship evaluation: Portfolios will be required to be submitted at the end each semester of a student's internship year. The School Psychology faculty review and rate the portfolios using the evaluation criteria in the following chart. If any product falls below standards, then the student will be required to modify or rewrite the required product with a remedial plan. The remedial plan will be developed with the student's primary advisor.

	Meets Standards
Psychological Evaluation	❑Relevant background information ❑Selected multiple assessment method(s) validated for the problem area ❑Included appropriate data collected to complete the problem-solving process. ❑Adequate interpretation of assessment data ❑Clear organization and writing in language appropriate for recipient
Academic Intervention/ Consultation case	See **Case Study Rubric**
Behavior	See **Case Study Rubric**

Intervention/ Consultation case	
Elective Program Evaluation Project	❑Reflects professional development that integrates knowledge ❑Reflects understanding of school-wide practice that meets specific school needs ❑Based on evidence based practice or data decision making to promote academic outcomes, learning, social development and mental health. ❑Reflects knowledge and consideration of diverse characteristics, cultures, and backgrounds that impact family-school partnerships ❑Consistent with ethical, professional, and legal standards
Self-assessment statement	❑Identified one or more strength and area of interest in school psychology ❑Described professional goals relevant to field of school psychology ❑Clear future plan to continually obtain additional professional training ❑Knowledge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world). ❑Appropriate view of oneself as a school psychologist with respect to competence levels, education, training, and experience.
Vita	❑Up to date and well-formatted
Forms	❑Supervision evaluations (practicum and internship) ❑Practicum logs signed by supervisors

Intervention/ Consultation case study RUBRIC

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of TWO Case Studies that describe actual cases completed by the intern using systematic and structured problem-solving procedures.

Select a case (1) that is data driven with a child outcome graph of baseline and at least one treatment phase performance and (2) that shows positive outcomes for a student(s).

Write and submit Case Study Reports in a format that addresses Sections 1-4 in the evaluation rubric below. The Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs. Below is a structured report checklist to follow that is similar to what you conducted in consultation class that may use as a guide.
Case Study Rubric

Section 1: Problem Identification

	Very Effective	Effective	Needs Development
1.1	The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined
1.2	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of	The behavior is not operationally defined in terms of both current and desired

		both current and desired levels of performance	levels of performance
1.3	Baseline includes the student behavior and peer/grade norms and expectations with trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data

Section 2: Problem Analysis

	Very Effective	Effective	Needs Development
2.1	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are developed and/or hypotheses are measurable	Hypotheses are not developed at all and/or hypotheses are not measurable
2.2	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Multiple data considered such as record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses
2.3	Hypotheses reflect an awareness of issues of diversity based on client input, research, or other culture source	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

Section 3: Intervention

	Very Effective	Effective	Needs Development
3.1	Intervention is linked to observable, measurable goal statement(s)		Intervention is not linked to observable, measurable goal statement(s)
3.2	Intervention(s) selection is based on data from problem analysis and hypothesis testing		Intervention(s) selection is not based on data from problem analysis and hypothesis testing
3.3	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design)		Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design)
3.4	Intervention(s) process reflects collaboration and sensitivity to individual differences, resources, time, classroom practices, and other system issues.		Intervention(s) process does not reflect collobration and sensitivity to individual differences, resources, classroom practices, and other system issues.
3.5	Intervention is monitored and data are		Treatment integrity is not monitored

	provided to ensure that it is implemented as designed		

Section 4: Evaluation

	Very Effective	**Effective**	**Needs Development**
4.1	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart
4.2	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison
4.3	Data are used to inform further problem solving and decision making (i.e., continuation modification, fading and/or maintenance of intervention)		Data are not used to inform further problem solving and decision making
4.4	Strategies for follow-up, transfer, generalization are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, generalization, transition planning)	Suggestions for follow-up are not developed

System Evaluation Assignment

Most school psychologists are trained to become part of program development and evaluation in the schools. This assignment is designed to evaluate a program in place at one of your school that you are or want to be part of your role at the school. This program MUST BE COLLECTING DATA at least 3 times a year. Typical programs that are being developed include Positive Behavior support, RTI, Social Emotional Learning programs but there may be others. Select a program or one Tier level for one area (e.g., behavior, reading, math, or writing) and complete the following worksheet. This could include a social skills group that you are implementing as a Tier level intervention but progress monitoring data (more than pre and post) must be collected. If possible select a Tier 2 or 3 level as this type of evaluation would most likely be the most appreciated at your school.

