



Arizona's First University.

**Educational Specialist Degree
in School Psychology:
A Handbook for Program Students**

**The University of Arizona
Tucson, Arizona**

July 2011

Table of Contents

Preface..... 6

Chapter I. School Psychology at the University of Arizona

- A. Living in Tucson..... 7
- B. The University of Arizona..... 7
- C. The College of Education..... 9
- D. The Department of Disability and Psychoeducational Studies..... 9
- E. The School Psychology Program..... 9
- F. Core School Psychology and Support Faculty..... 10

Chapter II. Initiating Educational Specialist Study in School psychology

- A. Overview of the Ed.S. Program in School Psychology 16
- B. Program Training Model and Philosophy..... 16
- C. Program Goals and Objectives and Student Competencies..... 17
- D. Admission Standards..... 19
- E. Academic Advising.....20
- F. Curriculum Planning..... 21

Chapter III. Resources for Students

- A. Student Support Services..... 22
- B. Field Study and Research Resources..... 23
- C. Field Experience Resources..... 25

Chapter IV. Educational Specialist in School Psychology

- A. Professional Training in School Psychology..... 26
- B. Program of Study..... 27

C. Recommended Sequence of Required Courses in the Educational Specialist Program.....	28
D. Other Program Requirements.....	28
Chapter V. Practicum Work in School Psychology	
A. Course Related Practicum in School Psychology.....	29
B. School Psychology Practicum.....	30
C. Eligibility for Enrollment in the School Psychology Practicum Course.	31
D. Objectives for School Psychology Practicum.....	32
E. Documentation of Practicum Hours.....	33
Chapter VI. Internship Work in School Psychology	
A. Eligibility for Internship Placement.....	34
B. Procedures for Locating an Internship in School Psychology Program.....	35
C. Internship Supervision.....	36
D. Requirements for an Internship Program.....	36
E. Additional Requirements.....	38
F. Evaluation of Internship Program.....	40
G. Evaluation During the Internship.....	41
H. Evaluation by the Administration.....	42
I. Evaluation after the Internship.....	43
Chapter VII. General Information for Students Admitted to the Program	
A. Housing.....	44
B. Registration.....	44
C. Coursework and Grades.....	44
D. Grade Appeal Procedure.....	46

E. . Student Grievance Procedure.....	46
F. . Discrimination and Anti-Harassment Policy.....	46
G.. Sexual Harassment Policy.....	48
H.. Code of Academic Integrity.....	48
I. . Rights and Responsibilities Regarding Disability Access.....	48
J. . Satisfactory Academic Progress.....	49
K.. Continuous Enrollment Policy.....	49
L. . Leave of Absence.....	49
M. Student Surveys.....	50
N.. Course Transfer, Substitution and/or Replacement	50
O.. Fingerprint Clearance Card.....	51
P. . Termination of a Student from the Program.....	51

Appendices

Appendix A:	Educational Specialist Degree Requirements.....	53
Appendix B:	Psychology Ed.S. Degree Courses.....	54
Appendix C:	Education Specialist - Sequence of Coursework.....	58
Appendix D:	Eligibility Criteria for Internship.....	60
Appendix E:	The Internship Plan.....	62
Appendix F:	Internship Placement Form.....	63
Appendix G:	Goals and Objectives for Internship.....	64
Appendix H:	Internship – Evaluation Form to be completed by the Field..... Supervisor	71
Appendix I:	Internship – Evaluation Form to be completed by the UA	73
	Supervisor	

Appendix J:	Internship – Self Evaluation Form to be completed by the Student.....	75
Appendix K:	Internship – Supervisor Evaluation Form to be completed by the..... Student	80
Appendix L:	Internship Completion Form.....	84

Preface

The University of Arizona School Psychology Program prepares students to assume leadership roles in scholarship and practice that contribute to the advancement of the profession of school psychology. In working within the context of a scholar-practitioner orientation, the University's School Psychology Program trains Educational Specialists (Ed.S.) students in a variety of skills including assessment, intervention, and consultation within a context that reflects sensitivity to issues involving cultural and individual diversity.

Students are also encouraged to take courses and be exposed to experiences outside of school psychology, including special education, rehabilitation, psychopharmacology, speech pathology, sociology, anthropology, and public policy. The training program requires that school psychologists acquire skills in synthesizing knowledge and practice of school psychology. The Program also offers a variety of supervised field experiences designed to promote the development and application of sound psychological principles/knowledge in solving academic, behavioral, and emotional problems of children, youth, and families. Supervised experiences are included in course-related field activities, and in the Practicum and Internship courses.

Although some overlap is inevitable between this Handbook and the Graduate Catalog, students are responsible for being aware of policies, procedures, and requirements contained in both this Handbook and the Graduate Catalog. While faculty and staff are willing to assist students to the greatest extent possible, each student must assume the primary responsibility for completing their graduation program in a smooth and timely fashion.

This Handbook is intended to familiarize students with the Educational Specialist (Ed.S.) degree program in School Psychology (http://coe.arizona.edu/dps/scps_eds) at the University of Arizona. Each student is responsible for standards and policies set forth in the University of Arizona Graduate Catalog in addition to the materials contained in this Handbook. A copy of a current Graduate Catalog may be obtained from the Graduate Admissions Office, Administration Building – Room 322, 1401 East University Blvd., University of Arizona, Tucson, AZ 85721.

CHAPTER I

SCHOOL PSYCHOLOGY

Welcome to the University of Arizona's School Psychology Educational Specialist (Ed.S.) Program and Tucson, Arizona! This *Handbook* should be helpful for answering various questions that you may have about our Educational Specialist Program and assist you in planning your Educational Specialist course of study with your academic advisor. The faculty encourages you to read all sections of this *Handbook* in order for you to become thoroughly informed about all aspects of the program, the Department of Disability and Psychoeducational Studies (DPS), and the University of Arizona.

A. Living in Tucson

The city of Tucson is a modern, progressive city, which has maintained the flavor of its Mexican and Southwestern heritage over the years. The city, with a metropolitan population of over 750,000 residents, is located in the beautiful Sonoran desert and is surrounded by four mountain ranges. Renowned for its superb weather, Tucson is warm and sunny throughout most of the year offering students numerous recreational advantages.

Numerous apartment complexes, University residential living facilities, and homes for rent can be found within a three-mile radius of the University. Students may also elect to live in dormitory facilities on Campus or in off-Campus housing. For further information, please call the University's Department of Housing at (520) 621-5859 or visit <http://www.life.arizona.edu/graduate/index.asp>

Outstanding bike paths and underground walkways lead to the University. The city also has an excellent bus system. Parking facilities for private cars are also available on Campus on an hourly, semester, or 12 month basis. (For further information on parking, please contact Parking & Transportation Services at <http://parking.arizona.edu/> or (520) 626-7275).

Tucson also has its own professional theater, ballet, symphony orchestra, and opera. Winter sports activities at Mt. Lemmon are within a 50-minute drive from campus or within a four-hour drive to the White Mountains.

B. The University of Arizona

The University of Arizona (<http://www.arizona.edu>) is the flagship institution in the State of Arizona and one of the leading universities in the country. It is a Research I Institution, a Land Grant university, and a member of the prestigious Association of American Universities. In 1998, the National Science Foundation ranked the University 12th among public universities and 17th among all institutions in research expenditures. Graduate student numbers total approximately 7,000 in 88 doctoral and 124 master's and specialist programs (Fall 2006 numbers).

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved \$25,000 for building The University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The University developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds for its original schools of agriculture and mines.

In 1915, the University was re-organized into three colleges-the College of Agriculture; the College of Letters, Arts, and Sciences (later Liberal Arts); and the College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, the Department of Medical Technology, and the School of Health Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science - were given separate college status.

The 40-acre campus of the 1890's has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic year, with the Graduate College being established in 1934.

The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It also provides support services to departments and students through the Dean's Office, the Graduate Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented minority graduate students.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student's academic achievements, therefore, should reflect a personal and unique perspective to his or her discipline and to scholarly standards.

The university library system is regarded as one of the most outstanding library research facilities in the nation. The library system, ranked among the top 25 in the nation, contains more than 5,000,000 items, covering all fields of research and instruction.

The University of Arizona enrolls approximately 36,000 students and includes students from every state and numerous foreign countries. The University offers 150 undergraduate programs and a wide range of outstanding graduate programs in the arts, sciences, engineering, education, law and medicine. The faculty of the University of Arizona includes scores of nationally recognized scholars and teachers, including Guggenheim Fellows, Fulbright Scholars, and members of the National Academy of Sciences.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the last four decades, attracting distinguished scholars from across the United States and around the world to form one of the finest universities in the nation. The University has 15 Colleges and over 40 different research and public service divisions, with over 1800 faculty.

C. The College of Education

The College of Education (<http://coe.arizona.edu/>) at the University of Arizona has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural environment of the southwest. More than 70 regular faculty members assisted by clinical professors, adjunct faculty from the community, and advanced graduate assistants serve approximately 1800 graduate and undergraduate students reflecting widely varied backgrounds providing thorough preparation and respected credentials for all aspects of educational and rehabilitative professions.

Together, faculty and students pursue essential research to improve education at all levels. Fruits of the most current research, within and outside the College, enliven the curriculum and keep it relevant.

D. The Department of Disability and Psychoeducational Studies

The Department of Disability and Psychoeducational Studies (DPS) (<http://coe.arizona.edu/dps>) at the University of Arizona is a research oriented academic unit offering graduate program majors in Special Education, Rehabilitation, School Psychology, and School Counseling. The makeup of the student body in the School Psychology Program reflects a diversity of cultural backgrounds and age ranges. The faculty in the Department and the School Psychology Program is composed of nationally recognized scholars representing a broad range of scholarly and practice interests. The Department was officially renamed “Department of Special Education, Rehabilitation, and School Psychology” in May 1998. With the transfer of the School Counseling Program from the Department of Educational Psychology into this Department, the Department was officially renamed “Department of Disability and Psychoeducational Studies” as of 2009. “School Psychology” is designated an official academic major by the Graduate College of the University of Arizona.

E. The School Psychology Program

The School Psychology Program endorses the scholar-practitioner model of graduate training in psychology in which students, during their coursework, are exposed to both the research and

scholarly knowledge encompassing the field and the application of such knowledge to all aspects of professional practice in school psychology.

The School Psychology Ed. S. curriculum is designed to prepare students for positions of leadership associated with the task of applying psychological science to education and the socialization of children and adolescents in contemporary culture. Our school psychology students may therefore assume a variety of roles once they graduate. For example, they may function as certified school psychologists providing direct psychological services to children within a school and/or fulfill the role of scholar-practitioner and provide consultation to staff in various institutional settings and to parents in the solving of the educational and socialization problems of children and youth.

The faculty-student ratio in the program is maintained at approximately 1:8 across the Educational Specialist Program, which enables core program faculty to work closely with each student and to provide ample opportunities to students for individualized attention.

It is recognized that graduate study leading to the Educational Specialist degree requires dedication and commitment on the part of the student. In this regard, the course curriculum for the School Psychology Program follows the highest of professional standards and training in the field of school psychology.

Educational Specialist students are trained in a variety of areas including psychological assessment, intervention, and consultation, as well as professional ethics. Supervised field experiences are provided to ensure successful functioning in the professional practice area. Field activities also include supervised practice experiences associated with numerous required courses, as well as the completion of the formal School Psychology Practicum and Internship.

Commitment to Multiculturalism, Transgender Issues and Diversity. The School Psychology program at the University of Arizona is fully committed to instilling the value of multiculturalism, transgender sensitivity and diversity and encourages students to develop their knowledge and understanding of the provision of psychological services to a society that is diverse in terms of, for example, language, race, disability status, religion, cultural background, and sexual orientation. This is accomplished by discussing current research related to diversity in areas such as assessment, diagnosis, and consultation. Furthermore, opportunities are provided for field experience with the diverse populations of the southwest.

F. The Core School Psychology Faculty, Adjunct Faculty, and Support Faculty

The scholarly background as well as research and teaching interests of the School Psychology Faculty at the University of Arizona are quite diverse and reflect the variety of specialization areas within the field. All core program faculty members with the exception of adjunct members are members of the Graduate Faculty. Adjunct faculty members work outside of the department but contribute teaching and/or practicum supervision to the School Psychology Program. Support faculty are tenured or tenure-track professors at the university who are associated with other programs or departments but who teach courses within the School Psychology curriculum.

The School Psychology Core Program Faculty, Adjunct Faculty, and Support Faculty are listed below:

School Psychology Faculty

Richard J. Morris, Program Director and Professor; Meyerson Distinguished Professor of Disability and Psychoeducational Studies
(Ph.D. Arizona State University)

Richard J. Morris (Ph.D., Arizona State University) is the David and Minnie Meyerson Distinguished Professor of Disability and Rehabilitation, Professor of School Psychology and Director of the School Psychology Program in the DPS Department. He has been elected to the status of Fellow of the American Psychological Association (APA), Charter Fellow of the American Psychological Society, and Fellow of the American Association on Intellectual and Developmental Disabilities. He is also a licensed psychologist, a past Chair and Board Member of the state of Arizona Board of Psychologist Examiners, and a past Vice-President and Board Member of the National Register of Health Service Providers in Psychology. He currently serves as a member of the Board of Trustees of the American Psychological Association Insurance Trust. In 2006, Dr. Morris received The “Faculty Member of the Year” Award from The Arizona Psychological Association.

Dr. Morris has authored or edited 13 books and more than 120 journal articles and book chapters in the areas of behavior disorders, psychotherapy, and ethical and professional issues in the delivery of psychological services. His recent books include *The Practice of Child Therapy, 4th edition* (with Thomas R. Kratochwill), *Evidence-Based Interventions for Students with Learning and Behavioral Challenges* (with Nancy Mather), and *Disability Research and Policy: Current Perspectives*.

Dr. Morris’ research interests include: the relationship between disability and juvenile delinquency, legal and ethical issues in the delivery of children’s mental health services, and managing childhood aggressive and disruptive behaviors in the classroom. He teaches courses in the following areas: behavior management in the classroom, child and adolescent psychotherapy, child and adolescent psychopathology, and ethical and professional issues in the practice of school psychology.

Michelle Perfect, Assistant Professor
(Ph.D. University of Texas)

Dr. Perfect received her B.A. in Psychology and History from Ithaca College (NY), her M.A. in Psychology from New York University, and her Ph.D. in School Psychology from the University of Texas at Austin in 2004. She completed her pre-doctoral internship in an APA-approved program in Child and Adolescent Psychiatry at the University of Medicine and Dentistry of New Jersey in Newark, NJ. She completed two years of postdoctoral fellowship training. Her first year was a Postdoctoral Fellowship (2004 – 2005) in Pediatric Psychology at the University of Texas Medical Branch in Galveston, TX and her second year was a Postdoctoral Fellowship in Health Psychology and Biostatistics at Scott and White Memorial Hospital in Temple, TX.

