

HANDBOOK

SCHOOL PSYCHOLOGY
SPECIALIZATION
(NASP-Approved)

IN EDUCATIONAL PSYCHOLOGY
EDUCATIONAL SPECIALIST PROGRAM

University of Wisconsin -Milwaukee

For students, faculty, and supervisors

2008

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This student handbook serves to provide information specific to the School Psychology Specialization. This specialization is fully approved by the National Association of School Psychologists (NASP)

Introduction

The University

The University of Wisconsin-Milwaukee, founded in 1958, is one of the 13 degree-granting institutions and one of two doctoral institutions in the University of Wisconsin System. UW-Milwaukee is the only major urban doctoral university in the state, and has a strong mission to meet the diverse needs of Wisconsin's largest metropolitan area. The twelve schools, colleges, and divisions of UWM serve over 26,000 students on the 90-acre campus on the shores of Lake Michigan. The University's location allows students the opportunity to participate in the community as well as working, interning, volunteering, and enjoying the activities of a large metropolitan area. The University has a strong urban focus and is committed to preparing professionals who are knowledgeable about urban issues and competent to work with diverse populations and settings.

The University of Wisconsin-Milwaukee offers extensive graduate program offerings under the administrative structure of the Graduate School. A diverse group of local, national, and international students attend UWM. UWM has 13 colleges and schools, offering 45 masters programs and 17 doctoral programs.

The Department of Educational Psychology

The Department of Educational Psychology resides in the School of Education at the University of Wisconsin-Milwaukee and prepares graduate students for a variety of clinical, research, and teaching professions.

The Department of Educational Psychology at the University of Wisconsin-Milwaukee offers two graduate programs of study at the master's level including educational psychology and rehabilitation counseling, and three specializations under the Urban Education Ph.D. program, including School Psychology, Counseling Psychology, and Educational Psychology. The School Psychology and Counseling Psychology specializations are accredited by the American Psychological Association.

The Educational Psychology Department has five areas of concentration, including human development and learning, research and measurement, school psychology, counseling/counseling psychology, and rehabilitation counseling. The department offers programs leading to certification as school psychologists and school counselors.

School Psychology Program

Model

The School Psychology Program adheres to American Psychological Association (APA) and National Association of School Psychologists (NASP) guidelines for graduate training. The scientist-practitioner model is reflected in the course work, practica, and internship requirements. Following the established APA scientist-practitioner model, the master's/ Educational Specialist's (MS/EDS) program prepares school psychologists across a base of theory, practice and research. Professional preparation in school psychology at the UWM provides students with a broad theoretical background, as well as evidenced-based clinical skills through didactic, field placement, practica, and internship experiences. The program has a strong urban mission, and is dedicated to

increasing knowledge, sensitivity, and awareness of practices best suited for individuals from diverse cultural, ethnic, and economic backgrounds. Principles of biological, psychological, cultural, and sociological sciences are emphasized, in particular applied to urban school, mental health, and educational settings. The MS/EDS program integrates theory, practice, and research to train school psychologists who possess the scientific knowledge and skills necessary to work with diverse urban populations and in diverse settings. The program prepares students for employment in school settings, particularly within urban areas.

Major Program Goals

The program has five major goals. These goals reflect current research, professional best practices, as well as the unique qualities of graduate training that are afforded in our program at UWM.

1. Prepare school psychology students to design and implement evidence-based therapeutic interventions that meet children, adolescents and families educational and mental health needs;
2. Prepare school psychologists to engage in problem solving consultation within and across schools and community settings with families and professionals to enhance the competencies and resilience of youth and to promote healthy home, school and community environments;
3. Prepare school psychologists to conduct comprehensive assessments that are directly linked to interventions that improve understanding and outcomes of youth, families and schools;
4. Prepare school psychologists to provide service delivery and to conduct research that reflects APA and NASP ethical and professional standards, with a particular emphasis on training culturally competent school psychologists;
5. Prepare school psychologists to conduct, interpret, critique and disseminate high quality scientist-practitioner research that advanced the field of school psychology in urban settings.

To prepare students as psychologists, the program draws upon theoretical and foundational course work from the department faculty expertise in the curricular areas of learning, development, personality theory, social psychology, and individual differences. In addition, students are given a thorough grounding in psychological foundations of history of psychology, physiological psychology, and psychopathology through the Psychology Department. Wherever possible, psychological foundation courses are consistent with our urban and multicultural emphases, thus clearly communicating our urban mission to students.

Acquisition of research skills is an expectation of all graduate students. Formal course work serves as the initial vehicle through which students acquire research competencies. Course work includes quantitative analysis, measurement, methodology, or research design; specific focus on school psychology research is provided in through the master's thesis or paper. Opportunities for ongoing involvement with faculty research programs are provided. Students also develop skills to determine the efficacy of interventions and the implementation of evidence-based school psychology practice.

Program Objectives

Primary objectives of the School Psychology Program are as follows: (a) to apply a reflective framework for resolving the psychosocial and learning problems of children, families, and schools; (b) to understand contextual variables, including multicultural, racial, and socioeconomic factors affecting children, adolescents, families, and schools; (c) to work in collaboration with other professionals as change agents to improve educational systems and mental health agencies; (d) to evaluate the effectiveness of psychosocial interventions and educational programs in schools and community agencies; and, (e) to advance the science of psychology and scientifically-based practices of psychological services in schools and community mental health agencies. These program objectives will be met using a case study approach that promotes understanding of the practice of psychology for children, adolescents, families, schools, and agencies.

First, reflective problem solving serves as the foundation for effective psychological practice, and requires extensive exposure to theoretical and empirical findings from various paradigms including developmental, cognitive, learning, neurobiological, sociological, ecological, behavioral, and family systems. Students are taught to understand the complex interaction of these factors in clinical cases, and are prepared to design and implement effective interventions. Students are taught to develop hypotheses using traditional and alternative assessment devices, to formulate interventions based on these assessment findings, and to evaluate and modify interventions on an ongoing basis.

Second, the importance of understanding the individual and systems within a contextual framework is emphasized. This understanding is achieved by helping students realize how contextual variables, including family, culture, race, gender, and socioeconomic factors affect the individual. An ecological model is stressed to explain how these factors interact with the child's biogenetic and environmental conditions in critical ways that affect their cognitive, psychosocial, behavioral, and educational development. Students are taught to be knowledgeable about and sensitive to these issues when assessing children and designing intervention programs.

Third, collaboration with educational, medical, and other health care professionals is an essential feature of the School Psychology Program. Students are provided opportunities to learn effective consultation, communication, and conflict resolution skills. Effective psychological practice in schools depends upon an ability to work with other professionals to help meet the needs of children, families, and schools. The multidimensional problems facing many of our youth as a result of poverty, changing family structures, and violence in schools and communities often require a team approach. Students are provided with supervised clinical experiences to attain consultation and collaborative skills in the school setting. Further emphasis in the training program is placed on helping students serve as liaisons between psychiatrists, pediatricians, and other mental health professionals, who also may be providing services to children and families outside the schools.

Fourth, students are provided with foundations in program evaluation, intervention monitoring, and critical analysis for determining the effectiveness of psychological practices. Reflective practice incorporates ongoing monitoring of the short- and long-term effects of the practice of school psychology. In this respect, students develop an ethos of practice that permits sound decision making about the needs of children, families, and systems.

Fifth, students are exposed to evidenced-based principles and practices of psychology in the schools. Students are expected to analyze research critically, and to develop original research in their thesis/paper project. Students are encouraged to implement evidence-based practices through the

Ed.S. project. In addition, a structure for linking research findings into practice is provided in courses, practica, and internship experiences.

The above five objectives are developed through a reflective case study approach that provides students the opportunity to systematically study the individual, family, and social systems. Case examples are provided so students may learn to analyze problems, to identify solutions, and to determine best practices. These reflective activities also focus on students as developing professionals. Self-analysis and goal setting are encouraged in a supportive environment, where students are provided constructive feedback to enable their professional development. Professional mentoring occurs throughout the program in an effort to meet these objectives.

Students develop and demonstrate cultural competencies through their coursework, clinical experiences, and research projects (i.e., master's paper or thesis). Readings and clinical experiences are selected to help students become aware of their cultural attitudes and beliefs, be knowledgeable about urban and multicultural issue, and to engage in cultural responsive practices. Experiences are designed to help students become cultural competent professionals.

Early in their graduate program, students are exposed to the principles and ethical guidelines of professional practice as stated by the APA and NASP. The development of professional ethics occurs through clinical experiences and field-based components (see syllabi for 732, 760, 755, 805, 852, 955, 974-75, and 986) that expose students to regular education programs, exceptional education referral practices, multidisciplinary teams, consultation strategies, therapeutic interventions, and individual and program evaluation procedures.

Attitudes that foster ethical, professional conduct and behavior are developed throughout the program. Students become aware of the need to be life-long learners in order to stay abreast of the evolving body of scientific and professional literature. Professional development can be achieved by maintaining current certification requirements, by attending national, professional conferences and completing continuing education courses/workshops.

Professional Training Model

The School Psychology Program at the University of Wisconsin-Milwaukee prepares school psychologists to work in schools, state agencies, clinical practice, and university settings. The primary goal of the program is to develop professionals whose activities increase the educational and psychological well-being of children and youths. Students are expected to develop competencies in the areas of biological, cognitive-affective, and social bases of behavior, individual differences, developmental theory, applied cognitive science, and systems of education.

Professional Standards

Practicum meets the following professional standards as outlined in the National Association for School Psychologists (NASP): Blueprint for Training & Practice III. The standards are divided into foundational competencies and functional competencies.