Describe Tier /program process.
      a.   Describe the curriculum or program implemented.
      b.   Number of hours implemented for each grade? Number of days per week?
      c.   What does a general program implementation day look like? Groups and group size?
      d.   Are there other personnel or parents who help implement the program with the teacher?

Describe the measures to progress monitor and evaluate the program

      a.   What measures are used to evaluate and make decisions?
      b.   Who administers progress monitoring tool (eg CBM) for Tier and how trained?
      c.   How often is the progress monitoring tool administered?

Describe the decision making process.
      a.   Who reviews data and makes decisions?
      b.   How often is data reviewed to make decisions about progress in this tier/program?
      c.   What subgroups are monitored? Special ed classification, special education reading support, ELL, race, other?

    For multitier programs:
      d.   What criterion /benchmarks are used to determine who goes into Tiers in place at your school (Ex, Teri 1, 2, 3)?

      e.   What is the process /criterion to make students changes between tiers throughout the school year? What benchmark or criterion is used to determine when a student put back into the higher level tier Such as Tier 1?

Data Results and Interpretation of a Graph

Provide an example of graphed data from the program used to make decisions. For example, progress of all students in one grade level, group, or one class. Answer the questions below based on the graph.
      a.   What is your interpretation of the data?
      b.   What data helped you rule out schoolwide, gradewide, classwide problems? Report some numbers from this data to show how you used the data.
      c.   What worked and for whom? What did not work and for whom?
      d.   What is the action plan based on data?

Needs Assessment Assignment

A needs assessment is a systematic process of collecting data to identify problems that could be addressed in a school psychologist's program planning such as prevention or mental health services within your school community. Getting information from educators, students and /or families often identifies hidden needs or helps priorities needs that would be most welcomed within a school community. For this assignment you may conduct a needs assessment that your school-based team, school or district is already using or you can a organize your own brief needs assessment. However, the assessment should meet the following criteria:

1. This assessment should be based on at least two types of data. Some examples:

        review of records   grades
        test scores   office referrals
        interview data   direct observation
        a survey of perceived needs or an expressed need of educators, families or students

2. Assessment should be collected from more than one source to identify needs from more than one perspective to fully identify and comprehend the problem. Thus if records are used, then you may solicit input from one or more of the following sources. It may be feasible to survey or interview within an entire group if small. If the groups is large, a small sample of key informants is adequate and feasible.

        students   teachers
        parents   community organization or members
        various grade levels   experts in the area of concern
        administrators   ethnicity/races
        various abilities
        levels of SES
        regular and/or special education

3. If the assessment is first being organized by you or the team, consider time, feasible with the available resources, how every question/item will be used for program planning (if not, throw out the question), and ease of data organization to review. For example, you may design a survey/questionnaire consisting of a few open ended questions, rating of a few items, or rating of the acceptability of some proposed programs.

4. Assessment data is organized to use for development, modification of a program or service that is related to the role of a school psychologist.

For this assignment turn in a summary that addresses the 4 questions:

1. Describe your needs assessment process (what used, with who, how and when administered etc). Attach an example survey etc that was administered.
2. Present the data and interpret the data.
3. Describe your communication process of the assessment outcomes with school personnel
4. Present the action/solution plan development based on outcome. You might find the action plan chart below helpful to you.

Needs Assessment Assignment

Work Plan Template that may be useful

Purpose: To create a "script" for your improvement effort and support implementation.