The majority of Dr. Perfect's research has focused on examining the intersection among physiological, psychological, and environmental factors that influence sleep and health across the lifespan. At Scott and White, she served as co-investigator on several projects examining the efficacy of mind-body therapies, such as clinical hypnosis. She also received an internally-funded grant sponsored by the Scott and White Education and Research Foundation to study the benefits of hypnotic relaxation in reducing stress and improving sleep among adolescents and adults with a diagnosis of diabetes mellitus. This study utilized physiological outcome measures including salivary cortisol and actigraph (a wrist-size device that records movements to estimate sleep-wake activity). In her present position, she has been expanding her program of research to examine the role of sleep on metabolic control among diabetics and those with other chronic health conditions (e.g., cancer survivors, obesity). In terms of intervention research, she is working on developing a comprehensive lifestyle intervention (sleep, diet, physical activity, stress management) in order to increase sleep quantity and quality, promote weight loss, and improve psychological well-being. She has also authored and co-authored several publications, conference presentations, and book chapters on children with chronic health conditions or physical disabilities, therapeutic interventions, and cancer survivorship.

Dr. Perfect's current areas of teaching include: child development; learning, memory, and instruction; child psychotherapy; and early childhood assessment and intervention. Other areas of research and teaching interests include: pediatric psychology; child and adolescent mental health; psychopharmacology; childhood maltreatment; and personality assessment.

Kristin Thompson, Visiting Assistant Professor
(Ph.D. University of Arizona)

Dr. Thompson received her B.A. in English and Psychology from Luther College (Iowa) in 2004, and her Ph.D. in School Psychology from the University of Arizona in 2010. She completed her APA-accredited pre-doctoral psychology internship at Ethan Allen School (Wisconsin Department of Corrections). She is a Nationally Certified School Psychologist and Licensed Psychologist (Arizona). Dr. Thompson's research interests are in the area of the relationship between academic achievement, disability, and delinquency; factors contributing to recidivism in delinquency; intervention and prevention programs for at-risk youth; interventions for disruptive behavior disorders. Her teaching interests are in the area of cognitive, behavioral, and emotional assessment; ethics in school psychology; neuropsychology; psychopathology; school violence and bullying; and child and adolescent psychotherapy. She teaches courses in the School Psychology Program in Introduction to School Psychology, Cultural Diversity, Assessment, and Ethics, Standards, and Professional Issues in School Psychology.

David L. Wodrich, Professor
(Ph.D. Arizona State University)

Dr. Wodrich received his Bachelor of Science in Psychology from Northern Arizona University in 1970, and his PhD in School Psychology from Arizona State University in 1975. He also completed postdoctoral work in Clinical Neuropsychology at Phoenix Children's Hospital. He is a certified specialist by the American Board of Psychology (School Psychology), fellow of the American Psychological Association (School Psychology Division), a certified school psychologist, and licensed psychologist (Arizona). Dr. Wodrich's research interests concern the

effect of pediatric illnesses on school success, inter-professional relations for students with chronic illness, pediatric school psychology, neuropsychology, and the effect of neurocognitive variables on school achievement. His teaching interests are in the area of psychopathology, applied behavior analysis, psychometric assessment, clinical neuropsychology, and pediatric school psychology. He teaches courses in the school psychology program on psychopathology, behavior modification, and neuropsychology.

Adjunct School Psychology Faculty

Kathleen Allen, Adjunct Assistant Professor **(Ph.D. University of Arizona)**

Dr. Allen received her B.S. in Child Development and Human Relations from the University of Arizona, her M.Ed. in Education from the University of Arizona, and her Ph.D. in School Psychology from the University of Arizona in 1998. She completed her APA- accredited doctoral internship at Ulster County Mental Health Department in Kingston, New York. She is a certified school psychologist and worked in the Tucson Unified School District. Dr. Allen's research interests are in the area of early childhood assessment and intervention, the evaluation of children who are not proficient in English, and ethical issues in school psychology. She teaches courses in the School Psychology Program in Behavior Management in the Classroom, and Ethics, Standards, and Professional Issues in School Psychology.

Adam Schnaps, Adjunct Assistant Professor **(Ph.D. University of Arizona)**

Dr. Schnaps received his B.A. in Electrical Engineering from City College of New York, his M.Ed. in Educational Psychology from the University of Arizona, and his Ph.D. in Educational Psychology from the University of Arizona in 1984. He is a licensed psychologist and certified school psychologist and has over 30 years experience practicing as a school psychologist in Tucson Unified School District. In addition, Dr. Schnaps has been supervising School Psychology Interns out in the field for the past 12 years. Dr. Schnaps has also worked as an Assessment Coordinator under the Arizona Reading First Grant and is a certified DIBELS trainer. He coordinates the School Psychology Internship course for the University of Arizona School Psychology program.

David Federhar, Adjunct Assistant Professor **(Ph.D. University of Arizona)**

Dr. Federhar received his B.A. in Chemistry from the U of A, his M.A. in Psychology from the U of A, and his Ph.D. in Developmental Psychology from the U of A in 1983. He is a Licensed Psychologist and Nationally Certified School Psychologist, as well as a member of APA and NASP. He worked for 30 years in Tucson and Flowing Wells Unified School Districts as well as taught classes for NAU, Chapman University and Pima College. He coordinates the School Psychology Practicum course.

Support Faculty

Judith Becker, Professor of Psychology **(Ph.D. Mississippi State University)**

Dr. Becker is presently an Associate Dean for Academic Affairs at The University of Arizona and a Professor of Psychology and Psychiatry. Prior to relocating to Arizona in December of 1990, she was on the faculty of the College of Physicians and Surgeons at Columbia University and Director of the Sexual Behavior Clinic at the New York State Psychiatric Institute. She has been working with sexual assault victims and perpetrators since 1975 when she received her Ph.D. in clinical psychology. During her career she has either provided or supervised the provision of services to over 900 adult sex offenders, more than 500 juvenile offenders, and more than 500 victims of sexual abuse/assault.

Todd Fletcher, Associate Professor, Special Education Program **(Ph.D. University of Kansas)**

Dr. Fletcher has worked at the University of Arizona since 1985 and is the coordinator of the specialty program in Bilingual/Multicultural Special Education. His undergraduate degree is from the Universidad de las Americas in Puebla, Mexico and his Ph.D. is from Oregon State University. His areas of expertise include non-biased assessment in the areas of cognitive, academic and language assessment, as well as the development of culturally appropriate instructional contexts for bilingual and English language learners with learning disabilities. He is the leading U.S. scholar on special education and reform in Mexico and has authored various articles on these topics. He is co-editor of the book *Helping Individuals with Disabilities and Their Families: U.S. and Mexican Perspectives*. His research interests include educational policies and the implications for English language learners and students with disabilities; assessment and instruction of English language learners with disabilities; and special education reform and inclusive education in Mexico and Latin America. His research interests are in the areas of Cross-cultural research on achievement/cognition, Language acquisition and development in second-language learners and Inclusion of bilingual students with special needs. Dr. Fletcher's current areas of teaching are: Bilingual and multicultural special education, Teaching/assessing bilingual exceptional learners and Cultural and linguistic diversity in exceptional learners.

Jeff Greenberg, Professor of Psychology **(Ph.D. University of Kansas)**

Once upon a time, he was born in a working class neighborhood in the Bronx to intensely devoted parents. From early on in life, he was fascinated and appalled by the human capacity for vanity and intolerance; why couldn't everyone be perfect like him? This interest became more focused in his senior year of high school when he read Swift's "Gulliver's Travels" and Twain's "Mysterious Stranger" and realized that many of the other great minds of Western culture had also been concerned with human frailties. After his father died during his college years, he decided that life was an absurd joke, so why not go to graduate school in psychology? And why not in social psychology where he could design crazy experiments to study those beloved human

attributes of egotism and prejudice? This noble pursuit led him to discover the writings of one Ernest Becker, who clarified for him that it is the very absurdity of life that leads people to the pinnacles of egotism and ugliness. So this is what he studies and it is also what he teaches, along with other contributions to the understanding of human social behavior. And he plans to live happily ever after.

Levin-Donnerstein, Debora, Professor of Educational Psychology
(Ph.D., University of Wisconsin-Madison)

Dr. Levine- Donnerstein received her Ph.D. in Administration, Education Leadership and Policy Analysis from University of Wisconsin-Madison, Wisconsin in 1988, and her M.S. in Administration, Education Leadership and Policy Analysis from the University of Wisconsin-Madison, Wisconsin in 1984.

Dr. Levine-Donnerstein's research interests are in the area of to investigate the role of sleep on glucose control and neurobehavioral functioning by examining youth's with type 1 diabetes natural sleep and then modifying their sleep through a sleep restriction or optimization protocol. My background working on longitudinal studies and randomized clinical trials, allows me to serve as the statistician on this project. As an expert in statistical analyses with data sets that utilize multiple measurements, I will oversee the data management and interim and final data analyses. I will also help prepare manuscripts and conference presentations.

CHAPTER II

INITIATING EDUCATIONAL SPECIALIST STUDY IN SCHOOL PSYCHOLOGY

Standards governing admission to the Educational Specialist in School Psychology program are designed to help ensure that students accepted to the program possess the academic aptitude and personal characteristics considered necessary for successful completion of the program.

A. Overview of the Educational Specialist Program in School Psychology

The mission of the Ed.S degree Program in School Psychology at the University of Arizona is to prepare school psychologist practitioners for the task of applying psychological science to education and socialization of school-age children and youth in contemporary culture. The program is grounded in a scholar practitioner model as reflected in the program's commitment to a synthesis between scholarship of professional application and practice during all phases of the academic and professional training of students. As scholars, students develop an in-depth knowledge in the foundational areas of psychology, education, discipline inquiry, ethical and social responsibility, and professional school psychology. The graduates of our School Psychology Program may, therefore, assume a variety of roles in connection with this responsibility. Generally, they function as certified school psychologists to help children and youth succeed socially, emotionally, and academically.

Graduates of the program, in their role as school psychologists, work collaboratively with classroom teachers, parents, and other school and community professionals to create optimal learning environments for all students. They may become administrators responsible for the development, implementation, and evaluation of programs utilizing psychological principles to enhance the effectiveness of the education and socialization of children and adolescents. Others may fulfill the role of scholar-practitioner and provide consultation to staff in various institutional settings and to parents in the solving of educational and socialization problems of children and youth.

The School Psychology Program makes a significant contribution to our obligation as a Land Grant State University for preparing personnel to serve the needs of school-age children and youth in the State of Arizona. There is a large demand for our graduates nationally as well. In this regard, the majority of our Ed.S. graduates are directly employed as school psychologists in school settings with a smaller percentage working in mental health clinics or other clinical settings. All graduates become state certified school psychologists with a large percentage becoming a Nationally Certified School Psychologist (NCSP).

B. Program Training Model and Philosophy

Given the range of professional work settings and roles in which the school psychologist may function, it is important to provide a philosophy for a curriculum that contains both substance and flexibility. The philosophy of the Program must help guide students in their development of expertise in the traditional domains of psychology, as well as psychological assessment and diagnosis, evidence-based interventions, instructional strategies, and methodologies to conduct

research and evaluate outcomes. The curriculum (See **Appendix A**) designed for the Ed.S. degree in School Psychology provides a foundation of basic knowledge and skills in psychology and education.

The philosophy of the program is guided by the concept of the “scholar-practitioner” training model. The concept of the psychologist as a scholar-practitioner is highly consistent with the conceptual framework adopted by the College of Education emphasizing the professional educator as a reflective decision maker. The Program’s philosophy involves the conceptualization of the school psychologist as a problem solver within a multicultural and diverse society who is capable of applying a range of psychological principles, theories and research, as well as evidence-based assessment and intervention procedures, to school-related social, emotional, and learning problems. In addition, the program fosters the belief that school psychologists should engage in life-long learning and contribute to advancements in the profession either through the conduct of research and the publishing of scholarly papers and/or through the presentation of scholarly papers or poster sessions at professional association meetings, and serving in leadership roles in national, state, and local professional organizations that foster the advancement of school psychology.

C. Program Goals and Objectives and Student Competencies

Consistent with the problem solving conceptualization and the scholar-practitioner training model, the School Psychology Ed.S. Program at the University of Arizona has identified five program training goals. These goals are each related to ensuring school psychologists acquire the essential knowledge and skills necessary for delivering the highest quality of psychological services to children and youth. The overarching goal is to train students to have appropriate breadth and depth of skills in such areas as psycho-educational assessment and diagnosis, intervention, consultation, and evaluation, which includes maintaining a commitment towards lifelong learning and advancing the profession through the application of evidence-based psychological practices. Additionally, the program emphasizes the importance of students having a clear understanding and implementing of ethical practices in the delivery of services to children and youth from diverse cultural and linguistic backgrounds. Specifically, the Program’s goals and associated objectives are:

Goal #1: Prepare graduates to provide school psychological services and engage in scholarly activities within a culturally diverse society.

Objectives for Goal #1:

- (1) Students will demonstrate knowledge of the contribution of cultural and individual diversity to the education and socialization of children and adolescents.
- (2) Students will develop the awareness and skills necessary to provide school psychological services that are sensitive to a culturally diverse population.
- (3) Students will be able to evaluate theoretical and empirical literature for its relevance to diverse clientele.

Goal #2: Prepare students to follow a problem solving approach to the practice of school psychology with children and adolescents.

Objectives for Goal #2:

- (1) Students will acquire knowledge and skills required to solve problems associated with the practice of school psychology.
- (2) Students will identify and apply theoretical and empirical literature for school psychological practice
- (3) Students will evaluate the effectiveness of their school psychological intervention and consultation practices

Goal #3: Prepare graduates for lifelong learning who are skilled in the interface between science, theory, and practice.

Objectives for Goal #3:

- (1) Students will develop attitudes and skills essential for lifelong learning, scholarly inquiry, and professional problem-solving.
- (2) Students will be able to conduct evidence-based assessment, intervention, and consultation in the delivery of school psychological services for learning, behavioral, and emotional problems.
- (3) Students will demonstrate the knowledge of research that addresses theoretical and/or practice issues in school psychology using diverse methodologies.

Goal #4: Prepare graduates for supervisory and leadership roles in the field of school psychology.

Objectives for Goal #4:

- (1) Students will demonstrate supervisory, teaching, and leadership skills related to the provision of school psychological services.
- (2) Students will develop a professional identity for assuming leadership roles in the field of school psychology.

Goal #5: Prepare graduates in NASP and APA ethical principles and relevant laws associated with the delivery of school psychological services to children and adolescents.

Objectives for Goal #5:

- (1) Students will demonstrate knowledge of the current NASP and APA ethical principles and code of conduct and relevant laws related to the provision of school psychological services and research.

- (2) Students will be able to identify and evaluate ethical dilemmas in the practice of school psychology.

These goals and associated objectives are directly related to the 11 domains as outlined by the NASP Standards.

D. Admission Standards

All applicants to the University of Arizona's - School Psychology Program must submit applications both to the Graduate College *and* the DPS Department. The deadline for submission of an application is January 10th. Admission is permitted only in the Fall semester.