A. Foundational Competencies

1) Interpersonal and collaborative skills: School psychologists should demonstrate strong interpersonal skills, the ability to work effectively and collaboratively with people and agencies, and characteristics such as the ability to listen, adapt, tolerate ambiguity, and to be patient in difficult situations.

2) Diversity awareness and sensitive service delivery: School psychologists must be able to recognize when issues of diversity affect the manner and nature of interactions with other people and organizations and must have the ability to modify or adapt their practices in response to those being served.

3) Technological applications: School psychologists should be able to apply technology to improve outcomes and to support all other domains.

4) Professional, legal, ethical, and social responsibility: School psychologists should be prepared to practice in ways that meet all appropriate ethical, professional, and legal standards in order to enhance the quality of services and protect the rights of all parties, and should maintain certification and licensure while attending continuing education functions as necessary and required.

B. Functional Competencies

1) Data-Based Decision-Making and Accountability: School Psychologists should be good problem-solvers who collect information that aids in understanding problems, making decisions about appropriate interventions, assessing educational outcomes, and making accountability decisions.

2) Systems-based service delivery: School psychologists should provide leadership in developing schools as safe, caring, and inviting places in which there is a sense of community, in which contributions of all persons are valued, in which there are high expectations of excellence for all students, and where home-school agency partnerships are valued.

3) Enhancing the development of cognitive and academic skills: School psychologists help schools develop challenging but achievable cognitive and academic goals for all students, taking into account the need to adjust expectations for individual students, or to implement alternative ways to monitor or assess individual student progress toward goal or standards accomplishment.

4) Enhancing the development of wellness, social skills, and life competencies: School psychologists should be the leading mental health experts in schools who are knowledgeable about development in social, affective, and adaptive domains and are able to identify and apply

sound principles of behavior change within these domains in order to help design and implement prevention and intervention programs to promote wellness and resiliency.

Satisfactory Academic Progress

The Master's/Educational Specialist's Program in School Psychology is designed so that it can be completed within three years of full-time study. Students are strongly encouraged to keep on schedule, though some students may take some of their coursework part-time. However, all graduate students must complete their program within five years of their acceptance date, which is the first day of the fall semester of the student's first year in the Master's Program. Time extensions may be granted in unusual cases upon written request to the Director of Training by April 15 in the student's 4th year.

Work/Non-Program Commitments

As stated above, for the most part, this is a full-time program. Because of that, classes and other important activities are scheduled during the day as well as in the evening. While we understand that graduate study is expensive, it is very difficult to fully benefit from advanced study and to develop as a professional while also attempting to manage a full-time workload or other substantial outside commitments. Students will not be excused from mandatory program activities, daytime classes, or program deadlines because of outside work commitments or non-emergency personal commitments.

Before enrolling in this program, prospective students should consider their family obligations and personal financial situations. Students are strongly encouraged to apply for loans and graduate assistantships, which will help them to remain on campus during the day and therefore to more easily meet the program requirements. The program faculty will make every reasonable effort to assist students in this process.

Leaves of Absence/Continuous Registration

Students who are unable to register for a regular semester because of illness, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave of absence to the Graduate School with a copy to the Department Chair and the Director of Training. Except in the case of military service, a leave of absence ordinarily will be limited to one year. The time taken for a leave of absence will not count toward the student's time limit for completing the Program. That is, if a student takes a leave of absence for one year, that year will not be considered one of five years.

Admissions Requirements and Procedures

Application Deadlines

All application materials **must be received** by the Department of Educational Psychology by **January 1** for fall admissions. Admission into the School Psychology Program occurs **once a year**. Incomplete files will not be considered.

Procedures of Admissions

Upon receipt of the above materials, the Admissions Committee reviews all applicant materials. The committee is comprised of all of the school psychology faculty and at least one member selected from outside the department. Initial screening of applicant materials will be made by the Admissions Committee, and top candidates will be interviewed. The program chair will arrange an interview between the applicant and school psychology Admissions Committee.

Undergraduate and graduate (if applicable) GPA's, letters of recommendation, letters of intent (biographic statements), and other supporting documents will be considered (e.g., GRE scores or student portfolios) when making admission decisions. Not all students meeting minimum requirements may be accepted into the program due to space limitations.

Admission Requirements

Undergraduate GPA of 3.00.

18 undergraduate credits in education or related social/behavioral science. Students lacking in course background may be admitted with deficiencies.

Logical and well articulated reasons for pursuing a graduate program in school psychology, which are compatible with program resources and priorities.

Students from outside the country may be required to take and pass an English language proficiency examination.

Satisfying the above requirements does not guarantee admission to the program. Rather it ensures that the program will consider the application. Students applying to the Ph.D. program have additional application requirements (See Doctoral Student Handbook).

Course of Study: Masters and Educational Specialist's Degree in School Psychology

Students in the School Psychology Program obtain a Masters Degree in Educational Psychology (30 credits minimum) and an Educational Specialist's Degree (Ed. S.) in School Psychology (39 credits minimum).

Master's Degree (minimum 30 credits)

- **School Psychology Core:** Twelve credits are required.
 - **Human Development:** Three credits are required.
 - **Educational Statistics and Measurement:** Six credits are required
 - **Educational Methods & Interventions:** Six credits
 - **Master's Thesis/Paper:** Three research credits are required.
- Upon successful completion of 30 graduate credits, the student is eligible to become a candidate for the Master's Degree in Educational Psychology.
 - The master's degree is awarded pending successful completion of a Master's Thesis, Paper, or Comprehensive Examination.

MS Program Requirements

Required Courses			
		Credits	Total credits
School Psychology Core	<u>Professional Practices, Standards, Ethics, and History</u>		
	Ed Psych-751 Professional and Historic Issues in School Psychology	3	
	Ed Psych-752 Developmental Psychopathology	3	
	Ed Psych-755 Assessment & Intervention: School Age	3	
	Ed Psych-851 Assessment & Intervention: Personality, Social, Emotional Functioning	3	12
Educational Methods & Intervention Strategies	Ed Psych-760 Academic Interventions & Alternative Assessment	3	
	Ed Psych-852 Social, Psychological, Biological Basis of Learning Disorders	3	6
Educational Statistics & Measurement	Ed Psych-624 Educational Statistical Methods I Or Ed Psych-724 Educational Statistical Methods II	3	
	Ed Psych-728 Techniques of Educational Research Or	3	6
	Ed Psych – 720 Techniques of Educational and Psychological Measurement		
Human Development	Ed Psych-640 Human Development (or other in consultation with advisor)	3	3
Master's Paper	Ed Psych-790 Research	3	3
Total			30

Advancement into the Educational Specialist's Degree Program (Ed. S.)

Upon completion of the master's degree in Educational Psychology (i.e., 30 graduate credits and successful completion of the master's exam, paper or thesis), the student will be considered for the Educational Specialist's Degree program in School Psychology. The student will be admitted into the Ed. S. program by recommendation of their advisor, and final approval of the school psychology faculty. Decisions will be made on the basis of successful completion of master's degree requirements, a minimum of at least one "satisfactory" annual review, and adequate demonstration of knowledge through review of the student's progressive portfolio (see the School Psychology Student Handbook for these evaluations)

Educational Specialist's Degree in School Psychology (minimum 39 credits):

- **School Psychology Core:** Thirty credits are required.
- **Educational Methods & Interventions:** Six Credits are required.
- **Learning:** Three credits are required.

Educational Specialist's Degree in School Psychology (minimum requirements):

Required Courses			
		Credits	Total credits
School Psychology Core	<u>Advanced Professional and Clinical Practice</u>		
	Ed Psych-732 Cognitive-Behavioral Therapy	3	
	Couns 805 Consultation Strategies in the School and Community	3	
	Ed Psych-952 Pediatric Psychology in Urban Settings	3	
	Ed Psych-955 Advanced Therapeutic Interventions	3	
	Ed Psych-974 Beg. Practicum in School Psychology	3	
	Ed Psych-975 Adv. Practicum in School Psychology	6	
	Ed Psych-976 Internship in School Psychology	6	27
	<u>School Psychology Electives (minimum 3 credits)</u>		
	Ed Psych-579 Current Topics in School Psychology	3	
	Ed Psych-589 Workshop in School Psychology	3	
	Ed Psych-779 Current Topics in Educational Psychology	3	3
Learning	Ed Psych-631 Cognition: Learning, Problem Solving & Thinking (or other in consultation with advisor)	3	3
Educational	Ex Ed-715 Issues & Trends in Exceptional Education (or other in consultation with advisor)	3	

Methods & Intervention Strategies (select 6 credits)	C & I-747 Diagnosis and Treatment of Reading (or other in consultation with advisor)	3	6
Total Required			39

Official course titles and descriptions, as well as further detailed requirements, can be found in the **Graduate Student Bulletin** (http://www.uwm.edu/Dept/Grad_Sch/Publications/Bulletin/).

Educational Specialist Final Project

Upon completion of all course work, including practicum, students will demonstrate their professional knowledge by completing an Educational Specialist Final Project. The Final Project will demonstrate the student's knowledge and proficiency in a clinical area such as innovative assessment practices, consultation, psychosocial therapy, or behavioral/academic intervention planning. Students will demonstrate their knowledge and proficiency by successfully completing one of the following projects:

- (1) Produce a video tape showing a consultation session with a consultee
- (2) Produce a video tape of a therapy session with a child or adolescent
- (3) Develop a treatment manual for reducing psychosocial, behavioral or academic problems in children or adolescents
- (4) Develop a parenting program for families with difficult or at-risk children
- (5) Develop materials for an in-service program for teachers or parents (i.e., Power-Point presentation, overheads, or manual)
- (6) Develop a school-wide prevention program for at-risk students
- (7) Develop an innovative assessment program for reducing academic, behavioral and/or psychosocial problems

The Education Specialist Final Projects are due at the end of internship. Projects will be judged to be acceptable by the school psychology faculty in charge of internship and the student's advisor. Recommendations for satisfactory completion of all of the Educational Specialist degree requirements will be made by the student's advisor, and will be forwarded to the department chair and the graduate school.

