

Department of Psychology

School Psychology Program

Graduate Student Handbook

2008-2009

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 university 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.

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 www.usu.edu/psychology.

Name	Highest Degree	Interests
Core School Psychology Faculty		
Gretchen Gimpel Peacock (Program Coordinator)	Ph.D. 1995 School Psychology University of South Carolina	Behavioral interventions Parenting
Donna Gilbertson	Ph.D. 2000 School Psychology Louisiana State University	Academic / Behavior Interventions Consultation
Clint E. Field	Ph.D. 2000 Clinical Psychology Idaho State University	Applied Behavior Analysis Behavioral interventions

Affiliated School Psychology Faculty		
Carolyn G. Barcus	Ed.D. 1975 Counseling Psychology Utah State University	Sexual abuse Multicultural issues
Susan L. Crowley	Ph.D. 1991 Counseling Psychology Texas A&M University	Anxiety Depression Training
M. Scott Deberard	Ph. D. 1998 Combined Program Utah State University	Health Psychology
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
David M. Stein	Ph.D. 1981 Clinical Psychology Brigham Young University	Eating Disorders Addictive behaviors
JoAnn Tschanz	Ph.D. 1991 Clinical Psychology Indiana University	Neuropsychology
Michael Twohig	Ph.D. 2007 Clinical Psychology University of Nevada, Reno	Anxiety

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://www.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.

The major emphasis of the USU School Psychology Training Program is the preparation of school psychologists who are broadly trained with strong skills in assessment, intervention, and consultation. Graduates are expected to become effective problem-solving change agents in the agencies in which they are employed. 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. It is our belief that school psychologists are mental health providers above all else. Thus, although training received in the school psychology program enables students to be proficient in many different skill areas, the program puts an emphasis on preparing students to work with children and adolescents who are exhibiting emotional and behavioral problems. Through their training, graduates will be prepared to deal with the multitude of problems exhibited by children in the schools including emotional/behavioral issues as well as related academic problems. We view children as existing with a systems framework and believe that parents, teachers, and other important figures in a child's life must be involved in assessment and intervention efforts for these to be maximally successful. Therefore, students receive significant training on working with others in a collaborative, problem-solving manner. Students are trained in evidence-based interventions to prepare them to effectively work with children, their families, and their teachers. Education in this area allows students to develop skills that are becoming an increasingly high priority within the school system. The school psychology program also values human diversity and students may receive specialty training in the provision of educational and mental health services to Native Americans through interaction with the department's ongoing **American Indian Support Project**. Regardless of whether students obtain this specialty training, all students receive training in working with diverse populations. Through didactic and practical experiences we strive to ensure graduates have knowledge and skills necessary to provide exceptional services to individuals of all cultures and backgrounds.

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 NASP standards. 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 creative, 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 objectives for graduates of the school psychology program.

1. Students will demonstrate the ability to make data-based decisions regarding individual students.
2. Students will demonstrate the ability to make data-based decisions regarding programmatic issues.
3. Students will demonstrate knowledge of, and the ability to practice, behavioral consultation with teachers and parents.
4. Students will demonstrate knowledge of effective instructional procedures.
5. Students will demonstrate the ability to develop interventions (in collaboration with other school personnel) for students with academic skill difficulties.
6. Students will demonstrate knowledge of social and developmental bases of behavior.
7. Students will demonstrate the ability to assess children displaying developmental delays.
8. Students will demonstrate the ability to develop appropriate intervention plans for children with developmental delays.
9. Students will demonstrate competence in the conduct of standardized assessments related to academics, intellectual ability, behavior/emotional problems of children and youth.
10. Students will demonstrate familiarity with behavioral assessment and curriculum based techniques.
11. Students will demonstrate knowledge and understanding of issues of cultural diversity.
12. Students will demonstrate the ability to work effectively with students from varying backgrounds.
13. Students will demonstrate cultural sensitivity in all professional activities.
14. Students will demonstrate knowledge of schools, their climate, their policies, and their procedures, to include knowledge of special education services and laws.

15. Students will demonstrate knowledge of child development and developmental psychopathology.
16. Students will demonstrate knowledge of and the ability to intervene with students with emotional and behavioral problems.
17. Students will demonstrate the ability to develop cognitive-behavioral interventions and prevention plans to meet children's mental health needs.
18. Students will demonstrate knowledge of family systems and school systems and understand how to work in a collaborative manner with families, school, and communities.
19. Students will demonstrate knowledge of research methods (both group and single-subject).
20. 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.
21. 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.
22. Students will demonstrate the ability to use technology relevant to their work.