1. Admission to the Graduate College

Applicants must meet the minimum standards listed in the UA Graduate Catalog to be considered for admission. Application materials and additional information can be obtained by writing to: Graduate Office, Administration Building – Room 322, 1401 East University Blvd., University of Arizona, Tucson, AZ 85721 or visit <http://grad.arizona.edu/admissions>

2. Admission to the School Psychology Program

Admission standards to the Ed.S. degree program in the Department of Disability and Psychoeducational Studies are designed to attract students with high academic and professional potential (see **Appendix A**). The Department does not discriminate in admissions on the basis of gender, race, disability, cultural background, sexual orientation, or national origin. The Department actively seeks to build a student body with diverse backgrounds. Each application received by the Department is evaluated individually and with care.

The Department also reflects the University of Arizona's commitment to an affirmative action policy and actively attempts to recruit quality minority students. Potential minority candidates both from within and outside of the University are regularly contacted to make them aware of professional opportunities in School Psychology. To view the University's Affirmative Action Policy, please visit http://equity.arizona.edu/affirmative_action

All students expressing interest in the Ed.S. program in the Department are provided information regarding the program, and the application procedures. Such material is made available prior to application to provide information needed to help the prospective candidate determine if the program is suited to his or her needs. Admission is based upon evaluation of information from the following sources: (1) an application for admission to the Graduate College; (2) transcripts of all previous college work; (3) a completed Personal Data Blank form available from the Department; (4) scores on the GRE (GRE to include Verbal, Quantitative, and Analytical Writing Sections) and TOEFL (when appropriate); (5) three letters of

recommendation, including statements regarding applicant's ability to pursue advanced study in School Psychology; (6) evidence of previous scholarly activities; and (7) a statement of professional goals. **NOTE: MAT scores cannot be substituted for GRE scores.**

These factors, as well as others that applicants choose to bring to our attention, are weighed into the selection of students for our program. Ordinarily, admission preference to the School Psychology Program is given to applicants who have completed an appropriate Bachelor's or Masters degree in psychology, special education, educational psychology, or a related discipline with grade point averages above 3.25; GRE scores (combined verbal and quantitative) 1100 or higher; and, to those who present at least three letters of recommendation that comment favorably on the applicant's potential to do advanced graduate work, as well as his/her potential for professional contribution to the field.

All applicants are screened by the School Admissions Psychology Committee. Recommendations for admission or non-admission are submitted to the Department Head who then makes a recommendation to the Graduate College. A letter or email is then sent to the applicant in regard to acceptance/non-acceptance to the Program in School Psychology.

3. Information about Programs and the Application Process

When an individual is in the process of applying to the School Psychology Training Program, the contact person is typically the Director of the School Psychology Program (DSPP). The DSPP can provide specific information about the program of study. However, questions about the application process, deadlines, forms, etc., should be directed to the Graduate Coordinator. Among the responsibilities of the Graduate Coordinator is the coordination of application materials from prospective graduate students. The Graduate Coordinator will ensure that applicants are kept informed about the status of their application for admission. The contact person for the Graduate Coordinator in School Psychology can be reached at (520) 626-1248.

E. Academic Advising

During the first semester, the students are appointed an advisor whose function is to guide the student through the initial stages of the program. The rationale for this appointment is that it affords the student the opportunity to get to know a variety of faculty members before becoming formally committed to working with a particular advisor. The program does recommend, however, that the student's initial advisor be the Chair of the three-member Oral Qualifying Examination Committee. Following the Qualifying Exam, the student selects an advisor, which serves the student through the completion of their Program.

F. Curriculum Planning

The program's curriculum for the Ed.S. degree has been developed with two objectives in mind. First, the program's curriculum permits students to complete the requirements for certification in

school psychology required by the Arizona Department of Education and students are encouraged to take the national exam to become a Nationally Certified School Psychologist (NCSP). This certificate facilitates mobility for working as a school psychologist in other states. Second, the student should plan to exercise the options and electives afforded in the program plan so as to prepare themselves for practice in the setting they will be working.

The **Plan of Study** has been organized around five core areas (detailed later in this Handbook). Each student plans her/his own program of study with a major professor/advisor, and the program of study is approved subsequently by the student's committee.

CHAPTER III

RESOURCES FOR STUDENTS

The Program encourages students to become involved in supervised practice related to school psychology. A number of on-campus and community resources are also utilized to provide research and field-placement experiences for students.

A. Student Support Services

1. Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) located in the Campus Health Service building offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success.

2. The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based (<http://www.salt.arizona.edu/fees.php>) department within the Division of Campus Life that serves the needs of many students diagnosed with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Learning Specialists to create a unique learning plan, entitled Individualized Learning Plans (ILP). Each specially designed ILP is created to meet the postsecondary environmental needs of the student. The SALT Center also provides students with the opportunity to learn about other available resources.

3. Financial Assistance

In terms of financial assistance, the university maintains the Office of Financial Aid in the Administration Building that is available to students for applying for such loans as federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students who are from diverse backgrounds.

In the past, the DPS department has been able to offer some financial assistance to students in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, the program faculty make every effort to inform eligible students of all potentially available funding sources. Students are encouraged to contact their adviser or the program director for information on other sources of possible funding. Student funding is not guaranteed. Students are also urged to contact the Graduate College and the Psychology Department for possible funding opportunities. In addition, students should discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. Call (520) 621-1858 or email at askaid@arizona.edu

B. Field Study and Research Resources

1. University Information and Technology Services (UITS)

The University Information and Technology Services (UITS) Lab is located on the same floor as the Department of Disability and Psychoeducational Studies, and is available for use as an electronic classroom equipped with 20 student machines containing the latest software. Also on the same floor is a room for distance education and videotape editing rooms. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes.

For further information, please visit the UITS website at: <http://oscr.arizona.edu> or (520) 621-6727.

2. University Information Technology Services (UITS)

The University Information Technology Services (UITS) houses the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the center and a technical reference room contains reference manuals, various technical books and periodicals. Many UITS publications are available. The center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the UITS website at <http://ccit.web.arizona.edu/> or (520) 621-2248.

3. Main Library

The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting <http://www.library.arizona.edu>. The library even emails documents to students upon request.

4. Library (College of Law)

The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

5. Library (University Medical Center)

The Arizona Health Sciences Library (AHS) is a member of the National Network of Libraries of Medicine (<http://nnlm.gov/>) founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the Arizona Health Information Network (AZHIN) (<http://www.azhin.org>). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

The University of Arizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the University of Arizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the University of Arizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

6. The School Psychology Assessment Materials Library

The Program has an extensive collection of assessment materials and software required for scoring and interpretation. All of the assessment materials are located in room 441 of the College of Education Building. The assessment devices that our Program has control over include most recent versions of psychological assessment tools in the areas of intelligence, aptitude, psycho-motor abilities, personality, achievement, and neuropsychological tests. The materials are frequently used by the

program faculty to provide instruction to students enrolled in assessment classes. Students in the Program can check out these materials while doing course related projects or when providing direct psychological assessment service to children and youth in their practicum and internship placement. The Program also has various software programs (e.g., WISC-IV, WPPSI-III, WAIS-III, W-J, K-ABC, etc). for the scoring of assessment instruments. The UITS also has a license for the SPSS statistical package.

C. Field Experience Resources

The University of Arizona, School Psychology Training Program has strong affiliations with a number of on-campus and off-campus service organizations approved for supervised fieldwork experience. These affiliations provide students with a broad range of opportunities to develop consultation skills, therapy skills, assessment and diagnostic skills, and direct intervention skills under the supervision of certified or licensed psychologists and allied professionals.

Fieldwork provides experiences with a broad range of learning, emotional, and behavior problems with diverse populations. Problem categories include such areas as Learning Disabilities, Alcohol-Related Birth Disorders, Neuropsychological Impairments, Traumatic Stress Disorder, Hearing Impairment, and Substance Abuse.

In the past, the following sites have provided supervision of psychological services to our students:

- Amphitheater Public Schools
- Arizona Health Sciences Center, Dept. of Pediatrics and Dept. of Family Medicine
- Arizona State Hospital
- Catalina Foothills School District
- Douglas Arizona School District
- Easter Seals Blake Foundation
- Flowing Wells School District
- Gilbert Arizona Public Schools
- Indian Oasis Unified School District
- La Frontera Mental Health Centers
- Las Familias Counseling Agency
- Marana School District
- Page Unified School District
- Paradise Valley School District
- Phoenix Unified School District
- Pima County Juvenile Court Center
- Safford Arizona Public Schools
- Sahuarita Unified School District
- Sunnyside Unified School District
- Tucson Unified School District

Additional information on those school districts listed above can be obtained by visiting the Arizona Department of Education (ADE) website at: <http://www.ade.state.az.us/>. Students are encouraged to meet with their academic advisors and/or the Program Director to discuss various practicum and internship sites that are available.

CHAPTER IV

EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

A student's Program of Study for the Ed.S. degree in School Psychology has four objectives: (a) to offer a broad based curriculum in school psychology in concert with the scholar-practitioner model of training; (b) to permit students to explore specialized areas of interest such as neuropsychology, learning disabilities and other areas of special education, social psychology, law-psychology, rehabilitation, developmental psychology, and school administration; and (c) to permit graduates of the program to qualify for school psychology certification in the State of Arizona and other states and be eligible to take the Nationally Certified School Psychologist Exam (NCSP).

The School Psychology Ed.S. Program requires a minimum of 67 graduate credits in the school psychology beyond the Bachelor's degree. Students who do not have a Masters degree in school psychology are expected to spend a minimum of three years of full-time study to complete their required coursework. For those students wishing to transfer courses into their Program of Study from another university, a petition must be submitted to the student's academic advisor. For those courses which a student has taken more than five years prior to admission, program faculty may request that these courses be repeated.

The Ed.S. degree in School Psychology at the University of Arizona includes courses in the following five core areas:

Area A:	Diagnosis and Assessment
Area B:	Prevention and Intervention
Area C:	Psychological Foundations
Area D:	Educational Foundations
Area E:	Ethical, Legal and Professional Issues

Appendix A contains a complete listing of specific courses, both required and elective, within each of the five core areas. Please refer to the course descriptions in the Academic Catalog (<http://catalog.arizona.edu/allcats.html>) for a general description of all courses in the DPS department and elective courses that can be chosen in the College of Education, the Department of Disability and Psychoeducational Studies, and Department of Psychology. The course numbering system is explained at the Graduate College website: (<http://grad.arizona.edu/academics/course-listing-and-numbering>). All courses are three credit hours unless otherwise noted. **Appendix B** presents a sample schedule that shows how a full-time student might complete the Ed.S. program following the appropriate sequence of courses.

A. Professional Training in School Psychology

The conceptual orientation of the Ed.S. program focuses on the scholar-practitioner training model. Educational Specialist students are trained in a variety of areas, including psychological foundations, psychological and psycho-educational assessment, classroom management, behavioral and emotional disorders, psychotherapy, educational intervention, psychological

consultation and supervision, neuropsychological bases of behavior and learning disorders, and professional standards and ethics in the delivery of school psychology services--- all with sensitivity towards individual cultural diversity. Students are also encouraged to take courses outside of school psychology to broaden their knowledge. In addition to coursework, supervised field experiences are necessary for successful functioning as a school psychologist. In this regard, students must complete supervised course-related practicum experiences, a formal practicum, and an internship.

B. Program of Study

Courses for the Ed.S. degree in the School Psychology major follow a recommended course sequence (See **Appendix B**). An Educational Specialist plan of study must be approved by his/her Major Committee using the form found online at http://grad.arizona.edu/Current_Students/Forms/.

Suggested Sequence of Steps Required for Program Completion

Year	Program Activities ***
	Admission to the Program
1	Coursework and Course-related Fieldwork (Approximately 30 semester hours, including summer) Qualifying Exam Requirement Completed First Semester
2	Remaining Required Coursework and Practicum Course (Approximately 30 semester hours)
3	Supervised Internship; Comprehensive Examination Completed (12-18 semester hours) Graduation from the Program

*****This course sequence is based on a 3-year program, which requires full-time status and four to five courses per semester and/or summer classes.**

C. Recommended Sequence of Required Courses in the School Psychology Educational Specialist Program

It usually takes 6 semesters (and, possibly, one summer) to complete the Ed.S. program for those full-time students who take 12-15 credits each semester. The coursework recommended for the first year provides the foundation for the more applied experiences of the second year. Although the course sequence presented in **Appendix B** is a recommended sequence for full-time students, the School Psychology faculty recognizes that students may not be able to follow this sequence due to employment schedules and/or family commitments. Since the Ed.S. curriculum is sequential, students are encouraged to maintain full-time student status, which requires enrolling in a minimum of 9 credits of graduate level coursework per semester. In planning course work, students should always consult with their academic advisor. Students intending to pursue study on a part-time basis will find it difficult to complete the Program in a timely manner.

The Graduate College at the University of Arizona has a residency requirement which mandates that a student be enrolled as a full-time student for a minimum of two consecutive semesters. Additional details regarding residency requirements can be found in the University of Arizona Graduate Student Catalog website at <http://grad.arizona.edu/academics/policies>

D. Educational Specialist Qualifying Examination

Students are required to provide their Qualifying Examination Committee with the following dossier: (1) a statement of their goals and objectives regarding becoming a certified school psychologist, (2) a statement that focuses on their conceptualization of the role and function of a school psychologist, (3) a copy of their resume/vitae, and (4) a copy of their proposed Program of Study for their Ed.S. degree program. Three Qualifying Examination Committee members must sign-off indicating their approval/disapproval of the contents of each student's Ed.S. Qualifying Examination dossier—with two committee members being full-time tenure/tenure-track faculty members from the School Psychology Program and one of whom must be the chair of the committee. The student must meet with at least two of the committee members for oral examination. Students are advised to complete their Ed.S. Qualifying Examination dossier during their first semester but NO later than the first week of March, in the student's second semester in the program.

General Program Requirements

- Completion of minimum required course work
- Minimum GPA of 3.0 in all course work in the Program of Study
- Completion of the Residency Requirement
- Take and pass the Praxis II – School Psychology Examination with a minimum score of 660 (prior to internship completion). More information can be found at the University of Arizona Testing Office website at <http://www.testing.arizona.edu/tests.php>. Testing deadlines can be found at the Praxis' website at http://www.ets.org/praxis/register/centers_dates/praxisii_deadlines/

CHAPTER V

PRACTICUM WORK IN SCHOOL PSYCHOLOGY

Practicum experiences are expected to be consistent with the scholar-practitioner orientation of the School Psychology Program. All field experiences are consistent with the established ethical standards and accreditation guidelines of the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Field experiences organized through the University of Arizona's School Psychology Ed.S. Program are carefully integrated into the training program and serve the following functions: (a) extending and refining previous supervised field experiences obtained in applied courses in School Psychology Program, (b) extending scholarly knowledge from coursework under supervision directly to applied settings, (c) implementing evidence-based assessment and intervention methods learned in courses, (d) experiencing professional practice issues associated with the delivery of school psychological services, and (e) receiving feedback from field supervisors regarding professional competencies and skills in the delivery of school psychological services.