Practicum Requirements

Formal practicum experiences are required of all students, and consist of 9 credits taken over 2 consecutive semesters (approximately 2 days a week). At least 600 hours of practicum must be completed in the schools. Students generally begin practicum in the second year of their program of studies. All coursework must be completed prior to practicum. See Practicum Handbook for specific details.

Internship Requirements

All students must complete a 6 credit internship in the schools. The internship occurs on a full-time basis over one year or half-time for two consecutive years. A minimum of 1200 clock hours is required. Students may not begin their internship until after completion of practicum. See Internship Handbook for a detailed discussion.

Master's Examination, or Thesis/Paper

Upon successful completion of 30 or more graduate credits, the student is eligible to become a candidate for the Master's Degree in Educational Psychology. The master's degree is awarded pending successful completion of a Master's Thesis, Paper, or Comprehensive Examination. See your advisor for a discussion of these options.

Master's Comprehensive Examination

The Master's Examination is a written exam which covers three core content areas: learning and development; statistics and measurement; and school psychology foundations. This examination ensures that the foundations in psychology, education, and school psychology have been mastered. The examination is three hours in length, and the student must select one of two questions in each of the three areas described above.

If necessary, a student may take the exam twice. Only one failure is allowed. If the student fails the exam a second time, she/he will be dropped from the Masters/Ed.S. certification program. A reading list is available.

Requirements for the Master's Paper and Master's Thesis

Graduate students in the department of Educational Psychology Program, may choose to write a Master's Thesis or Paper as part of the Master's Degree Program. The selection of either the thesis or the paper should be made by the student in consultation with his/her advisor. Either a Master's Thesis or a Master's Paper is expected to be an original scholarly work which contributes something new or unique to the field of school psychology. Following is a description and set of requirements for both the Master's Paper and the Master's Thesis.

Description of Master's Paper

The Master's Paper is recommended for those students who do not wish to do experimental and/or descriptive research. It should represent an in-depth investigation of a topic in school psychology. Selection of a topic should be based on student interests, paper's relevancy to school psychology, and the advisor's interest and expertise. A school psychology student's paper should reflect new information to the discipline of school psychology rather than reiteration of existing work, and be a new experience for the student. Length of the paper should provide complete coverage of the selected topic (page range 35-75 pages including references).

Types of paper topics. Each of the following are considered to be suggestions for topics of investigation.

- **Critical Review of Research:** includes review of the literature, analysis of theory,

contrasting theory, historical coverage, etc.

- **Product Development and Evaluation:** Conducting, administrating, and/or organizing a new service delivery system or school psychological services in an appropriate community agency; e.g. school, mental health center, hospital, etc.
- **Survey or Single-Subject Design:** Developing, conducting, and reporting, research based, on survey or single subject design.

Style of master's paper. Papers must follow APA style. It is the student's responsibility to follow guidelines specified in the APA Publication Manual (2001).

Approval of master's paper. The topic selected is negotiated by the student with his/her advisor. Final approval of the topic is given by the advisor. Advisors should provide information and direction in the development of the paper. When the paper is approved, the student will place two copies in folders according to directions provided by the advisor. A copy will be retained by the Department of Educational Psychology as a reference for other students and faculty, and the student's advisor will retain a copy.

Credits for master's paper. The student may receive from 1-3 credits for the master's paper. Credits are determined by the student and his/her advisor. Number of credits should reflect the amount of work necessary to complete and supervise the paper. The student must be enrolled in coursework when completing the paper and applying for the Masters degree.

Description of Master's Thesis

The Master's Thesis is recommended to students who plan to pursue advanced graduate work toward a doctoral degree or who want to consider more in-depth research or program evaluation in the future. Selection of a research problem should be based on a) the student's interest, b) the importance of the problem to school psychology, and c) the advisor's interest and expertise.

Types of thesis topics. A master's thesis describes an original **experimental, quantitative and/or qualitative research project**. The term research as used here strictly implies the collection of numerical data on specific variables. Experimental/quantitative research represents an attempt to empirically establish relationships between independent variable(s) and dependent variables. Qualitative research represents an attempt to empirically describe variable(s), determine relationships between two or more variables, or to conduct a comprehensive single-subject or small sample research design.

Style of master's thesis. The thesis is to be prepared according to APA style and is to be bound and placed in the University Library. The Graduate School has additional requirements regarding papers to be bound. The student is advised to check the requirements described in the Graduate School Bulletin (Thesis and Dissertation Instructions). The student's advisor will also retain a bound copy.

There is no minimum length for a Master's Thesis, but it is expected to include a review of previous research in the area, a description of the problem, a rationale for the

importance of the investigation, a complete description of the methodology and the results, and a discussion of the results. These would typically be organized into a minimum of four sections- Introduction, Methods, Results, and Discussion.

Credits of masters thesis. The student may receive from 1-6 credits for the thesis. The number of credits is to be determined in consultation with the student's advisor and should as accurately as possible reflect the amount of work required for completion of the project and the amount of faculty time required to supervise the project. The student must be enrolled in coursework when completing the thesis and applying for the Master's degree.

Approval of master's thesis. The Master's Thesis is to be reviewed by a committee including the student's advisor and two additional graduate faculty members, one from the Department of Educational Psychology and one from another department who has expertise in the area of the students' research. The committee is to be assembled before the student commences work on the project. The student should work in consultation with the advisor. The student should obtain the signatures of the two faculty members who agree to serve on the committee. The student must then obtain the approval of at least his advisor and one other member of the committee on a specific research proposal. The student is advised that such approval is likely to be less difficult if he has fully described the intended project to prospective committee members before requesting them to serve on the committee.

Prior to submitting the final copy of the thesis to the Graduate School the student will present an oral report of his/her work to the committee and answer questions regarding the research. Final evaluation rests solely with the students' committee.

Reference for the masters thesis. Follow guidelines established in the American Psychological Association. (2001). Publication manual (5th ed.), Washington, D.C.

Student Evaluation

Students in school psychology master's and Ed.S. training programs should know – at the outset of training – that their faculty, training staff, and supervisors have a professional and legal obligation to: (1) evaluate the interpersonal competence of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future professional relationships (e.g., client, collegial, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, behavioral, interpersonal, technical, and/or ethical) that interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. There evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and

individuals from diverse backgrounds or histories): (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds and histories); (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in constructive processes in order to resolve problems/issues).

Students undergo a number of ongoing evaluations to monitor their academic progress. Several of the major evaluation feedback mechanisms that exist include:

- a. annual student evaluation and feedback
- b. portfolio assessment
- c. competencies in practicum (see Appendix D)
- d. competencies in internship (see Appendix E)
- e. master's paper or thesis
- f. overall grade point average

The Program embraces a reflective, self evaluation philosophy. Students are expected to actively reflect on their own professional and personal development, to identify their own strengths and weaknesses, and to develop professional and personal goals to address identified weaknesses. Procedures for unacceptable clinical performance, student violation of ethical standards, and student appeal/grievance procedures can be found on page 19 of this Handbook.

(a) Annual Student Evaluation

Students will be evaluated on a yearly basis to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practica and internship experiences, and thesis/paper progress will be used to evaluate the professional growth of the student. Timely completion of course work, preliminary exams, and thesis will also be measured.

Students will fill out an Annual Report of Student Progress form each year (See Appendix B). School psychology faculty will formally review each student, and will evaluate the student's academic and professional progress. The student may request to be present at a meeting of the faculty to present their progress report or to address areas of self-evaluated weakness.

Faculty will provide the student with written remarks on the Student Evaluation and Feedback Form (See Appendix C). Students must review the evaluation with their advisor, and sign the form indicating they have been informed of their progress. Student Evaluation and Feedback Forms must then be placed in the Student Portfolio.

Evaluation Criteria

Students will be evaluated on the following criteria:

- 1) Courses Completed: including grades, number of incompletes, learning experiences or personal products
- 2) Research and Writing: including research involvement, progress towards masters thesis/paper, or other extracurricular writing experiences
- 3) Conferences & Workshops: including all professional conferences or meetings attended (local, state, and national), specify title and presenter of any workshops attended
- 4) Presentations: including topics, dates, and occasions of presentations made at professional meetings or parent/teacher in-services provided by the student
- 5) Other Professional Activities: including significant educational activities, such as committee work, manuscript reviewing, or professional memberships not covered in other areas
- 6) Professional Goals for next 12 months

Criteria for Maintaining Satisfactory Status

Students will be evaluated in each of these categories, and their progress will be judged as exceptional, satisfactory, or unsatisfactory. School psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. The following criteria are offered as guidelines for judging student progress.

Exceptional Progress:

- Student has completed coursework in a timely manner (See Appendix D), with high grades (A or A-).
- Student has been actively involved with research projects in addition to their own thesis/paper projects.
- Student has published (jointly or has been sole author) a position paper or other scholarly publication.
- Student has attended a state or national conference/meeting, and/or has participated with either sole or joint presentation.

Satisfactory Progress:

- Student has completed coursework in a timely manner (See Appendix D), with at least a B+ average.
- Student has received at least □Satisfactory□ ratings in practica/internship settings.
- Student has made adequate and timely progress on thesis/paper or master's exam.
- Student has attended a local or state conference/meeting.
- Student is an active member of **at least one** professional organization [e.g., APA, NASP, WSPA, CEC, and/or UWM Association of Students in School Psychology (ASSP)].