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

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.

Effective Fall 2008
Requirements for the School Psychology Program
M.S. / Ed.S. in Psychology

Below are the required classes for the school psychology program. All students should work closely with their advisors to ensure course requirements are met.

Psy 6150	Empirically Supported Treatments for Children/Adolescents	2
Psy 7270	Psychopathology	3
Psy 6290	Diversity Issues in Treatment and Assessment	3
Psy 6310	Intellectual Assessment	3
Psy 6320	Objective Assessment of Personality, Affect, & Behavior	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 6350	Introduction to Theory and Practice in Counseling	3
Psy 6360	Practicum (1st year - Department Clinic)	3
Psy 6380	Practicum (2nd year - Public Schools)	6
Psy 6410	Psychoeducational Assessment	3
Psy 6450	Introduction to School Psychology	1
Psy 7250	Professional Ethics and Standards	3
Psy 6530	Developmental Psychology	3
Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6660	Cognition and Instruction	3
Psy 6630	Consultation / Supervision in educational / psychological settings	3
Psy 6950	Internship	6
Psy 6970	Thesis Credits	6
Psy 7820	Neuropsychology Assessment	2
Psy 6810	Advanced Academic and Behavioral Interventions	3
Psy 6810	Theory and Practice in School Psychology	2

Sample Schedule

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.

Fall 2008	Spring 2009	Summer 2009
Year One		
Psy 7270 (3) Psy 6310 (3) Psy 6350 (3) Psy 6450 (1) Psy 6530 (3) <p style="text-align: right;">Total 13</p>	Psy 6360 (3) Psy 6410 (3) Psy 6320 (3) Psy 6570 (3) <p style="text-align: right;">Total 12</p>	Psy 6600 (3) Students must have prerequisite 6570 and pass pretest (see http://www.coe.usu.edu/brs/6600.htm) Psy 6970 (3) <p style="text-align: right;">Total 6</p>

Fall 2009	Spring 2010	Summer 2010
Year Two		
Psy 6150 (2) Psy 6380 (3) Psy 7250 (3) Psy 6810 (1) Psy 6810 (Int class) (3) <p style="text-align: right;">Total 12</p>	Psy 6290 (3) Psy 6380 (3) Psy 6630 (3) Psy 6660 (3) Psy 6810 (1) <p style="text-align: right;">Total 13</p>	Psy 6970 (3) Psy 7820 (2) <p style="text-align: right;">Total 5</p>

Fall 2010	Spring 2011
Year Three	
Psy 6950 (3) <p style="text-align: right;">Total 3</p>	Psy 6950 (3) <p style="text-align: right;">Total 3</p>

*MS degree will be earned after completion of 33 credit hours.

*EdS degree will be earned after all program requirements (including thesis and internship are complete)

Documentation and Clarification of Specific School Psychology Program Requirements and Policies

The purpose of this section is to provide additional detailed information on particular 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 and Personality Theory 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. 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 enrolment 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 and return it to the School Psychology Program Coordinator. Program faculty then meet to discuss the progress of each student. Students are informed 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 evaluation forms must be completed and returned to the practicum supervisor for a student to receive a grade. Students who do not successfully complete a practicum experience with a grade of a B or better must retake practicum.
- 3.3 Intern Evaluation. Each semester students are on internship, they are evaluated on key program objectives by their field-based supervisors. The evaluation forms 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.

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 see clients. Each of these courses carries three hours of credit, for a total of six during the first year. The first-year 6360 practicum 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.

The second-year sequence (Psy 6380) involves a full-year practicum in the public schools. This practicum is more likely to involve diagnostic assessment work than Psy 6360, as students will have completed their required assessment courses prior to enrollment. 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 Time Requirements. It is assumed that for each 3 credit practicum (6360 & 6380) students will put in 10 hours of actual time per week. This time requirement translates into 150 hours per semester or a total of 450 clock hours of supervised practicum experience prior to the internship.

- 4.3 Supervision. First-year 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.
- 4.4 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. Before receiving approval to do internship, students must have completed all coursework and other program requirements (e.g., all clinic notes must be complete). In addition, students must provide documentation that they have taken the Praxis II exam in school psychology and have successfully defended their thesis proposal. Students shall register for six credits of Psy 6950 (School Psychology Internship) during their internship experience, registering for three credit hours each semester.
- 5.2 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.
- 5.3 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, or a state board-licensed Psychologist, if the internship is conducted in a non-school setting. 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.
- 5.4 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.)