A. Course-Related Practicum in School Psychology

Coursework is provided to prepare students to become scholar-practitioners in school psychology. Integrated into the first two years of coursework in the School Psychology Program is a series of practicum experiences. Each course-related practicum is designed to provide educational specialist students with applied experiences relevant to the courses they are taking. These experiences are designed as the first step in the acquisition of an integrated sequence of skills related to the practice of school psychology, culminating in the internship that takes place after coursework has been completed. For each practicum, students may use the Practicum Log which can be found on the School Psychology website http://www.fp.arizona.edu/dps/forms_get.asp?formNum=8.

Listed below are descriptions of the course-related practicum and other field experiences. One credit of each 3-credit course (i.e. a minimum of 3 hours per week for 15 weeks) is set aside for practicum work that involves direct contact with clients, implementing classroom projects, and/or interacting with professionals in the field. All practicum experiences are supervised directly by the professor teaching the course.

SERP 517 Behavior Modifications & Theory in Schools

(3)

The practicum in this course is designed to foster the development of skills in behavior modification, classroom management, and related intervention techniques in applied settings. Students are required to implement a behavior modification or other classroom management program under direct supervision of the professor and following the approval of the student's practicum project proposal.

SERP 549 Introduction to School Psychology

(3)

The basic component of the practicum in this course involves completion of 18 objectives such as an interview with and observation of a practicing school psychologist. This practicum provides the student with a general orientation to the school setting and a perspective regarding the relationship of the school psychologist to other professionals operating in the schools.

SERP 602 Early Childhood Assessment and Intervention

(3)

Practicum in this course provides students with the opportunity to use early childhood assessment measures, carry out an intervention, and/or conduct a program evaluation.

SERP 638 Psychological Consultation and Supervision

(3)

The practicum associated with this course provides students the opportunity to practice psychological consultation and supervision in a school setting. Students are expected to implement a four-stage problem solving approach to consultation involving teachers and/or parents.

SERP 674B Field Experience in Intellectual Assessment

(3)

The practicum in this course involves the assessment of intelligence with children and/or adolescents. Through direct contact with clients, under supervision of the professor, students learn how to administer tests and interpret test results as well as prepare psychological reports. Students also learn about client test-taking behaviors.

SERP 677 Personality Assessment

(3)

Practicum in this course provides students with the opportunity to test clients using personality assessment instruments, interpret the findings, and prepare psychological reports on their findings.

SERP 679 Educational & Psychological Assessment in Children

(3)

Practicum in this course provides students with the opportunity to use various psycho-educational assessment instruments, interpret results, and prepare psychological reports based on their test findings.

SERP 696C Professional Standards, Ethics, and Issues in School

Psychology (3)

Practicum in this course involves students spending 1-2 days observing meetings of the State of Arizona, Board of Psychologist Examiners to learn first-hand about ethical practice issues, and the manner in which professional misconduct is adjudicated.

B. School Psychology Practicum (SERP 694B)

In addition to course-related practicum, students must be enrolled in a one semester School Psychology Practicum Course (SERP 694B). This practicum is typically taken after students complete their academic coursework. It provides students with supervised, applied experiences designed to develop skills necessary for the delivery of school psychological services. The practicum consists of a minimum of 150 hours of supervised field experiences. The program requires a full semester of supervision. Supervision is provided by both the Coordinator of Practicum, who is a licensed psychologist, and a field supervisor who is either a Ph.D. or Ed.S. level school psychologist. All students must purchase student liability insurance for their practicum work. Such insurance is inexpensive and may be obtained through the American Psychological Insurance Trust or the National Association of School Psychologists. The following criteria are used to define the practicum experience:

- The Practicum Course SERP 694B is separate from and a prerequisite to the Internship Course SERP 693B. The Practicum has a specifically developed list of objectives and competencies that need to be met. All forms related to the practicum are available online in the Educational Specialist Practicum Handbook found on the department homepage.
- A minimum of 150 hours of practicum experience is required and must be supervised by either a licensed psychologist and/or certified Ph.D. or Ed.S. level school psychologist. The overall supervision of a student's practicum experience is conducted by the Coordinator of Practicum who is a licensed psychologist and certified school psychologist.
- The practicum typically takes place in a public school setting under conditions that are consistent with the specific learning objectives and the philosophy of the Program.
- Before registering for Practicum, a student must receive written approval from their advisor, indicating that he/she has completed all prerequisite courses.
- Students will be evaluated based on the competencies that they meet in the Practicum Course and based on written evaluations by their field supervisor and by the Coordinator of Practicum.
- Students are expected to conduct themselves during Practicum in a manner that is consistent with university policy regarding student conduct as well as with the ethical guidelines in the Code of Conduct of the American Psychological Association and the National Association of School Psychologists. Students are also expected to follow the federal guidelines regarding confidentiality of student records as well as guidelines for educational and psychological tests and manuals prepared by the American Educational Research Association (AERA). It is each student's responsibility to review copies of these documents which are available from the Program Director and in the Ethics Course (SERP 696C).

C. Eligibility for Enrollment in the School Psychology Practicum Course

The necessary prerequisites for a student to enroll in the School Psychology Practicum (SERP 694B) are as follows:

- The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educational Specialist (Ed.S.) degree program in School Psychology.
- The student has successfully completed the following courses (*incompletes are not acceptable, except for courses in which students are concurrently enrolled with practicum*):

SERP 517	Behavior Modification and Theory in Schools
SERP 549	Introduction to School Psychology
SERP 559	Cultural Diversity in School Psychology
SERP 602	Early Childhood Assessment and Intervention
SERP 638	Psychological Consultation and Supervision
SERP 674B	Field Experience in Intellectual Assessment in Education
SERP 677	Personality Assessment
SERP 679	Educational and Psychological Assessment of Children
SERP 685	Child Behavior Disorders and Adjustment
SERP 686	Child Psychotherapy
SERP 696B	Neuropsychological Bases of Learning and Behavior
SERP 696C	Professional Standards, Ethics and Issues in School Psychology

Furthermore, in order for Ed.S. students to enroll in SERP 694B, they are required to:

- Be recommended for the practicum by their advisor
- Complete a formal interview by the prospective Site Supervisor as documented on the Placement form.
- Obtain written approval for the practicum from the Practicum Site Supervisor.
- Submit a practicum plan detailing the training objectives for the practicum (see below). The basic plan, and any changes or modifications, must be cleared through the University of Arizona's School Psychology Practicum Supervisor.
- Obtain professional insurance (Required). You may apply for this on-line and/or download the necessary forms by visiting the following website:
<http://www.apait.org/>
- Obtain a fingerprint clearance card. For more information refer to *Chapter VII, Section O*.

D. Objectives for School Psychology Practicum

To earn a Practicum Completion Letter, the student must successfully complete the objectives of the School Psychology Practicum Experience which include the following:

- Orientation to Public School Organization – to develop a broad understanding of the organizational framework of the public schools.
- Orientation to the Role Function of Different School Personnel and Services – (1) to provide a general orientation to administration policies and personnel practices in the public schools; (2) to thoroughly acquaint the student with the role and function of the various specialists on the school staff; and (3) to become familiar with the office and clerical procedures involved in the organization of psychological services in the schools.
- Community Resources - to acquaint the student with community resources which may support psychological services.
- Problem Identification - to develop proficiency in the identification of learning and adjustment problems in children and youths.
- Problem Analysis and Intervention Planning (Natural Environment Assessment) - to develop proficiency in the observation and recording of behaviors in the natural environment.
- Assessment – (1) to develop proficiency in the administration, scoring, and interpretation of comprehensive intellectual assessment devices; (2) to develop proficiency in the individual assessment of reading skills; (3) to develop proficiency in the individual assessment and reporting of math skills; and (4) to develop proficiency in collection data in a testing setting concerning an individual’s social-emotional development.
- Written Communication Skills - to develop proficiency in writing psycho-educational reports.

E. Documentation of Practicum Hours

Students acquire practicum hours during SERP 694B and other classes. All practicum hours should be documented on the Practicum log on the School Psychology website at: http://www.fp.arizona.edu/dps/forms_get.asp?formNum=8

States other than Arizona may require more hours than taken in SERP 694B. Students are responsible for learning and documenting these additional hours if they are to request credentials in states other than Arizona.

CHAPTER VI

INTERNSHIP WORK IN SCHOOL PSYCHOLOGY

The purpose of the School Psychology internship is to practice under supervision those skills that students learned in coursework as well as to acquire other skills that will be of assistance to them in their future work in the practice of school psychology.

The internship in School Psychology at the University of Arizona may be fulfilled in the following ways (1) full-time work (40 hours weekly) at an internship program within a school district for one academic year (minimum of 1200 hours), or (2) half-time (20 hours weekly) at an internship program in a school district over a maximum of two years (minimum of 1200 hours over the two year period). Students must register for the School Psychology Internship Course each semester that they are in internship.

The internship occurs at or near the end of the on-campus instructional sequence. The internship is to be taken only after all the core courses in School Psychology and the Practicum experience are completed (See **Appendix C**). **In order to receive a grade for their Internship, students must take and pass the written comprehensive examination offered through the Department or PRAXIS II Examination with a minimum score of 660 in order to fulfill the Comprehensive Exam requirement of the program.**

Students are encouraged to consult with the Program's Coordinator of Internship or with the Program Director at least 10 months prior to the beginning of the internship. Most internship programs in school districts require applications to be submitted at least five months prior to the beginning of the internship. The internship experience must be approved by the Coordinator of Internship upon submission of an Internship Plan (See **Appendices D, E, and F**).

The internship experience is provided at a time appropriate to the specific training objectives of the Program. Internship occurs at or near the end of the formal university course-work (See **Appendix B**). This experience provides the opportunity for the student to demonstrate proficiency with skills acquired through both academic and field experiences. In contrast to the practicum experience, the internship is an intensive and diversified experience. In this regard, the full time internship, especially during the second semester, should closely approximate a full-time position as a psychologist in terms of time, responsibility, and types of experiences, as well as in professionalism and ethics. The University of Arizona has established the following guidelines, which specify the academics and non-academic experiences prerequisite to the internship placement.

A. Eligibility for Internship Placement

Students may enroll in the Internship in School Psychology (SERP693B) if they have met the following requirements (See **Appendix C**):

- The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educationalist Specialist (Ed.S.) degree program

in School Psychology.

- The student has successfully completed the Qualifying Examination.
- The student has successfully completed the School Psychology Practicum (SERP 694B) earning a grade of “S” or “P”.
- The student has written approval from his/her academic advisor in the School Psychology Program to enroll in the internship course. (See **Appendix C**)
- The student has completed an interview with the prospective psychologist site supervisor and has received written confirmation from the supervisor regarding the psychologist agreement to provide face-to-face supervision for a minimum of 2 hours weekly. The student must also receive confirmation in writing that his/her supervisor will be on-site at least 50% of the time (See **Appendix C**).
- The student has submitted and received approval from the School Psychology Program’s Coordinator of Internship regarding his/her internship plan and its fulfillment of program requirements. (See **Appendix C**).
- The student has obtained professional liability insurance or has a written statement from the internship site that he/she is covered by the internship site’s liability insurance. Proof must be submitted to the Coordinator of Internship. (Students have typically obtained insurance from either APA or NASP)
- The student has obtained fingerprint clearance card. For more information, refer to *Chapter VII, Section O*. Proof must be submitted to the Coordinator of Internship.
- The student has arranged for his/her transcripts of all graduate work to be placed in his/her student file in the DPS Department’s Graduate Coordinator’s office. Proof must be submitted to the Coordinator of Internship.

B. Procedures for Locating an Internship in the School Psychology Program

1. The student is responsible for locating an internship placement. The student can create a position by making contact with the appropriate administrators and school psychologists in any district or agency. However, the administration and the psychology staff must agree to hire the student as an intern, and the University’s School Psychology Program must approve both the program and the psychologist who will be the supervisor.
2. The student provides the University of Arizona with a copy of the signed agreement and/or contract.
3. When the contract has been received by the Coordinator of Internship, a decision will be made regarding the acceptability of the proposed internship site.

C. Internship Supervision

The internship must occur under conditions of adequate supervision with either a doctoral level psychology supervisor or a state certified school psychologist. Primary responsibility for intern supervision rests with staff members of the placement agency while authority for providing internship credit and formal grades rests with the Coordinator of Internship. The field supervisor must be employed full-time in the agency and held such employment in the agency for a minimum of one year prior to undertaking supervisory responsibilities.

To ensure appropriate supervision, the field supervisor should be provided sufficient release time by the agency. Moreover, the field supervisor should not be responsible for more than two interns at any one time, and the supervisor must meet individually face-to-face with the intern for at least 2 hours per week

To ensure continuity of supervision and the completion of a student's internship plan, the Coordinator of Internship will be in regular contact at least once per semester with all agencies supervising School Psychology Interns. This may take the form of a site visit at local placements and/or verbal contacts for each supervising agency.

D. Requirements for an Internship Program

The most important prerequisite for an internship program is a commitment on the part of the school/agency administration and the psychology staff to the education, training and supervision of an intern. The intern is a "student-in-training" first and a provider of psychological services second. Appropriate support for internship must be provided by the placement agency. Support must be provided in the form of (a) an internship contract including the hours to be worked (minimum 1200 hours), the hours of face-to-face weekly supervision, and the specified stipend; (b) continued professional development; (c) travel expenses; and (d) supplies and an acceptable work environment.

The following is a list of requirements for an appropriate internship site and internship program:

1. The Internship Site

- a. The internship site (or school district) must have a sufficiently diverse population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems (ages of 3 to 21 years is desirable).
- b. The internship site must provide a well-developed service delivery program.
- c. The internship site must provide access to a variety of programs involving children and adolescents. For school systems, the district must also have a well-developed special education program in which the intern will receive experiences involving all classifications of handicapped children and special education programs.

- d. The internship site must have the services of at least two qualified school psychologists, one of whom meets the requirements of the University of Arizona's School Psychology Program. The primary Intern Supervisor must be a full-time member of the hiring agency or of the hiring cooperative, which employs the intern.
- e. The internship site can only accept interns if the Intern Supervisor and the administration of the hiring agency have jointly agreed on the candidates for the internship.
- f. The internship site must make it possible for the Intern Supervisor to provide intensive, direct, and personal supervision of the Intern for a minimum of two hours per week. This regulation strongly encourages that the supervisor's workload be reduced in some fashion. The maximum number of interns that supervisor will be allowed to supervise is two at any given time.
- g. The internship site must provide access to a number of community agencies dealing with children and their families (e.g., a family casework agency, psychiatric clinic, and/or hospital).
- h. The internship site must be approved by the School Psychology Program by May 15th prior to the beginning of the internship.