Unsatisfactory Progress:

- Student has not maintained a B average (less than 3.0 on a 4.0 scale).
- Student has not met expectations on ratings of assessment, interventions, consultation, or interpersonal/professional demeanor in practica/internship settings.
- Student has not made adequate progress on thesis/paper or exams (failed master's exam or thesis oral defense).

- Student has not been enrolled in her/his program of studies during the past semester. Students are expected to enroll in at least three credits to maintain active enrollment in the School Psychology program.

(b) Professional Portfolio

A "continuous or progressive portfolio" will be developed by all students in the School Psychology Program at UWM. The reason for using the portfolio evaluation strategy is that it will permit ongoing student information and feedback on the following: a) the impact of specific training material and course content on their professional development; b) the "match" between training needs/priorities identified by students and competencies achieved through courses and field experiences; c) validation and transfer of program concepts to "best" practices in school psychology; and d) adherence to School of Education principles, Department of Public Instruction standards, and professional practice standards (APA and NASP; see Appendix F).

The student evaluation package will incorporate three types of measures: portfolios, competency checklists, and student yearly reports. This multifaceted, data-based system of student evaluation is designed to ensure sound integrity of the program goal and student outcomes. Because competency data on training school psychology personnel should be integral to the content and processes that correspond to core school psychology coursework, explicit progressive portfolio activities will be incorporated into these courses.

Progressive portfolio techniques will be used as the one of the methods of evaluating student competencies in the School Psychology Program at UWM. Portfolio assessment refers to the practice of evaluating an individual's direct involvement in learning by examining the individual's efforts, progress, or achievement in given areas (Arter & Spandel, 1992). The portfolio is a self-selected collection of works that provide authentic demonstration of knowledge and competencies in school psychology. Portfolio assessment was determined to be an appropriate evaluative approach for four reasons: a) portfolio assessment provides descriptively rich evaluative information that cannot be obtained with multiple-choice and other closed-type measures; b) portfolio assessment increases participants' ability to become self-evaluators (e.g., understanding of what they need to believe and know to be effective school psychologists); c) portfolio assessment captures the processes by which students learn and problem solve; and (d) portfolio assessment provides information for redefining the curriculum and guiding instruction. Because the structure of portfolio assessment can be easily integrated with the content and design of the School Psychology Program at UWM, it permits ongoing and continuous evaluations. Hence, the feedback obtained through the portfolio assessment can be used to examine student outcomes and competencies as well as to modify the training model so that it is responsive to student needs.

Individual portfolios will be initiated by students while they are enrolled in Professional and Historical Roles in School Psychology. The concept of the progressive portfolio will be introduced and discussed in this course. Other courses that will incorporate portfolio components include: School-age Assessment and Intervention, Early Childhood Assessment and Intervention, Personality Assessment, Cognitive-Behavioral Interventions, Consultation Strategies, Educational Practices and Alternative Assessment, Beginning and Advanced Practicum in School Psychology, and Internship in School Psychology. Several types of individual portfolio entries will be assembled by school psychology students, including reflective practice forms, psycho-educational reports, in-service activities, journals, and case-study projects. Instructors of these core courses will provide guidelines for developing your portfolio entries. Journals permit a mechanism for field-based students to

"story-tell" about issues and situations regarding school psychology practices in general, and their own professional development in specific. Practicum students will also engage in case-study projects that require them to explore an idea, belief, or concept central to a particular aspect of assessment, consultation, or direct intervention. The portfolio would be a "meta-cognitive" document of the case analysis or problem solving.

Composite Portfolios will be used to aggregate information for demonstrating the student outcomes and competencies. Criteria for determining which portfolio measures should be collected as evidence of students' learning and development will be developed and determined by the School Psychology faculty teaching corresponding core course. In May of each year, students will submit their portfolio for student evaluation purposes. The portfolio should be submitted to the student's advisor. However, when students are enrolled in Practicum, the portfolio is submitted to the Practicum Instructor. The Composite Portfolio should be completed at the end of Internship in School Psychology. In addition to the above entries, students will be encouraged to provide other exemplars of their learning and practice, such as a video tape showing a consultation session with a consultee from a practicum site or conducting an interview with an administrator of a practicum site regarding how the administrator views the practice of school psychology.

The following rubric is used to assess the Progressive Portfolio and to measure progress towards standards/competencies. This rubric is applied to all courses as well as clinical experiences. Each student's academic portfolio contains a student outcomes form on which their progress towards meeting standards/competencies is monitored. These forms allow for numerous attempts to achieve standards/competencies. Some standards/competencies can be achieved during clinical experiences.

PERFORMANCE LEVEL	DEFINTION
Exemplary	Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.
Proficient	Competence is assessed to be proficient only a minimal need for supervision.
Emerging	Competence is currently considered below average, but supervision and experience are expected to develop the skill.
Needs Further Development	Competence is considered to be in need of further development and training. Practicum student seems to lack basic professional maturation in this area.

Competency checklists related to the knowledge and skills targeted in specific core courses will be used to determine the "match" between training priorities and achieved competencies by students. Competency checklists will correspond to the substantive content contained in core school psychology courses. To ensure social validation of the competency checklists, the checklists were developed by surveying field-based practitioners on what they view as necessary skills and knowledge for achieving "best practices" in school psychology training. Competency checklists will then be completed by the student and verified either by faculty or field-based supervisors to monitor students' acquisition of knowledge and skills. Hence, the competency checklist will provide concrete and ongoing documentation of student progress. See Practicum and Internship manuals for competency checklists.

(c) Practicum Competencies: Competency Checklist

Checklists related to the knowledge and skills targeted for Practica are used to determine the 'match' between professional training standards, program priorities and achieved competencies by students. A competency checklist is completed by the field-based supervisors to monitor students' acquisition of knowledge and skills. Hence, the competency checklist provides concrete and ongoing documentation of student progress (see Appendix D).

(d) Internship Competencies: Competency Checklist

Checklists related to the knowledge and skills targeted for Internship are used to determine the ‘match’ between training priorities and achieved competencies by students. A competency checklist is completed by the field-based supervisors to monitor students’ acquisition of knowledge and skills. Hence, the competency checklist provides concrete and ongoing documentation of student progress (see Appendix E).

(e) Master’s Thesis/Paper

Students are evaluated on their research skills/competencies by writing a quality master’s paper or passing a written and an oral defense of their master’s thesis. Approval of the student’s advisor is required to pass the master’s paper, while a master’s thesis committee approves a thesis.

(f) Overall GPA

Students must maintain a 3.0 average (4.0 point scale) throughout their program of studies. Students who obtain less than a B- in major courses may be required to repeat course work. The school psychology faculty will determine the necessary course of action. PLEASE NOTE: Incompletes are given only under exceptional circumstances at the Professor’s discretion; the course must subsequently be completed within one (1) semester.

Feedback to Students

Faculty in the School Psychology area review student annual reports and evaluate the progress of every student in the program on a yearly basis at the end of the spring semester. Students may be present during the meeting when their progress is being considered and they may provide verbal support of their materials if they so request. Students receive written feedback and meet with their advisor to discuss their progress reports. First year students are also informally evaluated at the end of the first semester and will receive any feedback needed to correct or improve performance at that time.

Termination of Enrollment

Students may be dropped from the School Psychology program under the following conditions:

1. Student has received two Unsatisfactory Student Evaluations.
2. Student has failed to maintain active status (enrolled in less than 3 credits per semester).
3. Student has not maintained a B average.
4. Student has not passed master’s examination or has failed the oral defense of master’s thesis. Students may be given a second opportunity to pass the master’s exam or thesis defense; however, this is at the discretion of the school psychology faculty in consultation with the student's advisor.

Procedures for Student Difficulties

There are a number of methods that are in place to assist students who are experiencing difficulties. These include:

- a) Students who experience trouble in their clinical placements (e.g., practicum or internship) receive an opportunity to improve their skills and to develop a plan of action in order to improve.
- b) When students meet with their major professor to review their annual progress in the program, they develop goals for the coming year. If students are struggling, the goals will specifically address ways to improve.
- c) Students who earn less than a B- in core school psychology course work must retake these courses to ensure that the content is mastered.

Unsatisfactory Student progress

While every effort is made to prevent problems from occurring, if student progress is not satisfactory, the School Psychology program faculty may choose to recommend dismissal from the program.

Students may be recommended to be dropped from the graduate program under the following conditions:

1. Student has received Unsatisfactory Student Evaluations for years 1 and 2 in the program.
2. Student has failed to maintain active status (enrolled in less than 3 credits per semester) without prior approval.
3. Student has not maintained a B average.
4. Student has not successfully completed the master's paper or thesis.

Satisfactory Academic Progress

The Graduate Program in School Psychology is designed so that it can be completed within three years of full-time study. Students are strongly encouraged to keep on schedule. Should the faculty determine that a student is having difficulty maintaining satisfactory progress, they may take one of the following steps: Students may be placed on School Psychology Probation; required to submit a Plan of Action to deal with their progress issues; meet more frequently with their Advisor; or engage in other actions as deemed appropriate by the School Psychology faculty.

Unacceptable Performance in Clinical Training

While rare, there are occasions when a student's performance in the clinical training component of the School Psychology program is unacceptable or inadequate even though the student's academic course work may be acceptable or even exemplary. The following policy is intended to cover all instances of unsatisfactory progress in the development, acquisition, and application of clinical counseling skills.

In response to unsatisfactory evaluations, the following steps will be followed:

1. STEP 1: The faculty course instructor or site supervisor will notify the School Psychology Program Director.
2. STEP 2: The School Psychology Program Director will notify the student in writing that a review is being conducted.
3. STEP 3: The student will be offered the opportunity to submit a written response to the unsatisfactory evaluation.
4. STEP 4: The School Psychology Faculty will meet to discuss the problem and review written assessments.
5. STEP 5: One of the following actions is available:

- a. Formal acknowledgment and awareness of the problem; no further action required.
- b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
- c. Student is suspended from all clinical activities for a specified period of time. Written notification provided to student and School Psychology faculty meets to review the situation. Remedial library research, course work, and reflection pieces may be required.
- d. If no improvement by student is demonstrated, he/she may be continued on probation or suspension and/or removed from the program by a unanimous vote of the School Psychology faculty and after a careful review of the student's materials.