- 5.5 University Involvement in Internship. 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.
- 5.6 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 A for a sample internship agreement.)

6. Performance Evaluation Student Requirements

- 6.1 National Exam. Students are required to take the National Teachers Examination Praxis II examination in school psychology (code 10400). Students must take this exam and submit results from the exam to the School Psychology Program Coordinator prior to beginning their internship. Information on registering for this exam can be found at www.ets.org/praxis.
- 6.2 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, case notes, course papers) documenting understanding of each of the domains 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 fall and spring semester of the student's internship year. Detailed information on this portfolio is provided later in this handbook.
- 6.3 Thesis. Students must complete a research-based thesis. Additional information on this requirement is provided later 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 public school settings (Psy 6360 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. Timely Completion of the Program

- 8.1 Timely Completion of Thesis Proposal. To ensure timely progress on their research, students in the School Psychology program may not take more than **40 credit hours** (including coursework, practica, and thesis credits) prior to the successful defense of their thesis proposal. When students first reach this credit limit, they will be unable to take any didactic course credit, but may continue with other professional commitments (e.g., practicum) for one semester. If students do not defend their proposal after this time, they will be unable to take *any* credits (including practicum) until completion of their proposal (students may continue to register for thesis credits and continuing graduate advisement). Students who go through one academic year without enrolling in any credits toward program requirements 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.
- 8.2 Final Thesis Defense. Students are expected to have defended their final 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.
- 8.3 Final Changes made to 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.

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

The secondary purpose of this portfolio is to initiate students' organization of resources for future professional use including: job interviews, professional presentations, assessment, intervention, teacher and parent training and crisis management.

Development Process

Students will be expected to begin compiling a professional portfolio during the first year in the USU School Psychology Program. Students will continue to assemble the portfolio as they participate in a number of training activities during the three year program. The contents of the portfolio will be collected in a number of ways. First, specific products will be produced as part of course / practicum / internship requirements. Second, resource materials may be collected from presentations by instructors, practicum / intern supervisors, class speakers, or conferences. Third, students may include items developed for cases, research programs or their thesis project. Finally, students will have the opportunity to share professional materials with each other.

Structure

Each student will be expected to organize the professional portfolio and resource notebook(s) in an attractive and accessible manner. This includes a cover sheet, table of contents, and tabs for various sections. The final product will most likely consist of several organized binders.

Content

Portfolios will consist of two sections. These are described in more detail on the following page.

Work Samples. In this section, students will assemble a number of specific work samples. However, 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.

Resources. In the second section, students will compile resources that they have found to be useful or expect to use with future professional activities.

Section I. Required Work Samples submitted each semester (paper copies in a binder).

All reports are to be presented with confidentiality considerations.

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 from assessment, clear writing and overall organization.

Intervention / Consultation case

Include a well-identified problem, relevant interview and background information, direct assessments, hypothesis generated from assessment, intervention protocol that is research based, outcome data graphed with baseline, evaluation of intervention progress and fading recommendations. Background information / data should be obtained from all appropriate parties (e.g., child, teachers, parents). Students must be able to demonstrate they are making measurable, positive impacts for youth, families, teachers, and others they serve.

Functional Assessment

A report summarizing a functional assessment conducted in order to determine the variables associated with the occurrence and non occurrence of maladaptive behavior. The information may be collected via interview, questionnaires, scatter plots, ABC charting, brief functional analysis and/or direct observation. The report should include summary of collected data, a hypothesis about the motivating function of the behavior derived from the collected data and recommended treatment(s).

Best Works

Students may include entries that demonstrate best works produced by the student or resources that demonstrate individual professional interests.

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, discussion of professional goals and future professional development plans.

Up-to-date Vita

Section II. Professional Resources

(paper copies with sections or CD disc with folders). Some suggested sections/folders are:

Academic assessments
Behavior assessments
Crisis Planning materials
Diverse populations

Academic interventions (reading, math, other)
Disruptive Behavior interventions (individual, classwide)
Family/community preventative services
School-wide programs

Evaluation Procedures for Portfolios

Preliminary evaluation: Portfolios will be required to be submitted at some time during the middle 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. The portfolio will be returned to students with comments and/or recommendations.