2. Internship Plan

- a. The internship plan must specify the experiences, which will ensure the intern's participation in a number of activities appropriate to that of a school psychologist (See **Appendices D, E, F**). These experiences should include but not be limited to assessment, diagnosis and behavior management, remediation strategies and implementation, parent and teacher consultation, in-service training, research and evaluation, and where appropriate the pupil personnel services training.
- b. The experiences in 2a above must include exposure to both the elementary and the secondary level. This means if the intern program is in an elementary district there must be provision for experiences at the secondary level and vice versa if the program is in a secondary district. The amount of time spent by an intern in the elementary or secondary level must be sufficient to meet the identified needs of the Intern.
- c. The internship plan must specify the experiences the Intern will receive with the following:
 - 1. All types of special education services to children, youth, and their families.
 - 2. Regular education programs and students.
- d. The internship plan must specify the manner in which the Intern will be involved with non-school community agencies dealing with children and their families.

- e. The internship plan must make provision for the intern to visit at least one other school system, which employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case, it should allow sufficient time for familiarization with a different type of school system as well as with the role and function of the school psychologist in that system.
- f. The internship plan must make provision for the intern to gain a working knowledge of the following:
 - 1. Public school organization and operation.
 - 2. The rules and regulations that govern the administration and operation of special education in schools.
 - 3. Professional ethics for school psychologists.
 - 4. Professional school psychology organizations.
- g. The written plan for an internship must be comprised of three elements:
 - 1. Goals and objectives.
 - 2. Specific procedures for accomplishing the goals and objectives.
 - 3. Methods of evaluating both the intern's progress and the effectiveness of the plan.
- h. The School Psychology Training Program reserves the right to require changes in the internship plan if it is not functioning in the best interests of the intern's training.

E. Additional Requirements

a. Contract and Salary

A written contractual agreement should be prepared and agreed to between the placement agency representative, supervising psychologist and the intern. The contractual agreement should specify the time period and salary provided. Contractual agreements should not be entered into which requires the intern to remain in the employment of the local placement agency beyond internship. Moreover, such arrangements should not guarantee employment for the intern beyond the internship.

b. Schedule

The intern must be on the same schedule and calendar as other full-time psychologists on the staff of the agency (e.g., the regular nine and one-half month school year determined by the local agency). When appropriate for his/her training and if not in opposition to agency policy or negotiated agreements, the intern is expected to participate in meetings and programs beyond the normal workday and week in the same manner expected of other professional persons.

c. Professional Development

Continued professional development must be a significant aspect to the internship. In this regard, the intern is expected to participate in scheduled appropriate university, regional, and statewide meetings for psychologists. Released time for participation in national, professional meetings should be provided. In instances where released time is judged to interfere with the internship experience, an agreement may be reached in which the intern serves additional time beyond the contractual schedule or calendar. Locally placed Interns are required to attend all scheduled intern meetings at the University of Arizona and the annual meeting of the Arizona Association of School Psychology.

d. The Intern is expected to attend at least two of the following:

1. National Association of School Psychologists
Annual Convention.
2. Arizona Psychological Association Annual
Convention.
3. Arizona Association of School Psychologists
Annual Convention
4. Professional regional and area meetings of school psychologists.
*Where possible the intern should receive travel reimbursement for attending these meetings.

e. Travel

When the intern's assignments require travel between agency sites, such travel is expected to be reimbursed consistent with agency policies for staff psychologists.

f. Supplies and Facilities

The hiring agency must ensure that the intern has all the necessary supplies and equipment to function efficiently within the setting. The intern will require secretarial help in order to work effectively, and must be provided with private or semi-private office space, which includes a telephone. Office space must be available in the central office for filing of confidential correspondence, psychological reports and case records, as well as for the storage of assessment supplies and equipment. The intern must be provided use of office equipment such as video and audio recorders, photocopying and a computer. Office space for interviewing and assessment must be provided in each school building. This space must be private, quiet, and free from interruptions.

g. Exceptions to the Above Regulations

In rare instances, programmatic exceptions to the above regulations will be allowed. The procedure for requesting exceptions is as follows:

1. Submit a request for an exception in writing to the Coordinator of Internship
2. Appropriate requests for programmatic exceptions will be forwarded to the School Psychology Committee. The Coordinator of Internship will consider the recommendations of the School Psychology Committee.
3. The decision of the Coordinator of Internship will be final.

F. Evaluation of Internship Program

The purpose of evaluation is to determine strengths and weaknesses of the intern's field experiences and to indicate ways of effecting improvement. There are several principles which should be reflected in any evaluation program which include the following:

1. Evaluation must be multidimensional: Evaluation must be undertaken by all who are associated with the internship experience. An evaluation procedure should include assessment of all aspects of the internship program, that is, the Intern, the supervising psychologist, and the program itself.

Evaluation should be accomplished by all parties concerned --- the field supervisor, the Intern, the local agency administration, and The University of Arizona (See **Appendices G, H, I, and J**). This evaluation should be done during and after completion of the internship. In summary, evaluation should be of the (1) intern, the supervisor, and the program; (2) by the supervisor, intern, agency administration, and the training program; and (3) within two time periods --- during and after the internship.

2. Evaluation must be a continuous, ongoing process: All aspects of the internship placement should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. It must not be "reserved" for discussion at formal evaluation times. Informal evaluation is just as important and perhaps more important than formal evaluation in this program.
3. Evaluation must be open and honest: All parties evaluating and being evaluated must function in an open and professionally honest manner. All parties should be fully aware of how they have been evaluated. There must be a face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation. Evaluations must never be interpretive and should not be based on subjective or personality factors. There is a professional obligation to ensure that individuals involved in the internship program and the quality of the internship program are of the highest possible professional standards.
4. Evaluations may include a narrative evaluation and/or evaluation based on an objective rating scale. The narrative evaluation permits the supervisor to relate the evaluation to the plan of supervision submitted for approval to the School Psychology Training Program. Rating scales help structure the thinking of the evaluator and also provide a ready means of determining progress or lack of progress from one evaluation period to

another on a number of variables. The final evaluation includes a recommendation for certification and should include the Internship Completion Letter (See **Appendix L**).

G. Evaluation During the Internship

1. By the School Psychology Training Program
2. Study written plans of supervision and periodic progress reports.
3. Routine visitations or contacts during the year.
4. Request to respond to specific problems in the internship situations.
5. By the Supervising Psychologist.

The supervising psychologist evaluates the Intern in the following ways:

- a. Assessment of strengths and weaknesses of the Intern observed during the early part of the internship and modification of the supervision plan to accommodate these strengths and weaknesses.
 - b. Informal, day-to-day evaluation that is communicated to the Intern when considered appropriate.
 - c. Formal written evaluation submitted to the School Psychology Training program at the end of the third, sixth, and ninth months of internship or on an agreed upon timeline established by the Coordinator Internship.
1. Formal evaluation should be consistent with the method of writing the internship plan.
 - These evaluations must be clear, concise, and thorough. A short paragraph indicating that satisfactory progress is being made is not sufficient.
 - Evaluations must be written to indicate the progress or lack of progress since the last evaluation was submitted.
 - Evaluations must be shown to and discussed with the Intern prior to submission of the evaluations report.
 - Evaluations must be signed by the Intern prior to submission. Any evaluation submitted by the Intern supervisor, which the Intern has not signed, will not be accepted, and will be returned for the Intern's signature.
 - The Intern has the right to redress if s/he believes the evaluation is inappropriate by submitting a written reaction along with the supervisor's evaluation. When appropriate, Interns are encouraged to use their internship site's grievance procedures before communicating grievances to the School Psychology Program.
 - The Intern will submit an Internship Log (see field internship supervisor for form) at the end of the internship and before a formal grade is awarded.

2. The third and final evaluation by the Field Supervisor must contain a clear statement as to whether or not certification as a school psychologist is recommended. This third evaluation must contain one of the three following recommendations:
 - i. Recommendation for issuance of a certificate without conditions.
 - ii. Recommendations for non-issuance of certificate with conditions. (For example, another year of internship, or a half-year's internship, or specific types of additional experiences of coursework, or any other conditions which the Intern's supervisor believes will be necessary before he/she can recommend the Intern).
 - iii. Recommendation for non-issuance of certificate [It is not possible to recommend issuance of a certificate with conditions]
3. The Intern supervisor must take great care to assure that, in the cases where the Intern is not making satisfactory progress, the Intern is aware of the supervisor's concern for a considerable period of time before the final evaluation.
- d. In cases where the Intern is not recommended for issuance of a certificate, the Intern may appeal the supervisor's recommendation through formal representation to an Appeal Board established by the School Psychology Program.
 - i. The Appeal Board shall consist of five members selected by the Coordinator of Internship. Two members shall be school psychologists, employed by the public schools, who have supervised an intern within the previous five years. Three members shall be representatives of the university and shall be designated as hearing officers.
 - ii. The intern must file a formal affidavit with the School Psychology Program Committee setting forth grounds with specifications for the appeal. The appeal must originate within fifteen days of receipt of the official letter from the School Psychology Training Program informing the Intern of non-approval for certification. The appeal hearing shall be held not later than 30 days after receipt of the appeal.
 - iii. The Intern will be given ample opportunity to present evidence and opportunity to present evidence and arguments to the Appeals Committee. The local agency will have the same opportunity to present evidence and arguments in support of the decision. The Appeals Committee will then reach a decision as to its recommendations to all parties within five days after the hearing. Within 10 days thereafter, the Director of the Internship Program will send a copy of his decision to the Intern. This appeal process is not designed to take the place of the standard grade appeal process established by the University of Arizona, which the student is free to follow if she/he wishes.

H. Evaluation by the Administration

- Although there are no required evaluations by the administration during the internship, the School Psychology Program encourages expression of concerns and problems of the administration regarding any phase of the internship.
- The concerns and problems should be expressed to the appropriate individuals within the agency for possible resolution before communicating them to the School Psychology Program.

I. Evaluation after the Internship

1. By the University of Arizona School Psychology Program

- a. The University evaluates the internship site to determine if continued approval as an internship training program is appropriate. This process will be a formal evaluation on a visitation basis and will determine if the program continues to function in a manner consistent with that described in this handbook. Appropriate administrative personnel will be informed sufficiently in advance when the evaluation will take place.
- b. The University may evaluate the supervising psychologist at the time of the formal visit described above. The supervisor will also be evaluated on the basis of information received both formally and informally and must be approved annually.

Upon the completion of the internship, the University will send a form to the field supervisor to fill out. This form will officially state the Intern's successful completion of internship and be signed by the field supervisor.

CHAPTER VII

GENERAL INFORMATION FOR STUDENTS ADMITTED TO THE PROGRAM

A. Housing

School psychology students may find housing available through a variety of agencies. Applicants are encouraged to apply for housing at their earliest convenience. To obtain campus housing information, visit <http://www.life.arizona.edu/>

B. Registration

After the student is admitted to the Graduate College, he or she can register through the Online Registration System, Student Link (<http://uaccess.arizona.edu>), from any Internet enabled computer anywhere in the world. Please see the Office of Curriculum and Registration's instructions on their How to Register for Courses page (<http://www.registrar.arizona.edu/registration/HowToReg/howto.htm>). In order to utilize Student Link for registration, each student must know his/her student identification number, and his/her personal identification number, both of which are supplied in the Certificates of Admission received from the Graduate College. For additional information concerning registration procedures, consult the latest copy of the Schedule of Classes, which can be obtained via Internet at <http://garnet.ccit.arizona.edu/schedule.cgi>

C. Coursework and Grades

1. Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that are to be completed by the student throughout the semester. A course syllabus is considered to be a contract between the professor and each student. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester if all students in the course are in agreement.

2. APA Style

All papers submitted in any course in the program are expected to conform to the style manual of the American Psychological Association (APA). Students are required to purchase a copy of the Publication Manual of the American Psychological Association, Sixth Edition (2009). It can be purchased from APA online (<http://www.apa.org>) or at the university bookstore.

3. Grades

At the end of each semester, students will receive their grade. Grades received for the courses taken in this department are an A, B, C, D, or E. Other grades for courses include Pass (P) and Satisfactory (S). According to the University of Arizona grading policies (as described in the latest edition of the Graduate Catalog), a “C” grade is a passing grade but does not show adequate competence. **Therefore, it is the policy of the School Psychology Program that students receiving a “C” grade or lower in any of the following courses must repeat (Grade Replacement Opportunity) that course:**

- SERP 517 Behavior Modification and Theory in the Schools
- SERP 549 Introduction to School Psychology
- SERP 559 Cultural Diversity in School Psychology
- SERP 602 Early Childhood Assessment and Intervention
- SERP 638 Psychological Consultation and Supervision
- SERP 674 Field Experience in Intellectual Assessment
- SERP 677 Personality Assessment
- SERP 679 Educational & Psychological Assessment of Children
- SERP 685 Child Behavior Disorders and Adjustment
- SERP 686 Child Psychotherapy
- SERP 696c Professional Standards, Ethics, and Issues in School Psychology
- SERP 696b Neuropsychological Bases of Learning & Behavior

In addition, certain courses in the program have the following semester grades associated with them: S, P, or E. These grades are associated with the courses listed below: **It is the policy of the School Psychology Program that if a student receives an E grade in the courses below then he/she must repeat the course.**

- SERP 694B Practicum: School Psychology
- SERP 693B Internship: School Psychology

4. Grades of “I” (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student’s course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an Incomplete grade *before* the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate.

5. Withdrawal from Class

Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student's academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing grade of "E". Consult <http://catalog.arizona.edu/2010-11/policies/grade.htm> to obtain detailed information about withdrawal from courses.

6. Grade Replacement Option (GRO)

The GRO policies as described in the University of Arizona's latest edition of the Graduate Catalog states that students may retake up to 10 units of coursework or three courses, whichever comes first, in which they received a grade of C or below on obtaining approvals by the course instructor, major advisor, and DPS Department Head. The new grade obtained from repeating the course will replace the original grade in the student's transcript. However, the original grade will remain on the student's transcript but not count toward the student's GPA.

D. Grade Appeal Procedure

Students having concerns about the grade they receive in a course should first contact the course instructor. If the concerns are not resolved at the instructor level, then the student may opt to contact the Director of the School Psychology Program, DPS Department Head, or follow a formal grade appeal procedure as described at <http://grad.arizona.edu/academics/policies/grading-policies/grade-appeal>

E. Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that educational specialist students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona *Student Handbook* via internet at <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy> for more information about this procedure.

In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit <http://grad.arizona.edu/academics/policies/academic-policies/discrimination-and-sexual-harassment>

F. Discrimination and Anti-Harassment Policy

The University of Arizona (University) is committed to creating and maintaining an environment free of discrimination and harassment that is unlawful or prohibited by University policy (hereinafter "prohibited discrimination"). Every member of the University community should be aware that the University does not tolerate discrimination and that both law and University policy prohibit such behavior. This policy prohibits discrimination, including harassment, by

University employees, students, contractors, or agents of the University and by anyone participating in a University sponsored activity. The University will take prompt and appropriate action to prevent, correct, and if necessary, discipline behavior that violates this policy. All members of the University community are responsible for participating in the creation of a campus environment free from all forms of prohibited discrimination.