Because probation or suspension are academic matters, students have the right to appeal the decisions of the School Psychology faculty at any point by utilizing the **Graduate Student Appeal/Grievance Procedure** described below in the Academic Appeals section (pp 14-15; Graduate School Bulletin).

Ethical Violations

The School Psychology program sets high standards for ethical behavior. Students are given direct instruction on ethical behavior, as well as guiding ethical research and practice.

The School Psychology program at the University of Wisconsin-Milwaukee teaches students the value of scientific and ethical responsibility in the Professional Issues and all core courses in School Psychology. The core courses in School Psychology are designed to provide instruction and evaluation of students in ethical standards of psychologists, standards for providers of psychological services, standards for educational and psychological tests, and ethical principles in the conduct of research with human participants. Students must demonstrate competency in knowledge of professional codes of ethics and their role in professional practice, ethical decision-making skills, and legal issues in practicum and internship.

Ethical conduct in psychological research is also included as a component of other coursework (e.g., 624, 724, 728) and in research teams. Ethical behavior is expected and evaluated in practicum and internship experiences. During case presentations, ethical issues are discussed, and ethical decision-making is modeled and learned by students.

Any student found in violation of ethical standards is subject to the following policy. The policy is intended to cover all instances of ethical violations.

In response to a complaint of violation of ethical standards or professionally inappropriate behavior of a student, the following steps will be followed:

1. STEP 1: The faculty member who has become aware of an ethical violation will meet with the student to discuss the matter. The faculty member will suggest changes in behavior, and will document the meeting.
2. STEP 2: If following the meeting, in the faculty member's judgment the student's behavior constitutes a violation of APA and/or NASP ethical guidelines or standards, the faculty member will notify the student's advisor, the School Psychology (SP) Program Director and the student, in writing. The letter will consist of the specific incident and the ethical standard(s) that have been violated. The Training Director will notify the student in writing that a review is being conducted.

- 3.STEP 3: The student will be offered the opportunity to submit a written response to the alleged violation and the outcome of the initial meeting.
- 4.STEP 4: The SP Faculty will meet to discuss the problem and review the allegation.
- 5.STEP 5: One of the following actions is available:
- a. Formal acknowledgment and awareness of the problem; no further action required.
 - b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
 - c. Student is suspended from all activities for a specified period of time. Written notification provided to student and SP faculty meets to review the situation.
 - d. If no improvement by the student is demonstrated, he/she may be continued on probation or suspension and/or remove from the program by a unanimous vote of the SP faculty and a review of the student's materials.

Policy on the Retention and Remediation of Students

I have read and fully comprehend the Policy on the Retention and Remediation of Students.

Signature: _____

Signature of Student: Date: _____

Please photocopy this page and return the signed copy to Dr. Karen Stoiber, Director of Training by the first day of classes for the Fall 2007 semester.

Objective

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate education.

Introduction

As described in this Student Handbook, the overarching goal of the School Psychology program is to prepare school psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity.

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Definitions

Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2002) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts that all unethical behaviors are reflective of impairment, whereas problematic behaviors may involve other aspects of professional behavior that may or may not result in unethical behavior.

Academic Misconduct: Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and

not likely to progress into impairment status [Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296].

Identification and Verification of Problems Requiring Remediation and/or Dismissal

Impairment, incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually during the portfolio review, which is described in the "Student Evaluation" section of this Doctoral Student Handbook.

Informal Identification of Problems

In addition to problems identified during the annual evaluation, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the faculty in charge of Practicum, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible impairment or problematic behavior has been identified, the faculty members of the program meet with the student to review the evaluation, and to determine whether a problem actually exists. This discussion can take place in the context of the annual review process, or during the semester at a School Psychology Area meeting. In addition the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?

- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remedied?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects the public image of the agency or the university or the training site.

After the initial meeting with the student, the faculty will meet to determine whether impairment or problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The student's advisor or mentor, using the Student Performance Remediation Cover Sheet that immediately follows this document (Appendix H), will document the plan.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the Performance Remediation Cover Sheet (Appendix H) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the Seton Hall University Seton Hall University Student Handbook.

Regardless of the outcome of the feedback meeting, the student's advisor or mentor will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

Remediation Procedures

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation

plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, and/ or a leave of absence. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty signatures must be filed in the student's portfolio. If faculty members view progress against targets as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Appeal and Grievance Procedures

Students enrolled in the School Psychology Program are governed by the rules and regulations of The Graduate School and the policies, procedures, and guidelines approved by the Department of Educational Psychology. Depending on the nature of the student grievance/complaint, appeals are made either to the appropriate faculty member in the Department of Educational Psychology, the Director of Training, the School Area, or to the Graduate School.

Informal Grievance Policy and Procedure

The faculty of the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002), the faculty strives towards the highest ethical behavior in our conduct towards students and in the delivery of the program. This is guided, in particular, by the Principle A: Beneficence and Non-maleficence (benefiting students, safeguarding their welfare, and being alert to how our actions may affect them), Principle B: Fidelity and responsibility (uphold standards of conduct, accept responsibility for our behavior, and avoid conflicts of interest) and Principle E: Respect for People's rights and dignity (taking special safeguards to protect the rights of students, and respecting cultural and individual differences). We also are guided by Ethical Standards 3.01 (Unfair discrimination), 3.02 (Sexual Harassment), 3.03 (Other Harassment), 3.04 (Avoiding Harm), 3.05 (Multiple Relationships), and 7.01 (Design of Education and Training Programs). Furthermore, ethical standard 7.01 stipulates that the faculty "takes reasonable steps to ensure that programs are designed to provide the appropriate knowledge and proper experiences..." (p. 10).

We strive to make all student-faculty interactions collegial and respectful. However, inherently, students and faculty have differences in power and student-faculty interactions in a doctoral program include evaluations of student performance and conduct. Students and faculty members may encounter interpersonal interactions that are difficult and that may be described as disrespectful or uncollegial. If this occurs, the following steps are provided as a guide for students to follow in informally resolving the situation. Students seeking to appeal a grade or academic decision should review the following Academic Appeal section.

Step 1. We encourage students to remember that as psychologists, they will frequently be in situations where they will engage in uncomfortable discussions. We highly recommend that students follow the first step outlined for informal resolution by the APA Code of Ethics, and "attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate." (APA, 2002, p. 3). Thus, students are encouraged to directly approach the student or faculty member directly to discuss the situation or issue.

Step 2. There may be situations, though, in which students are not comfortable approaching the faculty member or student. Students may then consult with their advisor and/or the Director of Training (DOT) to discuss the situation and to help develop alternatives. Students may choose not to seek action at that point, but feel that the situation is resolved with the acknowledgement of their concerns.

Step 3. If the student wishes to take actions, the first action step may include the faculty member and/or DOT seeking a consultation. This consultation may be between the DOT and faculty member or student in question and include the originating student to attempt to resolve the situation.

Step 4. If Step 3 does not result in a resolution, the student may present the situation to the Counseling Area for resolution.

Students should know, however, that because faculty members and DOT have primary obligation to creating a safe environment for all students, the student's concern may be brought to the School Area Faculty for discussion. If this occurs, the student will be informed, and all possible anonymity will be preserved, and all possible care will be taken to prevent retaliation or consequences.

Academic Appeals

A graduate student who receives an unsatisfactory decision in an academic matter (e.g., grades, dropping a course, unsatisfactory progress, removal from field placement, etc.) shall have access to the appeal/grievance procedures of the Department of Educational Psychology. Appeals are normally made to the appropriate authority within the department, school, or college in where the decision was made. As dean of the school administering graduate programs, the Dean of The Graduate School and Research is the final authority in receiving all appeals.

All requests for an appeal hearing should state in writing the exact nature of the appeal and should include all supporting documentation. In pursuing an appeal/grievance the student must observe the following sequence:

1. **STEP 1:** The student appeals in writing, with supporting documentation included, to the faculty member or faculty/staff body responsible for making the initial decision within 30 working days of the action which prompted the appeal/grievance. If requested by the student, the faculty member or body provides the student with a written statement of the reason for the adverse decision.
2. **STEP 2:** If the Step 1 decision is unsatisfactory to the student, the student may, within 10 working days from the date of that decision, appeal to the Department Appeals Committee (Administrative Committee). The student must present to this body, in writing, evidence and supporting documentation. A written report of the decision on the appeal is provided by the Department Appeals Committee to the student, to the faculty member/staff or body responsible for the initial decision, and to the Director of Graduate Student Services, The Graduate School.
3. **STEP 3:** If the Step 2 decision is unsatisfactory to the student, the student may, within 10 working days from the date of that decision, appeal to the Dean of The Graduate School and Research. All documentation must be forwarded to the Director of Graduate Student Services. The Director reviews the case and forwards the supporting file with a recommendation to the Dean who makes the final decision. The Dean may seek the advice of the Dean's Committee on Graduate Studies in making final decisions in appeals/grievances.

Appeals to the Graduate School

The rules and regulations of The Graduate School include those which govern the administration of the program. Among the rules which may be appealed to The Graduate School are course overloads, transfer of off-campus courses, late registration, extension of time limits, and late add/drops.