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
General Portfolio	<input type="checkbox"/> Completeness of materials and content <input type="checkbox"/> Professional appearance and organization
Section I	
Psychological Evaluations	<input type="checkbox"/> Relevant background information <input type="checkbox"/> Selected multiple assessment method(s) validated for the problem area <input type="checkbox"/> Included appropriate data collected to complete the problem-solving process. <input type="checkbox"/> Adequate interpretation of assessment data <input type="checkbox"/> Clear organization and writing in language appropriate for recipient
Intervention/ Consultation cases	<input type="checkbox"/> Well-identified academic and/or behavior problems <input type="checkbox"/> Identified measurable goals <input type="checkbox"/> Used appropriate assessment strategies <input type="checkbox"/> Developed research based intervention appropriate to the presenting problem <input type="checkbox"/> Decision-making related to assessment / intervention is primarily data-based <input type="checkbox"/> Evaluated intervention effectiveness
Functional Assessment	<input type="checkbox"/> Assessment strategies to identify variables associated with behavior <input type="checkbox"/> Developed an intervention based on hypothesized function of the behavior. <input type="checkbox"/> Decision-making related to assessment / intervention is primarily data-based.
Best works	<input type="checkbox"/> Reflects professional development that integrates knowledge
Self-assessment statement	<input type="checkbox"/> Identified one or more strength and area of interest in school psychology <input type="checkbox"/> Described professional goals relevant to field of school psychology <input type="checkbox"/> Clear future plan to continually obtain additional professional training <input type="checkbox"/> Appropriate view of oneself as a school psychologist with respect to competence levels, education, training, and experience.
Vita	<input type="checkbox"/> Up to date and well-formatted
Section II	Suggested sections include: Interventions, Family and community services, Diverse populations, Consultation, Crisis programs
Professional Resources	<input type="checkbox"/> Useful and relevant materials for practice <input type="checkbox"/> Information meets the vast role of school psychologist activities <input type="checkbox"/> Includes strategies that are research-based. <input type="checkbox"/> Consideration given to individual differences. <input type="checkbox"/> Reflects current assessment and intervention strategies <input type="checkbox"/> Considers collaborations with parents and educators. <input type="checkbox"/> Considers prevention and crisis intervention methods

Completion Tasks and Time Lines for Degree Completion

The following table includes a summary of the activities and deadlines related to timely completion of the school psychology program. Each activity is described in more detail following the table.

Action or Element	Time line
<i>1. Supervisory Committee</i>	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).
<i>2. Program of Study</i>	MS and EdS Programs of Study submitted by end of second semester following matriculation. EdS Program of Study submitted at least 2 months prior to the final thesis defense.
<i>3. MS Completion form</i>	Plan C Completion of Requirements Form submitted by major professor at the beginning of the semester in which MS is to be earned.
<i>4. MS letter of completion</i>	Department sends memo regarding student completion of program requirements at the end of the semester in which MS is to be earned.
<i>5. Graduation Forms and Fees for MS</i>	Graduation forms and fees must be submitted before the last day of the semester or sooner if planning to participate in graduation.
<i>6. MS conferred</i>	MS degree earned following completion of 33 credit hours (which will typically be at the end of fall semester in students' second year).
<i>7. Proposal Defense</i>	Student schedules thesis proposal defense prior to reaching 40 credit hours
<i>8. Appointment for Examination</i>	Appointment for Examination form submitted to Graduate School at least 10 working days prior to desired defense date
<i>9. Thesis Defense</i>	Hold defense; give student graduation forms (in defense packet). Student must be registered for at least 3 credits the semester of the defense.
<i>10. Record of Examination</i>	Return signed Record of Examination form (purple) to Graduate School indicating exam results
<i>11. Graduation Forms and Fees</i>	Student pays fee and submits graduation forms to Graduate School
<i>12. Thesis Completion</i>	Thesis is signed by all committee members and turned into Graduate School for review
<i>13. Thesis Review Process</i>	Allow 7 weeks from defense to binding (allows time for revisions, reading, approvals, signatures, copying, binding)
<i>14. Binding Verification</i>	Binding receipt brought by student to Graduate School after thesis is taken to Merrill-Cazier Library for binding
<i>15. Grace Semester and Late Fees</i>	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.
<i>16. Posting the Degree</i>	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.

1. Graduate Supervisory Committee (GSC) Formed and Approved

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 and the thesis. The GSC may define course work requirements for each student to meet individual needs. The final decisions of the committee regarding course work, 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://www.usu.edu/graduateschool/apply/pdf/Sup_Ctee_Form.pdf

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 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 Form 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://www.usu.edu/graduateschool/apply/pdf/MS_POS.pdf. 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. 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 the thesis. This is done by meeting with the GSC chairperson to define a research problem and develop the 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 thesis rests with the student and the major professor, but individual committee members should be consulted on sections which involve their special expertise.