The University prohibits discrimination, including harassment, on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation², or gender identity³. The University also prohibits retaliation because an individual has engaged in a protected activity. Protected activity consists of (1) opposing a practice made unlawful by one of the employment discrimination statutes or prohibited by University policy; or (2) filing a complaint about such practice, or testifying, assisting, or participating in any manner in an investigation or other proceeding related to such a complaint.

1. Covered Activities

This policy covers:

- all aspects of the employment relationship,
- admission and treatment of students in the University's educational programs and activities, and
- participation in or access to University sponsored programs, activities, or facilities.

2. Prohibited Discrimination, Including Harassment

Discrimination occurs when a person is treated less favorably than a similarly situated person because of his/her race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation or gender identity.

Harassment, a specific form of discrimination, occurs when a person is harassed because of his/her race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation or gender identity.

A hostile environment exists when harassment unreasonably interferes with an individual's job performance, or materially changes the individual's conditions of education or employment so as to create an intimidating, hostile, or offensive educational or working environment.

3. General Guidelines

a. Confidentiality

Employees of the Equal Opportunity and Affirmative Action Office, the Dean of Students Office, and responsible administrators receiving reports of discrimination, including harassment, will respect the confidentiality of the information they receive,

except where disclosure is required by law or is necessary to facilitate legitimate University processes.

b. Policy Violations

Except for incidents where both parties to a claim of alleged discrimination or harassment are students, the Equal Opportunity and Affirmative Action Office will investigate allegations of violations of this policy and make appropriate recommendations in accordance with its established procedures. If both the accused and the accuser are students, this policy is enforced by the Dean of Students Office. (The University's Nondiscrimination and Anti-harassment Policy is based on the amended provisions of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1975, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and other applicable federal and state laws, and Arizona Board of Regents and University policy.¹ The University's Interim Policy and Procedures for Nondiscrimination on the Basis of Disability is superseded by this policy.² For the purposes of this policy, "sexual orientation" means an individual's heterosexuality, homosexuality, or bisexuality, whether the orientation is real or perceived.³ For the purposes of this policy, "gender identity" means an individual's actual or perceived gender, including an individual's self-image, appearance, expression, or behavior, whether or not that self-image, appearance, expression, or behavior is different from that traditionally associated with the individual's sex at birth as being either female or male.)

G. Sexual Harassment Policy

The University of Arizona prohibits sexual harassment by any person on University of Arizona premises or at University-affiliated functions. If a student experiences any form of sexual harassment, she/he should immediately report this matter to the Department Head and/or the College Dean.

H. Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit <http://deanofstudents.arizona.edu/codeofacademicintegrity>

I. Rights and Responsibilities Regarding Disability Access

The University of Arizona is committed to equal educational opportunities for disabled students and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. An equally important part of the DRC is serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at <http://drc.arizona.edu/index.html>

J. Satisfactory Academic Progress

The School Psychology Training Program faculty annually reviews students' progress during the entire time they are in the program including the Practicum and Internship phases of their study. Students who are making unsatisfactory progress are formally informed and required to meet with their Academic Advisor in order to develop a plan for making recommended improvements.

As outlined in the University of Arizona's latest edition of the Graduate Catalog, satisfactory academic progress requires maintaining a minimum 3.00 grade-point average. Failure to meet the satisfactory academic progress requirement will lead to conversion of students' degree seeking status to graduate non-degree status by the Dean of the Graduate College. Details on this matter can be obtained from the website at <http://grad.arizona.edu/catalog/policies/>

K. Continuous Enrollment Policy

A student admitted to the Educational Specialist program must register each semester for a minimum of 3 graduate units from the date entering the program until the completion of all course requirements. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirements, and should check with their program advisor regarding such requirements to ensure that they remain qualified for funding.

Educational specialist students do not have to register for graduate units during summer sessions unless they plan to make use of University facilities or faculty time. If they plan to utilize facilities or faculty time they must enroll for a minimum of 1 unit of graduate credit. If degree requirements (including the Comprehensive Exams and the Final Oral Exam) are completed during the summer term, the student must be registered for a minimum of 1 unit of graduate credit during that term. If degree requirements are completed during an intersession (winter session or the Pre-Session), the student must have been registered for a minimum of 1 unit during the preceding semester.

Unless excused by an official Leave of Absence (which may not exceed one year throughout the student's degree program), all graduate students are subject to the Continuous Enrollment Policy and must pay in-state and out-of-state tuition and fees in order to remain in the program. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission, to pay the Graduate College application fee, and pay all

overdue tuition and fees, including cumulative late penalties. Tuition or registration waivers cannot be applied retroactively.

L. Leave of Absence (LOA)

1. Academic Leaves

Academic LOAs (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student's department and the Graduate College.

2. Medical Leaves

With appropriate documentation from their medical provider, graduate students in degree programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be granted retroactively for up to one year. Students will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

3. Personal Leaves

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be granted retroactively for up to one year. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Leaves of Absence (LOAs) may affect the status of a graduate student's financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence. Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the <http://grad.arizona.edu/academics/policies/enrollment-policies/continuous-enrollment> policy requirements.

M. Student Surveys

The School Psychology Program periodically surveys its graduates and current students of the program to obtain their opinions, perceptions, and their recommendations about necessary

changes and modifications to the curriculum, policies, and governance practices for bringing about needed improvements. In addition, the Program uses these forms to obtain information about students' status in the program and maintain an updated student record.

N. Course Transfer, Substitution, and/or Replacement

Students entering the educational specialist program are highly recommended to meet with their academic advisor if the student wishes to transfer previous coursework credits, and/or make course substitutions or replacements. The general guidelines are as follows:

- All required units of credit must be at the 500-level or above at the University of Arizona (or, in the case of transfer units, their equivalent at other institutions).
- Graduate credit earned at other approved institutions, if accepted by the major department and the Graduate College and the grade was A or B, may be counted toward the requirements of this degree.
- All transfer courses will be reviewed individually by the Director of Transfer Curriculum and Articulation and by the appropriate University departments to determine which courses are acceptable for University credit.
- Credit for correspondence courses or extension work obtained at other institutions will not be accepted for graduate credit.
- Contact your major academic advisor to find out how the general department credits apply to your University of Arizona degree. You may need to supply a course syllabus or course description so that your advisor can determine any UA course equivalencies. When the advisor understands the content of your transfer courses, they will make appropriate substitutions to apply the transfer credits to your degree requirements.
- If the course transfers as department elective credit, you should ask your academic advisor how that course will apply toward your academic program.
- Students who wish to transfer credit must submit a request <http://grad.arizona.edu/system/files/TransferCreditForm.pdf> before the end of their first year of study.

The University of Arizona has certain academic policies/guidelines that govern the transfer, substitution and/or replacement of graduate level courses. For more information visit <http://grad.arizona.edu/catalog/policies>

O. Fingerprint Clearance Card

The School Psychology Program requires students to obtain a fingerprint clearance card from the Department of Public Safety **Students must have a current Fingerprint Clearance Card prior to participating in any course-related fieldwork. It is recommended that students apply as soon as possible during or prior to their first semester.** Fingerprint clearance applications are

available in the Office of Student Services, College of Education, Room 247. For more information, contact the Office of Admissions, Advising & Student Services at (520) 621-7865.

P. Termination of a Student from the Program

The School Psychology Program follows the guidelines of the University of Arizona Graduate College regarding the termination of students from the Program as outlined in the Graduate Catalog or visit their website at <http://grad.arizona.edu/catalog/policies/>. Reasons for termination relate primarily to issues associated with satisfactory academic progress. In addition, if the student fails the PRAXIS II examination two times, she/he will be terminated from the Program. However, a student may appeal to the DPS Department Head to take the exam a third time.

When a student demonstrates unsatisfactory academic progress in the Program, the Program faculty can make a recommendation to the Graduate College through the Department Head that the student be terminated from Educational Specialist Program in School Psychology. If the Department Head endorses the recommendation of the Program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

Termination from the Program may also occur as a result of a student not registering each Fall and Spring semester for a minimum of three graduate units. For the specific Graduate College Policy, see “Continuous Enrollment” policy on the Graduate Catalog or visit their website at <http://grad.arizona.edu/catalog/policies/>.

APPENDIX A

EDUCATIONAL SPECIALIST DEGREE REQUIREMENTS

School Psychology Program
University of Arizona

Admissions

1. 3.0 Undergraduate GPA or above; 3.25 Graduate or above.
2. GRE and TOEFL (TOEFL when appropriate). GRE to include Verbal, Quantitative, and Analytical Writing Sections (MAT scores cannot be substituted for GRE scores.)
3. Three letters of recommendation, including statements regarding applicant's ability to pursue advanced study in School Psychology.
4. Appropriate Bachelor's or Masters degree in psychology, special education, educational psychology, or a related discipline.
5. Submission of completed Educational Specialist Data Bank.

Qualifying Examination

Students are required to provide their Qualifying Examination Committee with the following dossier: (1) a statement of their goals and objectives regarding becoming a certified school psychologist, (2) a statement that focuses on their conceptualization of the role and function of a school psychologist, (3) a copy of their resume/vitae, and (4) a copy of their proposed Program of Study for their Ed.S. degree program. Three Qualifying Examination Committee members must sign-off indicating their approval/disapproval of the contents of each student's Ed.S. Qualifying Examination dossier—with two committee members being full-time tenure/tenure-track faculty members from the School Psychology Program, one of whom must be the chair of the committee. The student must meet with at least two of the committee members for oral examination. Students are advised to complete their Ed.S. Qualifying Examination dossier during their first semester but no later than the first week of March in the student's second semester in the program.

Residency Requirement

Two consecutive semesters of full time study (9 units per semester minimum).

Program of Study

Minimum of 67 credits

APPENDIX B

School Psychology – Ed. S. Degree Courses

SCHOOL PSYCHOLOGY CORE		(24 units)
SERP 517	Behavior Modification and Theory in Schools	(3)
SERP 549	Introduction to School Psychology	(3)
SERP 602	Early Childhood Assessment and Intervention	(3)
SERP 638	Psychological Consultation and Supervision	(3)
SERP 685	Child Behavior Disorders and Adjustment	(3)
SERP 686	Child Psychotherapy	(3)
SERP 696c	Professional Standards, Ethics and Issues in School Psychology	<u>(3)</u>
		24
PSYCHOLOGICAL FOUNDATIONS CORE		(6 units)
SERP 600	Learning and Instruction	(3)
SERP 601	Cognition and Development	<u>(3)</u>
		6
MEASUREMENT AND METHODOLOGY CORE		(7 units)
SERP 556	Research Methods in Education	(3)
EDP 541	Statistical Methods in Education	<u>(4)</u>
		7
ASSESSMENT CORE		(9 units)
SERP 674b	Field Experience in Intellectual Assessment in Education	(3)
SERP 677	Personality Assessment	(3)
SERP 679	Educational and Psychological Assessment of Children	<u>(3)</u>
		9
SOCIO-CULTURAL CORE		(3 units)
SERP 559	Cultural Diversity and School Psychology	<u>(3)</u>
		3
PRACTICUM AND FIELD WORK CORE		(15-21 units)
SERP 694b	Practicum: School Psychology	(3)
SERP 693b	Internship: School Psychology	<u>(12-18)</u>
		15-21

BIOLOGICAL BASES OF BEHAVIOR CORE (3 units)

SERP 696b Neuropsychological Bases of Learning and Behavior (3)
3

TOTAL UNITS 67-73

ELECTIVES (not required)

SERP 507a Methods for Diagnosing Specific Learning Disabilities (3)
SERP 507b Advanced Methods for Diagnosing Specific Learning Disabilities (3)
SERP 508 Methods of Teaching Children with Learning Disabilities (3)
*SERP 688 Pediatric Psychopharmacology (3)

* This is an online course and is offered occasionally, in summer only

Exit Requirements

- Completion of minimum required course work
- Minimum GPA of 3.0 in all course work in Program of Study
- Completion of Residency Requirement
- Completion of the Department Comprehensive Exam or NASP Praxis Exam with a minimum score of 600 or higher
- Passing of Qualifying Examination **

**The student's Qualifying Examination Committee members must include at least two tenured-track faculty members from the School Psychology Program.

Please Note: The courses listed may not need to be repeated if completed during a student's previous graduate studies.

APPENDIX C
Educational Specialist- Sequence of Coursework
School Psychology Program

First Year- Fall			First Year- Spring		
<i>Course Title</i>	<i>Course Number</i>	<i>Credits</i>	<i>Course Title</i>	<i>Course Number</i>	<i>Credits</i>
* Introduction to School Psychology	SERP 549	3	* Professional Standards, Ethics and Issues in School Psychology	SERP 696C	3
* Behavior Modification and Theory in Schools	SERP 517	3	* Field Experience in Intellectual Assessment	SERP 674B	3
* Cultural Diversity and School Psychology	SERP 559	3	* Psychological Consultation and Supervision	SERP 638	3
* Optional Course See your advisor for choices			* Research Methods in Education	SERP 556	3
			* Statistical Methods in Education	ED P 541	4
<i>Total units</i>		9	<i>Total</i>		16 units
Second Year- Fall			Second Year- Spring		
<i>Course Title</i>	<i>Course Number</i>	<i>Credits</i>	<i>Course Title</i>	<i>Course Number</i>	<i>Credits</i>
* Early Childhood Assessment and Intervention	SERP 602	3	* Learning and Instruction	SERP 600	3
* Cognition and Development	SERP 601	3	* Child Psychotherapy	SERP 686	3
* Behavior Disorders and Adjustment	SERP 685	3	* Personality Assessment	SERP 677	3
* Educational and Psychological Assessment of Children	SERP 679	3	* School Psychology Practicum	SERP 694B	3
* If not already taken- Statistical Methods in Education	EDP 541	4	* Neuropsychological Basis for Learning and Behavior	SERP 696B	3
<i>Total units</i>		12 to 16	<i>Total</i>		15 units

Third Year-Fall			Third Year-Spring		
<i>Course Title</i>	<i>Course Number</i>	<i>Credits</i>	<i>Course Title</i>	<i>Course Number</i>	<i>Credits</i>
* School Psychology Internship	SERP 693B	6-9	* School Psychology Internship	SERP 693B	6-9
<i>Total</i>		<i>6-9 units</i>	<i>Total</i>		<i>6-9 units</i>

APPENDIX D

ELIGIBILITY CRITERIA FOR INTERNSHIP

School Psychology Program University of Arizona

A student may enroll in the internship in School Psychology (SERP 693B) if she/he meets **ALL** of the following criteria:

The student has been accepted by the Department of Disability and Psychoeducational Studies into the Educational Specialist (Ed.S.) degree programs in School Psychology.