Appeals of rules and regulations which fall within the purview of The Graduate School are to be addressed to the Director of Graduate Student Services. The nature of the appeal and substantiating reasons must be included on the form. The appeal must be supported in writing by the appropriate faculty/staff member and be signed by the Chair of the Department of Educational Psychology, the designated graduate program representative.

Program Exit Requirements

Students are advised to work closely with their advisors to ensure that they have met all course, master's thesis/paper or exam, practica, and internship requirements in a timely manner. Use the Course of Studies outline (Appendix D) as a guideline and check-off sheet as a review of all course requirements.

Licensing and Certification

Students are advised to work closely with their Major Advisor to ensure that all program requirements, course work, practica/ internship, master's thesis/paper, preliminary examination, and dissertation and oral defense requirement are met in a timely manner.

Description of Certifications

Students completing the School Psychology Program are eligible for certification as a School Psychologist in the State of Wisconsin (www.dpi.state.wi.us). The State of Wisconsin requires the following:

Provisional School Psychologist: (3 year nonrenewable license)

(1) A master's degree (30 credits in recommended sequence)

(2) Course work

a) Psychological Foundations, including:

- Developmental psychology
- Measurement theory
- Psychology of learning
- Psychopathology
- Research theory and methods
- Statistics

b) Educational Foundations, including:

- Regular education methods
- Special education methods
- School administration, school law, or other educational foundation

c) Core Professional Program

- Individualized academic/behavioral approaches and programs (6 credits)

- Psycho-educational interventions (6 credits)
- Consultation strategies (3 credits)
- Psychological and Educational assessment (9 credits)
- Roles, issues, ethics, laws, & regulations (3 credits)
- Practicum (minimum 9 credits, 600 hours in the schools)
- Internship (6 credits, 1200 hours in the schools)

School Psychologist: (institutional endorsement for 5 year renewable license)

- (1) All requirements listed for provisional school psychologist
- (2) Doctor of Psychology, Philosophy or Education, Educational Specialist Degree or at least 60 graduate semester credits.
- (3) Completion of one of the following:
 - a) One year of supervised experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administrator.
 - b) An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school administrator (max. 12 credits).

(4) National Examination in School Psychology. Students are required to pass the Educational Testing Service (ETS) Praxis Series Exam, School Psychologist (0400). For information and registration materials see www.ets.org/praxis.

The Praxis Series, Educational Testing Service

P.O. Box 6051, Princeton, NJ 08541-6051

Phone: (609) 771-7395

Application Process

At the end of practicum, MS/Ed.S students may apply for certification as a Provisional School Psychologist (3 year nonrenewable); and after completing internship, students may apply for their certification as a School Psychologist (5 year renewable). Doctoral students are eligible for certification after they have completed all coursework, practica and internship, preliminary exams, and dissertation defense. Students obtain forms from the UWM School of Education Advising Office. Materials that should accompany your application form include a copy of transcripts and a letter from school administrator. An initial certification also requires a \$100 fee payable to the State of Wisconsin.

The Director of the School Psychology Program reviews materials and endorses the applicant if all the above requirements are met. No student is recommended for certification without completing all program requirements and practicum/internship experiences. Materials are forwarded to the Department of Public Instruction (DPI), the agency issuing the certification.

School Psychologists must obtain continuing education credits (CEU's) to maintain and renew their certification. Psychologists meet CEU requirements by taking 6 credits at a college or university, or by attending DPI (or other professional endorsements such as APA, NASP, & WSPA) approved workshops, conferences, or training sessions.

School Psychologists may also want to obtain National Certification as a School Psychologist (NCSP). NASP regulates NCSP, and school psychologists make application directly to the national offices of NASP. Applicants must successfully pass the ETS Praxis Exam, School Psychologist (0400), and must graduate from a NASP/NCATE approved program.

PROFESSIONAL SCHOOL PSYCHOLOGY ORGANIZATIONS

As a professional school psychologist each student is expected to maintain knowledge of current trends and developments in the field of school psychology. One way to accomplish this is through various professional organizations. Students are encouraged to be involved in these organizations and become familiar with the procedures and philosophies of the various associations. Applications for these state and national organizations can be obtained from your advisor.

American Psychological Association: Division 16

The American Psychological Association (APA) is the major national organization devoted to the advancement of psychology as a science, profession, and as means of promoting human welfare. With over 60,000 members, APA fosters communication among psychologists and the public through publishing psychological journals, holding annual meetings, and dissemination of information regarding psychological issues.

The Division of School Psychologists, Division 16, was one of the original divisions when APA reorganized in 1945. Its name was changed to the Division of School Psychology in 1970 to show that the Division no longer represented a collection of persons who worked as psychologists in schools but a distinct professional specialty in psychology. It helped to achieve accreditation of doctoral training programs by APA and specialty diploma status in the American Board of Professional Psychology. The division had influenced state departments of education toward higher standards of certification. It has supported efforts to encourage research on the application of psychology to schooling and to improve the lives of children generally. In 1977, by APA policy, school psychology was designated one of the four specialties in professional psychology. The Division, with a membership of approximately 2,500, is now the voice of school psychology within American psychology. Division 16 publishes a professional journal, School Psychology Quarterly, and a newsletter, The School Psychologist.

National Association of School Psychologists

The National Association of School Psychologists (NASP) was established in 1969 premised on four purposes a) to actively promote the interests of school psychology; b) to advance the standards for the profession; c) to help secure the conditions necessary to promote the greatest effectiveness of its practice; and d) to serve the mental health and educational interests of all children and youth. NASP is continuously involved in solving the problems of school psychology. NASP is committed to enhancing psychological services to children and youth by improving the effectiveness and stature of school psychologists everywhere in the country. As of 2000, there are nearly 22,000 NASP members. NASP also publishes a professional journal, the School Psychology Review, and a newsletter, the Communique.

Wisconsin School Psychologists Association

The Wisconsin School Psychologists Association (WSPA) met for the first time in Milwaukee, Wisconsin in 1954. WSPA has served the profession as a voice with legislators and the State Department of Public Instruction. Accomplishments include gaining access to administrative accreditation for practitioners in the state and advocating for generous state reimbursement schedules for districts that hire school psychologists.

WSPA sponsors a spring and fall convention each year and offers generous reductions in student registration fees. The WSPA student council is comprised of elected student representatives from each state program; one student will be selected to represent the council at the WSPA executive Board meetings.

UWM

Graduate Student Bulletin: http://www.uwm.edu/Dept/Grad_Sch/Publications/Bulletin

Department of Educational Psychology:

http://www.soe.uwm.edu/pages/welcome/Departments/Educational_Psychology

School of Education: <http://www.soe.uwm.edu/>

University of Wisconsin – Milwaukee: <http://www.uwm.edu/>

School Psychology Student Association: spsa@uwm.edu

School Psychology Website: <http://soe.uwm.edu/schoolpsych>

Professional Organizations

APA (Division 16): <http://www.apa.org/divisions/div16/>

NASP: <http://www.nasponline.org>

PROGRAM FACULTY

Karen Callan Stoiber, Ph.D.
Educational Psychology

Training Director and Professor of Educational Psychology
1988 University of Wisconsin-Madison

Teaching Topics:

Consultation Strategies, Advanced Intervention Strategies, Pediatric Psychopathology, Evidence-based Practices, Practicum, Internship, Interdisciplinary Practices in Inclusion

<u>Research Interests:</u>	Evidence-Based Practices, Collaborative Teaming and Consultation, Response-to-Intervention, Function-based Assessment, Early Literacy, Adolescent Risk and Resilience, Adolescent Pregnancy and Parenting, School Change & Staff Development
Tim Cleary, Ph. D. Educational Psychology	Assistant Professor of Educational Psychology 2001 City University of New York
<u>Teaching Topics:</u>	Assessment of cognitive abilities, Strategic learning, & motivation; Assessment & interventions for learning disabilities; Problem-solving model
<u>Research Interests:</u>	Self-regulation & motivation interventions: Single Case research methodology & social validity; Microanalytic assessment of learning strategies & motivational processes; Development of alternative assessment measures & teacher feedback
Markeda Newell, Ph.D. Educational Psychology	Assistant Professor of Educational Psychology 2007 University of Wisconsin-Madison
<u>Teaching Topics:</u>	Professional Issues of School Psychology, Multicultural Issues in the Context of Schools, Developmental Psychopathology
<u>Research Interests:</u>	Use of Computer-simulated environments to examine discursive practices within multiracial contexts; Integration of Cultural-Historical Activity Theory and Problem-Solving Consultation to design interventions for racially, ethnically, and culturally diverse students.