When the chairperson believes that the thesis proposal is in defensible condition, approval is given to schedule the proposal meeting. Committee members should be given at least 2 weeks to read the proposal prior to the scheduling of the proposal meeting.

4. 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.

As described earlier, students must defend their proposals prior to reaching 40 credit hours. Students who do not will be disallowed from taking further 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. The Graduate School offers a USU Publication Guide for Graduate Studies (http://www.usu.edu/graduateschool/student_resources/doc/noapaguide.pdf) to aid in the writing of the thesis.

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. The appointment for examination form for a thesis (<http://www.usu.edu/graduateschool/apply/pdf/examthesisdiss.pdf>) is signed by the entire committee and forwarded to the School of Graduate Studies **at least 10 working days before the defense**. Each committee member must receive a copy of the thesis at least **four weeks** before the scheduled 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.

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://www.usu.edu/graduateschool/>

Graduate Assistantships

A number of departmental teaching and research assistantships are available. Applications may be requested from the administrative assistant in the Department. Departmental assistantships range from \$1750 to \$3500 per academic semester. The number of assistantships varies from year to year depending on grants awarded and the department budget.

Numerous other assistantships are available in research and community settings. Students should contact their advisors regarding these opportunities. There typically are a limited number of non-university assistantships available to students each year. Salary is variable; applications should be made to the organizations directly.

Process for Applying for Departmental Graduate Assistantships

All Psychology Department graduate teaching assistantships are awarded through the Department of Psychology. Forms for applying for assistantships are available in the Department's open file of graduate student forms. (These forms are also included in admissions application packets.) During February of each year, information is available in the Department on the types of financial aid that are expected to be available for the coming year (based on current budget estimates), the terms of the assistantships, and a description of the nature of the assistantship, including any special competencies that are required. Students should become acquainted with this information and should contact those who control the assistantships in order to express interest and to determine compatibility.

In order to be considered, applications must be submitted to the Psychology Department by the deadline stated in the application.

Process for Awarding Graduate Assistantships Within the Department of Psychology

Applications for assistantships from both current and incoming students are reviewed each spring semester by a departmental committee whose members include department head and all graduate program chairpersons. In addition to taking into consideration faculty assistantship supervisor requests and student preference for specific assistantships, the committee uses the following factors 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 types of financial aid and work experiences of the student

- Number of years the student has been matriculated in a program (financial aid is unlikely after the allotted time to complete the degree has been exceeded).

Letters informing students of the action taken on their application for assistantships will normally be available in the Department on April 1 following the deadline for application submission. Letters will be sent to incoming students not yet on campus. If a student has been awarded an assistantship, a letter indicating the student's acceptance or rejection of the award must be submitted to the Department no later than the following May 15. A student who has not been awarded an assistantship (or other form of financial aid) and wishes to continue to be considered for financial aid (should alternative funding sources materialize) must submit a letter so stating to the Department by April 15.

All funds for assistantships are contingent upon budgetary actions from funding sources including state, university, college, etc. All applications are considered without regard to the applicant's race, creed, color, sex, religion, or national origin.

All graduate assistantships that meet all School of Graduate Studies requirements are eligible for a waiver of the out-of-state portion of 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:

- Matriculation into a graduate program
- Employed at least 10 hours a week (.25 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 waiver is limited to 40 credits. However, students are eligible for Utah residency after maintaining continuous residency in Utah for 12 months and following completion of 40 graduate credit hours. Students must apply for residency once they become eligible or will be required to pay the out-of-state portion of their tuition.

For more information on tuition awards see:

<http://www.usu.edu/graduateschool/financial/waivers.cfm>

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.

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.

USU Student Code

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 Student Code is available on the web at <http://www.usu.edu/studentservices/pdf/StudentCode.pdf>. 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.

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 course work because of extenuating circumstances and an "I" grade can be given to allow completion of the class. However, an "I" grade will not be given due to poor performance or to retain financial aid. The term extenuating circumstances 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 a course schedule to secure needed employment;
4. change in work schedule as required by employer;
5. or other emergencies deemed appropriate by the instructor.