The student has successfully completed the following courses (*some may be taken concurrently, incompletes are not acceptable*):

	SERP 517	Behavior Modification and Theory in Schools
	SERP 549	Introduction to School Psychology
	SERP 559	Cultural Diversity and School Psychology
	SERP 600	Learning and Instruction
	SERP 601	Cognition and Development
	SERP 602	Early Childhood Assessment and Intervention
	SERP 638	Psychological Consultation
	SERP 674B	Field Experience in Intellectual Assessment in Education
	SERP 677	Personality Assessment
	SERP 679	Educational and Psychological Assessment of
Children		
	SERP 685	Child Behavior Disorders and Adjustment
	SERP 686	Child Psychotherapy
	SERP 694B	Practicum in School Psychology
	SERP 696B	Neuropsychological Bases of Learning and
Behavior		
	SERP 696C	Professional Standards, Ethics and Issues in School Psychology

c. The student has successfully completed the qualifying examination on _____ (Date).

d. The student has written approval from his/her Academic Advisor in the School Psychology Program.

- e. The student has completed a formal interview by the prospective site supervisor or by his/her designee.
- f. The student has submitted and received approval from the School Psychology Program's Coordinator of Practicum and Internships regarding his/her internship plan.
- g. The student has obtained professional insurance.
- h. The student presents a signed internship agreement demonstrating that the planned internship will fulfill program requirements.
- i. The student has arranged for his/her transcripts of all graduate work to be placed in his/her student file in the Department's Graduate Coordinator's office.

In addition, I acknowledge that I will be responsible for the following:

- a. Letters of recommendation from internship supervisor(s), internship logs, placement page, agreement for internship placement, internship plan and The University of Arizona supervisor evaluation form will be on file at the completion of internship.
- b. No grade will be given until the full requirements for Internship are met (one full year of internship or 2 years of half-time internship).
- j. The student has obtained fingerprint clearance card (required).

I have met the above requirements.

Student's Signature & Date

Advisor's Signature & Date

APPENDIX E

INTERNSHIP PLAN

School Psychology Program University of Arizona

As part of the requirements of the internship, an Internship Plan needs to be formulated that reflects the goals and objectives of your specific internship placement in the field. It should be no more than a one page document and it should include the following information:

- Where the internship will take place (indicate population served)
- Number of hours per week
- Duration of your internship (beginning and ending dates)
- Direct Supervisor(s) (indicate licensed or not, certified school psychologist?, NCSP?, etc)
- Number of hours face-to-face supervision
- Statement reflecting that a supervisor will provide face-to-face supervision for a minimum of 2 hours weekly
- Statement reflecting that a supervisor will be onsite at least 50% of the intern's time
- Salary for the year (or duration of the internship)
- Goals and objectives of the internship
- Duties that lead to the goals of the intern (e.g. psychological and psychoeducational assessment, curriculum based measurement, writing reports, consulting with teachers, classroom observations, functional analysis of behavior, development of interventions, presentations to schools or at workshops, research, etc.)

This plan needs to be signed by the intern, the field site supervisor and the University of Arizona Intern Supervisor.

According to the current timelines (Appendix L), this plan should be submitted no later than September 15th for plans beginning in the Fall semester, and on January 15th for plans beginning in the Spring Semester.

APPENDIX F

INTERNSHIP - PLACEMENT FORM

School Psychology Program
University of Arizona

Formal Interview Date: _____

Student's Name: _____

Address: _____

Phone: (home) _____ (cell) _____

E-mail Address: _____

Name of Facility/Agency: _____

Site Address: _____

Site Phone: _____ Site Supervisor Phone: _____

Site Supervisor E-mail Address: _____

Starting Date: ____ / ____ / ____ Ending Date: ____ / ____ / ____

Days and Hours (to be spent on site)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Indicate hours to be supervised – a minimum of two (2) hours is required;
3-4 hours is recommended.

Signature of Agency Supervisor

Signature of University of Arizona Supervisor

APPENDIX G

GOALS AND OBJECTIVES FOR INTERNSHIP

School Psychology Program University of Arizona

The following are a list of goals and objectives defining the criteria for the successful completion of the SERP 693B Internship experience. After each objective is met, the field supervisor signs an “objectives checklist” to establish that a particular goal has been successfully accomplished (specific feedback regarding the viability of the internship objectives will be accomplished during on-site visitation by university supervisors).

As stated above, the primary goal of the internship in school psychology is to help the Intern develop into a competent, adaptive psychologist. This section lists eight general objectives for the Intern Supervisor who accepts the responsibility for the internship and provides a number of suggested or desirable experiences by which each can be realized.

The outline, which follows, contains the recommendations of the University of Arizona School Psychology Program regarding the major purposes and goals of the internship. These purposes and experiences should not be viewed as set requirements, but are intended to provide the university trainer and the field supervisor with suggestions or a frame of reference for structuring the internship program.

Field intern supervisors should add supplementary experiences to these lists, and the Intern should be exposed to a sufficient variety of these experiences. The Intern Supervisor must adapt the internship to meet the needs of the individual intern, since each intern brings different experiences, interests, educational background, assets, and liabilities to the internship. Most of the skills and knowledge to be developed are reflected in the following objectives. These objectives should form the basis for the internship plan.

I. Knowledge of Public School Culture or Other Agency Organization and Operational System

Goal: The Intern needs an understanding of and appreciation for the organization of the school system or other agencies in which she/he works. A school psychologist should be integrally involved in relating to and improving the entire educational program, rather than focusing entirely on the individual child. Therefore, a broad understanding of the organization framework of the public school/agency is needed. The Intern should be oriented to administrative policies and personnel practices, familiarity with the role and function of the many specialists on the staff in such areas as child study, pupil personnel services, curriculum development, etc. is also necessary. The Intern should also attain a realistic appraisal of the educational process and a knowledge of what transpires in the classroom situation so that skills needed to work effectively with teachers can be developed.

Objectives: Each student will:

- _____ Attend meetings of boards of education, building principals, classroom teachers, and school staff.
- _____ Attend meetings of all new school employees prior to the beginning of the school year.
- _____ Hold periodic sessions with the superintendent, or other administrator, building principals, and classroom teachers.
- _____ Become familiar with the organizational structure and meetings with the directors of curriculum, special education, instruction, and business.
- _____ Study the agency policy manual.
- _____ Participate in meetings of special committees established to examine areas of concern to the school (e.g., school problems committee, human relations, union meetings, etc.)
- _____ Observe various types of programs and classes.
- _____ Reading selected materials regarding public school organization and problems thereof.

II. Familiarization with the Role and Function of the School Psychologist or Professional Psychologist in a Mental Health Agency

Objectives: Each student will:

- _____ Observe office and clerical procedures involved with psychological services in the school or other agency.
- _____ Discuss with the Director of Psychological Mental Health Services problems encountered in organizing and administering psychological services and ways of solving these problems.
- _____ Observe other school psychological services in nearby communities through visitations to departments of psychological services in other school systems. Temporary assignments in another school system/agency should be arranged if at all possible. This does require approval of the Director of Internship Training.
- _____ Select current readings on the role of the school psychologist.
- _____ Participate in an exposure to the school psychologist's role in the following activities:
 - i. Identifying needs of the school system for special education programs.
 - ii. Developing an understanding of special needs of exceptional children among staff and community groups.
 - iii. Formulating recommendations regarding the development and implementation of special programs.
 - iv. Consulting with teachers, coordinators, and curriculum supervisors in special education.
 - v. Attendance at and participation in meetings of the school psychology or professional psychology staff and in the meetings of other local, state, or federal agencies. Additionally, the intern should attend and participate in statewide and national professional meetings.

III. Effective Utilization of Community Resources

Goal: The intern must be knowledgeable regarding the variety of services provided to school age children by professionals and agencies outside of the school setting. The intern is expected to develop an understanding of the role of the school and its psychological services in relation to the local community.

Objectives: Each student will:

- _____ Visit child guidance clinics; child welfare agencies; family service agencies; speech and hearing centers; juvenile courts; residential treatment centers and psychiatric hospitals; city and county health departments; and residential and teaching centers for people who have visual impairment, hearing impairment or deafness, mental retardation, and/or orthopedic impairment. These visits should all include an opportunity to discuss each agency's program with the director or his/her representative to learn if there are new ways in which the school psychologist and the agency can cooperate.
- _____ Have opportunities to work cooperatively with community agencies and facilities. The Intern is expected to learn how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations and protocol involved in this type of activity.
- _____ Have opportunities to become familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health services. Schools and local mental health agencies are encouraged to provide the Intern with a list of publications describing these programs.
- _____ Attend conferences with representatives of community agencies concerning educational and therapeutic planning, referral, follow up, and joint collaboration to serve children.
- _____ Attend meetings and get involved with parent groups, such as the local parent-teacher school association and associations for children having various handicapping conditions.

IV. Ethnic and Cultural Diversity

Goal: The Intern should develop a thorough understanding of ethnic and cultural diversity and related value systems which impact the provision of psychological services to school aged children, adolescents, and their families. In this regard, the Intern needs to develop a socio-cultural framework whenever s/he is in a position to provide psychological services, making sure that he/she is knowledgeable in the following:

- _____ Multicultural and nondiscriminatory assessment approaches and skills
- _____ Multicultural intervention strategies
- _____ Methods for determining the socio-cultural values and beliefs within the school or the mental health agency in which the intern is serving

_____ Understand the interaction of culture and gender identity issues as they impact on the learning and behavioral problems of children.

V. The Development of Skills in Diagnosis and Assessment

Goal: The role of the school psychologist or other professional psychologists has broadened tremendously over the years, but diagnostic evaluation and assessment remain necessary functions.

Objectives: The Intern must:

- _____ Have experience in the diagnostic evaluation of children presenting a wide variety of learning and/or behavior problems which will necessitate the use of a number of specific instruments
- _____ Develop skills in identifying factors which influence learning efficiency and classroom behavior
- _____ Learn the importance of, as well as how to obtain the use of, information from a variety of sources which will help present a complete and thorough appraisal of a child's school learning and/or behavior difficulties
- _____ Learn to integrate information and data from these sources into a meaningful evaluation which is characterized by clear communication, thoroughness, and conciseness, and most important of all, realistic recommendations, suggestions and prescriptions for remediation or treatment
- _____ Be aware of potential limitations of assessment instruments and related legal ramifications
- _____ Be knowledgeable in ethical practices in the provision of assessment and diagnostic services
- _____ Develop knowledge of and sensitivity to the use of assessment instruments with culturally diverse populations.
- _____ The Intern should realize that time and effort involved in a diagnostic evaluation is justified only by achievable and meaningful recommendations which result from it. The Intern should also realize that these are not the only means by which diagnosis can be made. Systematic observations, interviews with parents, teachers, other pupil personnel services staff, physicians, community agencies, etc., or talking with the child can often result in very meaningful data which can supplement and sometimes substitute for test results.

Goal: It is expected the Intern will respond with skills that are appropriate for determining answers to the questions being raised in a particular situation. For example, behavior problems are sometimes directly a consequence of conditions (physical and social), which exist in the behavior setting. In order to understand what elicits and maintains certain behaviors, it may be essential to systematically

observe and analyze the behavior of concern in relation to the situation in which it occurs. Accordingly, an intern should have some experience in isolating and specifying behaviors and situational conditions to be observed, selecting or developing methods of observing, and recording data on these variables and analyzing the observational data. The Intern should have experience in collaborating with teachers and other school personnel on each of these steps and in using the findings for the development of specific programs or courses of action. As a result of such experiences, the Intern should learn that a child's school difficulties rarely reside entirely within the child and may be ameliorated by manipulated conditions in his/her environment. Opportunities must be provided to follow up on the effectiveness of the skills and techniques used.

Objective: Each student will:

_____ Evaluate a variety of types of children at various age levels, including children having such handicapping conditions as cognitive impairment, emotional disturbances, visual and/or hearing impairment, learning disability, speech impairment, and/or orthopedic impairment.

_____ Gain Exposure to a variety of referral problems including:

- a. Eligibility for early entry into school.
- b. Preschool assessment programs.
- c. Eligibility for placement in special programs.
- d. Children who have had difficulty in school for a number of years, but whose problems and their causes have never been clearly understood.
- e. Underachieving children, including gifted children.
- f. Retention or promotion.
- g. Behavioral disorders

_____ Develop skills in the administration, scoring, and interpretation of a wide variety of diagnostic instruments and in the use of observation and behavior analysis techniques.

_____ Conduct consultation interviews with teachers, parents, school personnel and/or agency staff and administrators.

_____ Observe children various settings in which the behavior and/or learning problems occur.

_____ Attend and participate in seminars and workshops designed to develop specific diagnostic and behavior analysis skills, such as testing children with vision and hearing impairments.

_____ Confer frequently and regularly with the supervising psychologist regarding collection of data, interpretation, report writing, etc.

VI. Development of Communication and Consultative Skills and the Ability to Engage in Teamwork Efforts

Goal: The Intern is expected to develop effective techniques of communication and participate as member of a team of professional specialists representing a variety of skills, training philosophies, and modes of operation.

Objectives: Each student will:

- _____ Gain Instruction by the supervising psychologist or administrator regarding agency policies, customary channels of communications, consultation procedures, etc.
- _____ Participate in formal case conferences with individual teachers, building principals, parents, and specialized personnel in the school and/or agency setting regarding individual children.
- _____ Confer informally with teachers, principals, and staff in the schools, and mental health agencies and developing skills to "think on one's feet," such as in the teachers' lounge or in a hallway.
- _____ Attend and participate in in-service training programs for teachers and/or agency staff and promoting opportunities to discuss the role and function of the psychologist with staff.
- _____ Participate on child study teams of other specialized personnel, such as social workers, guidance counselors, school nurses, vocational counselors, etc.

VII. Skills in Research and Evaluation

Goal: Most school psychologists find their time so completely filled with applied and direct services to children and schools, that they usually cannot find time to engage in research and evaluation activities. It is important to manage their involvement in providing these services so that they can take inventory and evaluate the usefulness and effectiveness of their services. Much is said about the need for innovative planning in the education of children. Many plans are adopted but without effectiveness. The psychologist is frequently in the best position to initiate and carry through with the evaluation because of his role and academic background.

Objectives: Each student will:

- _____ Assist in the identification of crucial problems, which lend themselves to systematic research inquiry.
- _____ Conduct research or special study of personal interest.
- _____ Participate in ongoing research or evaluation studies in the schools.
- _____ Conduct simple, informal types of evaluation studies, such as analysis of group testing data, collection and interpretation of data from cumulative school records, etc.
- _____ Interpret research findings to teachers and administrators.
- _____ Review literature on researchable problems or on problems of particular interest to the Intern.
- _____ Read appropriate journals and texts dealing with psychological and educational research.

VIII. Professional Growth and Development through Continued In-service Training, Observation and Study; and Knowledge of Ethical Considerations and Legal Aspects in School Psychology

Goal: The internship experience should develop openness to new ideas, the acquisition of new knowledge and skills and ultimately, generation of innovative ideas to improve one's effectiveness as a school psychologist and expand upon this role. The internship should also enhance one's sense of professional commitment, to school psychology and the educational process. In addition, opportunities must be provided to the Intern with appropriate ethical and professional practices and with legal aspects of school psychological functions.