Appendix A: Sequence of Courses

Master's and Educational Specialist's Degree in School Psychology

Fall Semester 1, Year 1

Ed Psych-624 Educational Statistical Methods I **or**
 Ed Psych-724 Educational Statistical Methods II
 Ed Psych-720 Techniques of Educational & Psychological Measurement **or**
 Ed Psych-728 Techniques of Educational Research
 Ed Psych-751 Professional and Historic Issues in School Psychology
 Ed Psych-755 Assessment & Intervention: School Age

Clinical Experiences: Introduction to School Psychology & Psychological Assessment

Spring Semester 1, Year 1

Ed Psych-752 Developmental Psychopathology
 Ed Psych-760 Academic Interventions & Alternative Assessment
 Ed Psych-851 Assessment & Intervention: Personality, Social, Emotional
 Functioning
 Ed Psych-640 Human Development (or other course in consultation with advisor)

Clinical Experiences: Introduction to Academic, Social & Behavioral Assessment & Interventions

Summer Semester 1, Year 1

Ed Psych-790 Research – Master’s Paper or Thesis
 Ed Psych-852 Social, Psychological, Biological Basis of Learning Disorders
 (or other in consultation with advisor)
 Curr -747 Diagnosis and Treatment of Reading Problems

Fall Semester 1, Year 2

Ed Psych-732 Cognitive Behavioral Therapy
 Couns- 805 Consultation Strategies for Counselors & School Psychology
 Ed Psych-974 Beg. Practicum in School Psychology

Clinical Experiences: Beginning Practicum Psychological Assessment & Interventions

Spring Semester 1, Year 2

Ed Psych-631 Cognition: Learning, Problem Solving & Thinking (or other in
 consultation with advisor)
 Ed Psych-955 Advanced Therapeutic Interventions
 Ed Psych-975 Adv. Practicum in School Psychology (6 credits)

Clinical Experiences: Advanced Practicum: Psychological Interventions

Summer Semester 1, Year 2

Ed Psych-779/579 Current Topics in School Psychology (**elective**) or
 Ed Psych-589 Workshop in School Psychology (**elective**)
 Ex Ed -715 Issues & Trends in Exceptional Education (or other in consultation with
 advisor)
 Ed Psych-952 Pediatric Psychology in Urban Settings

Fall Semester 1, Year 3

Ed Psych-976 Internship in School Psychology

Spring Semester 1, Year 3

Ed Psych-976 Internship in School Psychology
Educational Specialist's Project

Appendix B: Annual Evaluation Letter

Annual student evaluation. This is conducted each spring. Students meet with their advisors to discuss their evaluation, and are invited to discuss the evaluation with the faculty.

<Name>

<Address>

<City, State Zip>

Dear <Name>:

Each year the faculty members in the School Psychology program evaluate the progress of the graduate students in School Psychology Program.

Please complete the attached document summarizing your coursework and activities of the past year in practicum, and other research activities.

Please fill out the attached form and submit your answers to each question to your advisor by xxx. The faculty is planning to meet to discuss the progress of each student on axe. You are welcome to attend the meeting to discuss any aspect of your progress this year. Contact me to arrange for your participation in the meeting (229-6841).

Sincerely,

Karen Callan Stoiber, Ph.D.
Professor
School Psychology Program

Ed. S. School Psychology Annual Progress Form

Students Name: _____

Spring Semester, 2008 and Fall Semester, 2007

1. Coursework

List Courses completed and grades obtained:

Spring Semester, 2008

Fall Semester, 2007

Course Name	Grades	Course Name	Grades
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Research Experiences

- _____ Research Team Experience
 _____ Masters Thesis/Paper Completed
 _____ Participation in research projects

3. Professional Development/Scholarship

- _____ Publication in journals/book chapters _____
 _____ Conference presentations _____
 _____ Conference attended _____
 _____ Reviewer for Journal, Book Chapter, etc.

4. Field Work

Clinical/Field Experience

Date Completed _____
 # Of Hours _____

Practicum Experience

Date Completed _____
 # Of Hours _____

Internship

Hours Completed _____
 Hours Remaining _____
 Date Completed _____
 Internship _____

5. Portfolio Development

List specific components of portfolio currently included in your portfolio. Note particular focus or area of expertise that you highlight in your portfolio.

- 6. Projected date of completion of Ed.S. Program _____**
Self-Assessment. Respond to the following questions, writing a brief paragraph on each.
- a. Looking at your work over the past year note your progress in conducting comprehensive assessments that are linked directly to interventions for improving student and school outcomes.
 - b. Identify and describe your involvement in conducting research, including your involvement on a research team or project.
 - c. Identify one to two goals for improvement for the next academic year.

Students in Second or Third Year of Training, please provide additional information on these items.

- 2 Looking back at your work over the past year, note specific progress in understanding, designing, and or implementing evidence-based therapeutic interventions.
- 3 Looking at your work over the past year specify your progress and activities related to problem-solving consultation.
- 4 Describe work being done with diverse populations or that advances the field of school psychology in urban settings.

Return complete form by June 15, 2008.

School Psychology Faculty will review your professional, academic progress in the program. Your advisor will arrange to meet with you to apprise you of your progress.

Appendix C: Student Performance Review Cover Sheet

Date of Initial Meeting with Student: _____

Faculty Members Present (Must include the Director of Training and Student's Advisor or Mentor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor or Mentor _____ Date _____

Director of Training _____ Date _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student: Date: _____ (Does not indicate agreement)

Student Performance Remediation Plan

(check one) Initial Plan Review Follow-up Final Review

Student: Date: _____

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

Area

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met ? Y/N
A		
B		
C		
D		

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations:

Date of Next Review(if applicable):

Student Reactions:

Signatures:

Student Signature:

Advisor/Mentor:

Director of Training:

Appendix D: Practicum Competencies

Describing Levels of Competence

A guiding principle for this competencies document was that practicum training should prepare the psychology student to make effective use of the internship. We worked to specify the level of competence in the various skill domains that would characterize a well-prepared beginning psychology intern. This approach is based on a doctoral level training model (vs. terminal masters) and assumes that clinical work will begin only after the student has had a period of classroom-based preparation. We recognize that not all programs endorse or adhere to this model.

We have found that it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training.

One of the most widely used schemes for describing the development of competence is that of Dreyfus and Dreyfus (1986; see above), who define five stages, from Novice to Advanced Beginner to Competent to Proficient to Expert. The Dreyfuses' overall idea (in common with many other skill development and competency models) is that as the learner becomes more and more familiar with the analytic and action tasks of the field, performance becomes more integrated, flexible, efficient and skilled. Patterns and actions that have to be carefully thought about and/or taught by supervisors become internalized and increasingly automatic.

When discussing competence, keeping the terms straight is a challenge, since similar-sounding terms refer to different concepts. In particular, note that "competency" refers to a skill domain (e.g., assessment), "level of competence" refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment), and "competent" is a description of a particular level of skill (e.g., this psychologist is competent in neuropsychological assessment). There is also the forensic definition of competent and competence, which one encounters when doing a web search on these terms, but these meanings are irrelevant to the current discussion.

The attached document utilizes the following categories in describing the level of competence expected at the conclusion of the practicum. Again please note that in some areas, substantial competence is expected, while in others, just the beginning of understanding is expected – a student, or any psychologist for that matter, may be expert in some areas and a novice in others. The definitions, based on Dreyfus & Dreyfus (1986), are modified versions of definitions offered by Benner, P. (1984), *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34. Some of the category labels and descriptive contents have been changed to fit the particular circumstances of psychology training.

1. Needs Further Development: Students have limited knowledge and understanding of skills and competencies. Students lack basic professional maturation and needs further development.

2. Emerging: Students at the emerging level of competence have gained some skills, but are still considered below average. With additional supervision and experience, student is expected to develop necessary skills.

3. Proficient. Students demonstrate proficiency on all skills and require only minimal supervision.

4. Exemplary. Students have well developed competencies and demonstrate the ability to function independently.

Trajectory of Acquiring Competence

As noted above, it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be achieved at a fully professional level very early in training. These differences in trajectory are reflected in the level of competence expected at the conclusion of practicum training. For example, in Section B.1.a.i below, “Ability to take a respectful, helpful professional approach to patients/clients/families” is expected to be at the Advanced, or “A” level by the end of the practicum, since these skills are basic or foundational clinical skills; in Section B.2.a below, “Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases” is expected to be at the Intermediate or “I” level at the end of practicum, since these skills will be a focus of considerable work in the internship year.

1) Interpersonal and collaborative skills

- ___ Responds well to feedback from supervisor
- ___ Establishes adaptive relationships with various school staff (teachers, specialists, secretaries)
- ___ Effectively initiates collaborative activities with teachers and parents
- ___ Reacts well and displays patience in ambiguous or difficult situations
- ___ Conducts problem analysis activities including direct observations/recording of behaviors in classroom and related environments.
- ___ Implements, and evaluates an intervention in collaboration with school personnel and/or supports school personnel to take a lead role in this collaborative process

2) Diversity awareness and sensitive service delivery

- ___ Recognizes when and how issues of diversity may influence one’s work-related activities
- ___ Demonstrates multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.
- ___ Recognizes the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
- ___ Applies culturally relevant practices in clinical and other applied psychological practices
- ___ Promotes/uses organizational change processes to support culturally informed organizational (policy) development and practices.

3) Technological Applications

- ___ Displays adequate knowledge and skill in using assessment/diagnosis/placement technologies (e.g., using school-wide system for developing IEP's)
- ___ Understands and displays adequate knowledge of how students with disabilities benefit from specific technology (e.g., speech recognition software, large font screens)
- ___ Displays ethical and professional behavior regarding maintaining confidentiality and privacy of students information stored in electronic form

4) Professional, Legal, Ethical, and Social Responsibility

- ___ Level of professionalism with school personnel and parents.
- ___ Understands and applies legal/ethical principles relevant to school settings (i.e., due process, privacy, respect for others etc.).
- ___ Employs ongoing self-evaluation and self-reflection to promote professional growth.
- ___ Seeks out training or feedback to ensure competency of one's skills.

5) Data-based Decision Making and Accountability

- ___ Administers, scores, and interprets a variety of assessment and evaluation techniques such as:
 - ___ Standardized norm-referenced cognitive/intellectual tests (e.g., WISC, SB etc.)
 - ___ Standardized norm-referenced achievement tests (i.e., reading, math, written)
 - ___ Language-based assessments (e.g., oral expression, listening comprehension)
 - ___ Alternative academic or cognitive assessments (e.g., curriculum-based, dynamic assessment)
 - ___ Psycho-social/behavioral assessments (self-reports, rating scales, projective, functional behavioral analysis, direct observations)
- ___ Clearly and accurately defines student referral problems before conducting evaluations
- ___ Chooses appropriate assessment techniques relevant to a specific referral issue
- ___ Considers social/academic/psychological/environmental/cultural factors when making diagnostic or interventions decisions
- ___ Understands DSM-IV categories and diagnoses.