Directions: 1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
     2. Distribute copies of each work plan to the members of the collaboration.
     3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*	Resources A. *Resources Available* B. *Resources Needed (financial, human, political & other)*	Potential Barriers A. *What individuals or organizations might resist?* B. *How?*	Communications Plan *Who is involved? What methods? How often?*
Step 1:			A. B.	A. B.	
Step 2:			A. B.	A. B.	
Step 3:			A. B.	A. B.	
Step 4:			A. B.	A. B.	
Step 5:			A. B.	A. B.	

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

Appendix G

Sample Internship Agreement Form
Complete before start of internship

UTAH STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
SCHOOL PSYCHOLOGY TRAINING PROGRAM

School Psychology Internship Agreement and Plan

Internship Site:
Intern:
Time Period:

GENERAL CONSIDERATIONS

Purpose of Agreement: The purpose of this document is to provide evidence of a formal agreement between the Utah State University School Psychology Training Program, School District, and intern for the placement, supervision, and training activities of intern as a school psychology intern. This is not a legal document or contract, but evidence of a good faith understanding and agreement on important matters related to the internship experience.

Purpose of Internship: The internship is considered a training experience - an opportunity for the intern to integrate and master knowledge and skills previously acquired in academic and practicum courses. It is considered to be the keystone experience in the training program, and an opportunity for the intern to increase proficiency in school-based practices prior to the completion of program requirements. Given that the internship is a training experience, it shall be assumed that the intern will not be expected to carry the same caseload or overall performance expectations as a full-time licensed school psychologist.

Time Requirements for Internship: The internship experience will occur on a full-time basis over the course of the school year, and shall consist of a minimum of 1200 clock hours. The intern shall be assigned to the same time schedule and calendar time as other school psychology staff employed at the internship site.

RESPONSIBILITIES OF THE INTERN

Credit Registration: The intern shall register through the university for six credits of PSY 6950, School Psychology Internship, over the course of the internship year, by registering for three credits for each of the two academic semesters.

Record Keeping: The intern shall maintain a log of activities, to verify the completion of activities necessary for the internship, and to document the required clock hours. The intern shall also compile a portfolio of work to be submitted to the university program faculty at the end of each semester. The purpose of this portfolio is to assist in the evaluation of the intern's skills and in particular to help evaluate the extent to which the intern is making a measurable, positive impact on children, youth, families, and other consumers.

Responsibility to the School District: The intern shall complete all reasonable requirements and expectations agreed to for the internship experience.

Professional and Ethical Behavior: The intern shall perform all professional duties at the highest reasonable standard of care, according the *NASP Principles for Professional Ethics*.

RESPONSIBILITIES OF THE SCHOOL DISTRICT

Field Supervision: The intern shall be provided on-site field supervision by a certified / licensed school psychologist, designated for that purpose by the school district. The field supervisor shall have at least two years of full time school psychology experience or the equivalent, and shall have been employed in his or her present capacity for at least one year previously. **The field supervisor shall provide at least two hours per week of direct supervision for the intern, and shall be responsible for supervising no more than two interns at any given time**.

Compensation: Any salary or internship stipend arrangements are negotiated directly between the intern and the school district. Any understanding for financial remuneration shall be specified in a contractual agreement between the intern and the school district, and shall be honored as such.

Other Support: The school district will provide other reasonable types of support for assigned internship duties, such as reimbursement for job-related travel that is consistent with district policies, provision of adequate supplies and materials, and access to clerical assistance and office equipment. These other types of support shall be consistent with the availability afforded regular staff members.

Appropriateness of Assignments: The intern shall not be required to serve in capacities other than those for which he or she was appointed, consistent with the overall goals of the internship experience.

Flexible Scheduling: Given that the intern is still completing university training requirements, the school district will allow for reasonable scheduling accommodations in order for the intern to schedule meetings at the university.

RESPONSIBILITIES OF THE UNIVERSITY TRAINING PROGRAM

Supervision: The USU school psychology program coordinator or a designee shall maintain an on-going relationship with the field supervisor, and shall provide at least two field-based contacts over the course of the school year. The university supervisor shall be available for consultation on matters related to the internship, and shall be notified immediately by the field supervisor or intern in the event that any concerns or problems arise.