If there are extenuating circumstances, a student may petition the instructor for time beyond the end of the semester to finish the work. Documentation of the circumstances cited to justify an Incomplete grade is required. If the petition is granted, two grades will be given, an "I" and a temporary letter grade for the course, computed as if the missing work were zero.

The student is required to complete the work by the time agreed upon (which may not be longer than 12 months). If the Instructor submits no change of grade within the prescribed period, the "I" 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 course work 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, the department head will handle special circumstances. 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 this form and filed with the department office and the college office and copied to the Registrar's Office. Resolution of the "I" grade does not involve a complete repeat of the course, **only the completion of the missing course work.** A student does not re-register for the course.

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.
- 2) Failure to make adequate progress on programmatic requirements (e.g., excessive delay in completing 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. Work agreements beyond 20 hours per week must be approved by the program director of training and department head.
 - 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 (10, 15, 20), 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 level(s) of funding.
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).

Procedure for Obtaining Extra-Contractual Psychological Work

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 (e.g., hitting credit limits or will hit credit limit deadline within the next semester).
 - 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.

Therapy and Remuneration

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 and the Department Head 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. No credit will be given in the case of a waiver; required credit hours will be filled with another class or classes.

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 student is elected annually by his/her fellow students to represent graduate students at department meetings. Each student representative is allocated one vote. The representative or his/her designee 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
Sample Internship Agreement Form

**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 B

School Psychology Annual Student Evaluation Form

School Psychology Annual Student Evaluation Form

It is time to complete annual student evaluations! Please complete this form and place it in Gretchen's box by May 15th. The school psychology program faculty will meet sometime after May 15th 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 Gretchen. We want 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 ratings of 3 or above on the skill areas on page 4. Individual remediation plans will be developed for students not making adequate progress.

Student Name _____

Year Admitted to Program _____

Current Advisor _____

Program requirements

List Classes Taken and Grades received this year:

Check off and summarize the current status of your thesis. Also attach a timeline for completion of your thesis that you finalize with your chair.

Completed in year 1:

- Chair selected
- Committee selected and paper work completed
- Topic area selected
- Research questions or paper objectives finalized
- Articles of literature review collected
- Literature review and method outline completed
- Number of Pages written in literature review: _____
- Number of pages written in methods: _____

Completed in year 2:

- Proposal date set
- Letter of informed consent and IRB paperwork completed
- IRB approval obtained
- Program of study completed
- Data collection completed
- Data analyzed

Completed in year 3:

- Results written
- Discussion written
- Defense date set
- Needed changes made to final document
- Document turned in to graduate school

Professional experience and activities (to consider for vita):

Provide information on your Assistantship (if you have one) including hours worked per week, duties, supervisor, and supervisor's phone number:

Job title: _____

Supervisor: _____

Phone: _____ E-mail: _____

Hours per week:

Responsibilities and summary of work performance or skills learned:

List research projects involved with and skills learned and applied

List any accessory training with which you have been involved (district, local, state workshops, preconference training, etc):

List any conferences you attended:

List any presentations made, trainings provided (at schools, districts, conferences), articles published, or professional materials presented on the USU School Psychology web page:

Personal Professional Growth

Provide a brief statement regarding what you believe you have learned about school psychology and provision of services to students with emotional and behavioral disorders:

List the three main professional and program goals you wish to accomplish in the coming year. Include what the goal is, how you will meet it, and when you will do it:

Please rate your skills in the following areas. The school psychology faculty will also

rate your skills. Your advisor will then discuss these ratings with you.

Use the following rating guidelines:

1= Unsatisfactory; needs significant improvement

2= Needs some improvement

3= Satisfactory / performing as expected

4= Good to very good

5= Outstanding / performing better than peers

Student Rating

Faculty Rating

_____ Assessment skills (standardized, behavioral, curriculum based, etc.)	_____
_____ Knowledge and application of empirically supported treatments	_____
_____ Knowledge and application of legal and ethical issues	_____
_____ Respect for diversity and individual differences	_____
_____ Ability to tie theory to practice	_____
_____ Ability to use effective interpersonal communication skills	_____
_____ Written communication skills	_____
_____ Professionalism	_____
_____ Ability to Collaborate with others (parents, teachers, physicians, etc.)	_____
_____ Dependability	_____
_____ Ability to adapt to different settings, requirements, etc.	_____
_____ Professional Judgment (including data based decision making)	_____
_____ Ability to work independently	_____
_____ Responsiveness to feedback	_____

Remediation plan for score below 3.

We have met and discussed this evaluation.

Student _____ Date _____

Advisor _____ Date _____