6) Systems-Based Service Delivery

- ___ Accesses and collaborates with community agencies and other professionals to enhance service delivery in the schools.
- ___ Facilitates school-based team meetings.
- ___ Provides intervention services to individual students or small groups
- ___ Conducts prevention activities at the classroom level.
- ___ Develops and/or collaborates with school personnel to implement school-wide programs
- ___ Actively seeks parental involvement in decision-making and facilitates home-school collaboration

7) Enhancing the Development of Cognitive and Academic Skills

- ___ Develops team-generated IEP's based on assessment information.
- ___ Understand the process of monitoring the effectiveness of IEP's.
- ___ Develops and implements academic interventions.
- ___ Assists school staff in helping students become more self-sufficient and responsible learners.

8) Enhancing the Development of Wellness, Social Skills, Mental Health, and Life Competencies

- ___ Conducts beginning-level individual counseling/therapy.
- ___ Conducts beginning-level group counseling.
- ___ Participates in prevention/intervention programs designed to promote wellness (e.g., eating disorders, substance abuse, stress management).
- ___ Exhibits knowledge of procedures and techniques for working with students, parents, and staff after crises (e.g., school shooting, bomb threats, death or severe illness).

Appendix E: Internship Competencies

Competency 1: Develop knowledge about how system-level problems (e.g., schools, families, and communities) affect the child's academic and social-emotional functioning

- A. Develop a system-levels intervention program/plan to alleviate a problem (e.g., truancy, homework/work completion, violence reduction, compliance in the home/classroom) in your school or other internship setting (clinic or hospital).
- B. Develop a method of measuring the effectiveness of the system-level intervention plan.
- C. Observe various types of programs in other schools/clinics/hospitals.

Competency 2: Continue to develop your professional skills as a school psychologist.

- A. Read about current issues relevant to the field of school psychology including ethics/professional practice, consultation, assessment, therapeutic interventions, and/or research/evaluation.
- B. Participate as a school psychologist through the following activities:
 - 1. Identify needs of children, families and schools.
 - 2. Develop an understanding of special needs children (i.e., LD, CD, BD/ED).
 - 3. Formulate recommendations regarding the development and implementation of programs to meet the needs of children, families and teachers.
 - 4. Consult with teachers, coordinators, and curriculum supervisors in regular and special education.
- C. Attend and/or participate in state-wide and national professional meetings.

Competency 3: Continue to broaden your understanding of ethnic and cultural diversity in school-aged children, adolescents, and their families.

- A. Conduct on-going multicultural assessment and intervention with children and families.
- B. In case evaluations and therapy/consultations, determine how the sociocultural values and beliefs of the child, family, and school affect the child's adjustment.
- C. Integrate your understanding of the interaction of culture and gender identity issues when assessing/intervening with children with various learning, psychosocial, and behavioral problems.
- D. Assess the appropriateness of particular assessment and intervention procedures with culturally, ethnically, and sexually diverse populations.

Competency 4: Develop advanced skills in diagnosis and assessment within a socio-cultural developmental framework (e.g., impact of biological, cognitive-intellectual, behavioral, cultural, psychosocial, family, and school variables).

- A. Perform comprehensive evaluations of children and adolescents presenting a wide variety of learning and/or behavior problems which will necessitate the use of a number of specific instruments (See Appendix B of Internship handbook).
- B. Develop skills for identifying co-existing disorders (e.g., ADHD, conduct disorders, depression, and anxiety) in children with various learning, psychosocial, and behavioral problems.

- C. Determine factors that influence efficiency and classroom behavior of the child.
- D. Integrate information and data from various sources and combine them into meaningful written reports which are characterized by clear communication, thoroughness, and conciseness. An effective evaluation provides realistic recommendations for remediation and/or treatment.
- E. Understand potential limitations of assessment instruments as well as the legal, ethical ramifications of assessment instruments/procedures for all children especially children from ethnically and culturally diverse backgrounds.
- F. Make use of alternate means of gathering diagnostic information (e.g. systematic observations, interviews with parents, teachers, other pupil personnel services staff, physicians, community agencies, etc.).
- G. Attend and participate in seminars and workshops designed to develop advanced diagnostic and behavior analysis skills.
- H. Confer frequently and regularly with the supervising psychologist regarding collection of data, interpretation, report writing, and related concerns.

Competency 5: Develop advanced consultative skills and the ability to engage in teamwork efforts for problem solving.

- A. Participate in collaborative support teams in your school/clinic/hospital, to address problems related to the academic, behavioral, and psychosocial adjustment of all children in the schools. (If your placement does not provide this opportunity, intern must develop an action plan to implement such a collaborative team.)
- B. Participate in formal case conferences with school/clinic/hospital staff regarding individual children.
- C. Confer informally with school/clinic/hospital staff to problem-solve on less serious issues/problems of concern.
- D. Attend and participate in in-service training programs for professional staff and promote opportunities to communicate the collaborative problem-solving skills of the school psychologist.
- E. Evaluate the effectiveness of collaborative child study teams.

Competency 6: Continue professional growth through in-service training, observation, and study, and acquire knowledge of ethical considerations and legal aspects of school psychology.

- A. Participate in gatherings of school psychologists or other clinical/counseling psychologists to discuss professional issues related to ethical-legal practice.
- B. Become and/or remain affiliated with professional organizations pertaining to psychology and/or education and attend their meetings and conventions (e.g., Division 16 of APA, National Association of School Psychologists, Council for Exceptional Children, Wisconsin School Psychology Association).
- C. Read selections from current professional publications to stay abreast of ethical-legal trends and issues.
- D. Participate in and/or conduct in-service training for school/clinic/hospital staff on ethical-legal issues.

Competency 7: Promote the acquisition and utility of ongoing, scientific research and professional knowledge.

- A. Remain abreast of current research reported in major journals (e.g., *School Psychology Review*, *Journal of School Psychology*, *School Psychology Quarterly*, *Journal of Learning Disabilities*, *Child Development*, *Journal of Educational Psychology*, *Journal of Evidence-Based Practices*, *Journal of Applied School Psychology*, *Journal of Positive Behavior Support*, *Journal of Clinical and Consulting Psychology*).
- B. Incorporate empirically-based assessment, intervention, and consultation strategies in your practice.
- C. Conduct ongoing evaluation of your practice (e.g., program evaluation, single-subject case study evaluation).
- D. Identify and conduct research on problems of personal/professional interest.
- E. Participate in ongoing research or evaluation studies in the school/clinic/hospital.
- F. Review literature on researchable problems or professional practice issues.
- G. Disseminate research findings to teachers, administrators, and/or professionals (i.e., psychologists, social workers) at local or national professional conferences/meetings.

Competency 8: Continue to enhance development of wellness, social competencies, mental health, and life competencies

- A. Conducts beginning-level individual counseling/therapy.
- B. Conducts beginning-level group counseling.
- C. Participates in prevention/intervention programs designed to promote wellness (e.g., eating disorders, substance abuse, stress management).
- D. Exhibits knowledge of procedures and techniques for working with students, parents, and staff after crises (e.g., school shooting, bomb threats, death or severe illness).

Appendix F: Professional Practice Standards

1. School of Education (SOE) PRINCIPLES: SOE #1 Advocate and provide for equitable education in urban schools; and, SOE #6: Advocate and support inclusive educational environments

Department of Public Instruction (DPI) #6: The pupil services professional is able to address the wide range of social, emotional, behavioral & physical issues & circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation & evaluation of system-wide interventions & strategies.

NASP: Standards for Training & Practice

2.5 Student Diversity in Development & Learning: School psychologists have knowledge of individual differences, abilities, and disabilities & of the influence of biological, social, cultural, ethnic, experiential, SES, gender, & linguistic factors in development & learning. School psychologists have skills needed to work with individuals with diverse characteristics & to implement strategies based on characteristics, strengths, & needs.

2.7 Prevention, Crisis Intervention, & Mental Health: School psychologists have knowledge of human development psychopathology, biological, cultural, & social influences on human behavior. School psychologists provide prevention & intervention programs to promote the mental health & well-being of students.

2. SOE PRINCIPLES: #2 Operate from a developmental framework with learners at the center

DPI #2: The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

NASP: Standards for Training & Practice

.2.3 Effective Instruction and Development of Cognitive/Academic Skills: School Psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

3 & 4. SOE PRINCIPLES: #3 Possess liberal arts and professional knowledge; #4 Demonstrate knowledge of one's profession

DPI #1: The pupil services professional understands the teacher standards under s. PI 34.02.

NASP: Standards for Training & Practice

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and

groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

5. SOE PRINCIPLES: # 5: Practice based on empirical evidence and clinical knowledge

DPI #3: The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

NASP: Standards for Training & Practice

2.1 Data-Based Decision-Making and Accountability: School Psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

2.9 Research and Program Evaluation: School psychologist have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations.

2.11 Information Technology: School psychologists have knowledge of information sources and technology.

6. SOE PRINCIPLES: #7: Collaborate with and advocate for families and foster community participation

DPI #5: The pupil services professional understands the organization, development, management and content of collaborative and mutual supportive pupil services programs within educational settings.

DPI #7: The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

NASP: Standards for Training & Practice

2.2 Consultation & Collaboration. **School psychologists have knowledge of behavioral, mental health, collaborative, and/or methods & their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making process at the individual, group, and system level.**

2.8 Home/School/Community Collaboration:

School psychologists have knowledge of family strengths & influences on student development, learning, behavior, & of methods to involve families, educators, & service delivery. School psychologists work effectively with families, educators, & others in the community to promote & provide services to children & families.

7. SOE PRINCIPLES: # 8: Demonstrate professionalism and a commitment to professional development

DPI #4: The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

NASP: Standards for Training & Practice

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.