Evaluation: An Internship Evaluation Form shall be sent to the field supervisor by the USU school psychology program coordinator at the end of each academic semester. These forms are for the purpose of facilitating a programmatic evaluation of the intern's performance, in conjunction with the field-based contacts. The school psychology program coordinator will also be responsible for evaluating the suitability of the internship site for placement of interns in the future.

SPECIFIC INTERNSHIP ACTIVITIES

Given that the internship site has specific needs and training offerings, the school district will have broad flexibility in developing assigned activities for the intern, but the following conditions and experiences shall occur with the course of the internship:

1. The intern will be given opportunities to work with children at all age levels, including preschool, elementary, and secondary.

2. The intern will be given opportunities to work with regular education students, as well as students with mild, moderate, and severe disabilities.

3. The intern will work within a team framework with other support services professionals. The intern will have the opportunity to function as a team leader by the end of the internship year.

4. The intern will have opportunities to provide a full range of services, including at least some of exposure to each of the following areas:

> *Assessment:* academic, cognitive, behavioral, and social-emotional; standardized assessments as well as curriculum based and functional assessments; initial and three-year special education evaluations; assessment of students with different types of disabilities and problems; report writing.

> *Consultation:* behavioral and instructional consultation with teachers, parents, and other support services professionals.

> *Direct Interventions:* individual and/or group counseling or skills training, behavior management and modification activities, and instructional intervention activities. Data-based decision making will be used to monitor the effectiveness of interventions implemented.

5. The intern will have the opportunity to engage in collaboration with community members (e.g., physicians, community mental health agencies) to improve services for the children with whom the intern works.

6. The intern will have opportunities to attend inservice training sessions and/or professional conferences, to the extent that a regular district staff member would have.

SIGNATURES OF AGREEMENT

_____   _____
School District Representative   Date

_____   _____
School Psychology Intern   Date

_____   _____
USU School Psychology Program Coordinator   Date

Appendix H

Affirmative Action/Equal Opportunity USU Policy

Subject: Affirmative Action/Equal Opportunity
Date of Origin: January 24, 1997

303.1 POLICY

1.1 Equal Opportunity

Equal Opportunity in employment and education is an essential priority for Utah State University and one to which the University is deeply committed. Utah State University is dedicated to providing an equal opportunity climate and an environment free from discrimination and harassment. In accordance with established laws, the University prohibits discrimination based on race, color, religion, sex, national origin, age, disability, or veteran's status. In addition, discrimination on the basis of sexual orientation for employees in all aspects of employment and for students in academic programs and activities is prohibited.

1.2 Affirmative Action

Affirmative Action is designed to redress imbalances of minorities and women in the workforce. U.S. Presidential Executive Order 11246 (as amended) requires federal contractors to take "affirmative" steps to recruit, hire, and advance minorities and women when they are underrepresented in the University and are qualified and available in the labor force. Utah State University proactively undertakes good faith efforts to reach affirmative action goals.

While affirmative action goals are not established for veterans or people with disabilities, the University undertakes affirmative steps to recruit, hire, and advance people with disabilities and veterans, as required by the Rehabilitation Act of 1973 and the Vietnam Era Veteran's Readjustment Assistance Act of 1974.

The University's Affirmative Action Plan, including goals and timetables, is available for review at Merrill Library's reference desk.

303.2 RESPONSIBILITIES

2.1 Affirmative Action/Equal Opportunity Office (AA/EO)

Responsible for monitoring affirmative action efforts and for providing equal opportunity counseling and training when needed.

2.2 Office of Human Resources

Responsible for collecting data to assist in the affirmative action/equal opportunity effort. This office is also responsible for ensuring that all personnel policies are in accordance with AA/EO laws and guidelines.

2.3 Department Heads, Supervisors, Deans, and Vice Presidents

Responsible for ensuring that their employment decisions comply with principles outlined in this policy. Any questions should be directed to AA/EO Office.

2.4 Employees

Responsible for bringing to the attention of the AA/EO Office any employment decision felt to conflict with this policy.