Objectives: Each student will:

- _____ Attend and participate in informal and formal gatherings of school psychologists on a local or regional basis.
- _____ Affiliate with professional organizations, such as the Arizona Association of School Psychologists, Arizona Psychological Association, American Psychological Assoc., National Association of School Psychologists, and Southern Arizona Psychological Association, and attend meetings and conventions of such organizations.
- _____ Attend and participate in meetings concerned with ethics, legal concerns, and social issues.
- _____ Read selections from current professional publications regarding developments, trends, and issues in the field of school psychology.
- _____ Participate in in-service training programs to develop new skills and strengthen learned skills.
- _____ Conduct in-service training programs for school or other agency personnel.

Any research that is conducted as part of the internship experience must be approved by the University of Arizona Human Subjects Committee.

APPENDIX H

PERFORMANCE EVALUATION OF INTERNSHIP EXPERIENCE

School Psychology Program
University of Arizona

(TO BE COMPLETED BY THE FIELD SUPERVISOR)

Student's Name: _____ Date (Today): _____

Supervisor: _____

Please rate the above named student on the following aspects using the rating scale listed below:

POOR 1	FAIR 2	GOOD 3	EXCELLENT 4	OUTSTANDING 5
-----------	-----------	-----------	----------------	------------------

Use "N/A" for those areas that "Do Not Apply."

A. **Supervision**

- ___ Responsiveness to Supervisory Comments
- ___ Ability to Follow Through on Supervisor's Recommendations

B. **Assessment Experiences**

- ___ Quality of Cognitive Testing, Scoring and Interpretation
- ___ Quality of Personality Testing, Scoring and Interpretation
- ___ Quality of Psycho-educational Testing, Scoring and Interpretation

C. **Consultation/Intervention**

- ___ Quality of Teacher Consultation
- ___ Quality of Direct Therapy Services to Children
- ___ Quality of Direct Therapy Services to Adults
- ___ Quality of Parent Consultation
- ___ Other (please, specify: _____)

D. **Psychological Reports**

- ___ Overall Quality of Written Reports
- ___ Writing Ability
- ___ Ability to Integrate Ideas

- ___ Ability to Formulate Conclusions
- ___ Ability to Formulate Recommendations
- ___ Quality of Interaction with Staff
- ___ Quality of Interaction with Administrators
- ___ Quality of Interaction with Other Interns
- ___ Other (please, specify: _____)

E. **Research and Scholarship**

- ___ Quality of Research Work
- ___ Quality of Scholarly Writing

F. **Comments Regarding Internship**

This section to be completed at the final evaluation

Recommended for school psychometrist certification.	Yes / No
Recommendation is without conditions.	Yes / No
Recommendation is with conditions (please, specify).	Yes / No

Field Supervisor's Signature _____ Date _____

Graduate Student's Signature _____ Date _____

- Please provide the Director of the School Psychology Program at the University of Arizona with a copy of this evaluation.
- Please provide the Graduate Student with a copy of this evaluation.
- Use "N/A" for those areas that "Do Not Apply."

APPENDIX I

PERFORMANCE EVALUATION OF INTERNSHIP EXPERIENCE

School Psychology Program
University of Arizona

(TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR)

Student's Name: _____ Today's Date: _____

Form Completed by _____ [] Licensed [] Certified

Field Course Evaluated: Internship (SERP 693b)

[] First Semester

Type of Placement (Check one)

[] School Name _____

[] Other _____

Population Served _____

[] Second Semester

Type of Placement (Check one)

[] School _____

[] Other _____

Population Served _____

GRADING

INSTRUCTIONS

- Review the trainee/intern self-evaluation.
- Review the Field-based supervisor's trainee/intern evaluation.
- Provide your evaluation of trainee/intern's competency development.
- Provide comments in support of your evaluation, especially if you have concerns or recommendations, or if your evaluation differs from the trainee/intern's self-evaluation.

Rating	Definition
N/A	Not Applicable
1	Does not meet minimum required standards expected at this point in internship
2	Meets required standards expected at this point in internship
3	Exceeds required standards expected at this point in internship
4	Demonstrates a level of mastery needed to enter into the practice of school psychology

		Rating				
Direct Service:	Consultation	1	2	3	4	N/A
Direct Service:	Assessment	1	2	3	4	N/A
Direct Service:	Use of Varied Intervention Paradigms	1	2	3	4	N/A
Direct Service:	Collaboration and Teamwork	1	2	3	4	N/A
Indirect Service:	Preparedness	1	2	3	4	N/A
Indirect Service:	Professional Development	1	2	3	4	N/A
Indirect Service:	Research	1	2	3	4	N/A
Indirect Service:	Administrative Duties	1	2	3	4	N/A
Indirect Service:	Ethics and Law	1	2	3	4	N/A
Indirect Service:	Professionalism	1	2	3	4	N/A
Indirect Service:	Emerging Technology	1	2	3	4	N/A
Indirect Service:	Organization and Operation of Schools	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>N/A</u>

Totals:

Comments:

University Supervisor's Signature _____ Date _____

APPENDIX J

SELF-EVALUATION OF COMPETENCY DEVELOPMENT

(TO BE COMPLETED BY STUDENT)

School Psychology Program
University of Arizona

This form requires the self-evaluation of the University of Arizona, student trainee or intern.

Trainee/Intern Instructions

- Provide a brief summary of this semester's activities in each of the program areas.
- Provide a self-evaluation of your competency development in each area, with commentary.
- Make copies for yourself, your field supervisor, and your university supervisor who will place it in your cumulative file.

We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide ratings for each competency area:

I. Degree of Competency Development

Rating	Descriptor	Definition
1	Not seen	No opportunity or not yet demonstrated/observed in this setting
2	Emerging	Beginning to show this knowledge/skill
3	Established	Basic knowledge/skills attained and demonstrated routinely
4	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire (not expected prior to the culminating internship)

NOTE: These written evaluations are extremely important and must be submitted prior to obtaining a grade for the field experience component of this semester.

SELF-EVALUATION OF COMPETENCY DEVELOPMENT

School Psychology Program - Internship University of Arizona

(TO BE COMPLETED BY THE STUDENT)

Demographics

Trainee/Intern's Name: _____ Gender Female Male

Field Supervisor's Name: _____ Gender Female Male

School: _____ Date: _____

I. PROFESSIONAL SCHOOL PSYCHOLOGY

Briefly Summary Field Placement Activities: _____

Competencies

Level of Competency

Professional awareness and identity	1	2	3	4
Critically analyzes service delivery models for diverse schools	1	2	3	4
Practices consistent with standards, laws, and ethics	1	2	3	4
Personal and interpersonal effectiveness	1	2	3	4

Trainee/Intern Comments: _____

II. RESEARCH & PROGRAM EVALUATION

Briefly Summary Field Placement Activities: _____

Competencies

Level of Competency

Uses systematic hypothesis-generation-testing to approach practice	1	2	3	4
Uses research to guide/inform service delivery and case studies	1	2	3	4
Reads and shares current research	1	2	3	4
Conducts program evaluation and/or applied research in school setting	1	2	3	4

Trainee/Intern Comments: _____

III. SOCIAL & CULTURAL FOUNDATIONS

Briefly Summary Field Placement Activities: _____

Competencies	Level of Competency			
Understands influence of own culture, values, belief systems	1	2	3	4
Has breadth of knowledge of ethnic group cultural themes	1	2	3	4
Has depth of knowledge in at least one culture different from own	1	2	3	4
Recognizes limits of own cultural and linguistic competencies	1	2	3	4
Understands influence of social, cultural, and societal factors	1	2	3	4

Trainee/Intern Comments: _____

IV. EDUCATIONAL FOUNDATIONS

Briefly Summary Field Placement Activities: _____

Competencies	Level of Competency			
Understands the school as a system and culture	1	2	3	4
Knows legal and educational bases for special education programs	1	2	3	4
Knows legal and educational bases for bilingual educational programs	1	2	3	4
Aware of curricular match with student needs	1	2	3	4
Aware of elements of effective teaching/schools	1	2	3	4

Trainee/Intern Comments: _____

V. PSYCHOLOGICAL FOUNDATIONS

Briefly Summary Field Placement Activities: _____

Competencies	Level of Competency			
Applies principles of human development in service delivery	1	2	3	4
Applies biological bases of behavior to service delivery	1	2	3	4
Applies principles of learning and cognition to service delivery	1	2	3	4
Applies knowledge of individual differences (human exceptionalities)	1	2	3	4

Trainee/Intern Comments: _____

VI. ASSESSMENT-FOR-INTERVENTION

Competencies**Level of Competency**

Assesses situations to inform interventions	1	2	3	4
Knowledge/skills to select/apply appropriate tools	1	2	3	4
Knowledge/skills in authentic assessment	1	2	3	4
Knowledge/skills in behavioral assessment	1	2	3	4
Knowledge/skills in developmental assessment	1	2	3	4
Knowledge/skills in dynamic assessment of cognitive functions	1	2	3	4
Knowledge/skills in psycho-educational special education evaluations	1	2	3	4
Effective oral communication of assessment/evaluation results	1	2	3	4
Effective written communication of assessment/evaluation results	1	2	3	4
Uses results to collaborate with others in developing interventions	1	2	3	4

Trainee/Intern Comments: _____

VII. INTERVENTIONS

Briefly Summary Field Placement Activities: _____

Competencies**Level of Competency**

Plans interventions on the basis of assessment findings	1	2	3	4
Articulates theoretical underpinnings of interventions	1	2	3	4
Articulates cultural factors influencing intervention design	1	2	3	4
Delineates clear goals for interventions	1	2	3	4
Systematically implements and monitors interventions	1	2	3	4
Systematically evaluates effectiveness of interventions and outcomes	1	2	3	4
Effectively communicates outcomes of interventions	1	2	3	4
Individual counseling skills	1	2	3	4
Group counseling skills	1	2	3	4
Collaboration and teaming skills	1	2	3	4
Consultation skills	1	2	3	4
Program development skills (e.g., school-wide programs)	1	2	3	4
Staff development skills (e.g., in-service workshops)	1	2	3	4
Skills in working with parents and families	1	2	3	4
Skills in networking/liaison with communities, agencies, services, etc.	1	2	3	4

Trainee/Intern Comments: _____

SUMMARY: OVERALL DEVELOPMENT

APPENDIX K

FIELD EXPERIENCE – SUPERVISOR EVALUATION FORM

School Psychology Program - Internship
University of Arizona

(TO BE COMPLETED BY THE STUDENT)

Directions: please complete the following form to rate your perceptions of the quality of supervision that were provided to you by your field-based supervisor.

I. Demographics

Name of Practicum/Internship Student: _____

Date:

Name of supervisor: _____ Gender

[]

Female [] Male

Educational Level: _____

NCSP Certified [] Yes [] No

II. Field Course Evaluated (Check One)

[] Practicum in School Psychology (SERP 694b)

School Name: _____

School District:

[] Internship in School Psychology (SERP 693b)

[] First Semester

Type of Placement (Check

one)

[] School/Agency Name _____

[] Other _____

Population Served _____

[] Second Semester

Type of Placement (Check one)

[] School/Agency Name _____

[] Other _____

III. Supervisor’s Rating – General Directions

For each category, please rate the degree to which your supervisor was able to provide:

- (a) *administrative supervision*; (i.e. arrange exposure/opportunities to practice)
- (b) *model practice* in the area; or
- (c) *clinical supervision* (e.g. spent time reviewing cases in detail).

A. Professional School Psychology – include legal and ethical mandates; ongoing involvement with professional development, such as workshops, conferences, in-service trainings; leadership; comprehensive service delivery model.

	Poor	Average	Adequate		
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

B. Research and Program Evaluation – includes evaluating and using research, design and analysis of service delivery, and research with diverse populations.

	Poor	Average	Adequate		
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

C. Social and Cultural Sensitivity an Advocacy – includes understanding own and others’ cultures; issues with social or cultural bases which influence the delivery of school services; cross-cultural transactions; general attention to this arena in interactions and service.

	Poor	Average	Adequate		
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

D. Assessment for Intervention – includes orientation to the assessment process as driving interventions; experience with broad range of culturally appropriate tools of assessment.

	Poor	Average	Adequate		
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

- E. Interventions – includes a broad range of interventions from systemic (dealing with change of a larger unit, such as class, school, and family) to individual, and knowing when to target each.

	Poor	Average	Adequate		
Administrative supervision	1	2	3	4	5
Modeling	1	2	3	4	5
Clinical supervision	1	2	3	4	5

IV. Please rate your experience with your field-based supervisor on the following:

	Strongly Disagree			Strongly Agree	
1. I felt free to discuss my fieldwork/practicum/internship concerns with my supervisor.	1	2	3	4	5
2. My supervisor contributed to my knowledge and competence in school psychology.	1	2	3	4	5
3. My supervisor communicated ideas clearly and effectively.	1	2	3	4	5
4. My supervisor gave me frank and constructive feedback.	1	2	3	4	5
5. My supervisor recognized and affirmed my successes in the field.	1	2	3	4	5
6. My supervisor tried to understand my particular issues as a trainee/intern.	1	2	3	4	5
7. My supervisor recognized my individuality and encouraged me to try my ideas.	1	2	3	4	5
8. My supervisor was responsive to and considerate of me as a person.	1	2	3	4	5
9. My supervisor was an effective link between me and my field site.	1	2	3	4	5
10. My supervisor was accessible to me (on phone, via email, in person) when needed in addition to scheduled times.	1	2	3	4	5
11. My supervisor was approachable (easy to talk with, treated me with respect, listened to concerns).	1	2	3	4	5

- | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 12. My opinion, suggestions, and contributions were valued and given serious consideration by my supervisor. | 1 | 2 | 3 | 4 | 5 |
| 13. My supervisor was responsive to my needs for assistance and guidance. | 1 | 2 | 3 | 4 | 5 |
| 14. Time spent in supervision helped me increase my knowledge and skills concerning the delivery of school psychological services to children, youth, and parents. | 1 | 2 | 3 | 4 | 5 |
| 15. My supervisor made attempts to seek me out and offered needed help and guidance. | 1 | 2 | 3 | 4 | 5 |
| 16. My supervisor reviewed and provided timely feedback on fieldwork samples such as psychological reports, consultation with teachers and parents, and assessment. | 1 | 2 | 3 | 4 | 5 |
| 17. There was on-going feedback on my knowledge and skills development. | 1 | 2 | 3 | 4 | 5 |
| 18. My supervisor provided me with guidelines for the fieldwork which clearly articulated requirements and performance standards. | 1 | 2 | 3 | 4 | 5 |
| 19. Review of time logs and input regarding critical field experiences was timely provided to me. | 1 | 2 | 3 | 4 | 5 |
| 20. Required "in person" weekly supervision was provided. | 1 | 2 | 3 | 4 | 5 |
| 21. Overall quality of supervision by the university/field-based supervisor was high and timely. | 1 | 2 | 3 | 4 | 5 |

Comments and suggestions

Student's Signature

Date

APPENDIX L

INTERNSHIP COMPLETION NOTIFICATION

School Psychology Program
University of Arizona

_____, 2011

To Whom It May Concern:

Re: Internship Completion Notification

_____ has successfully completed _____ hours of internship at _____, under the supervision of _____, a certified School Psychologist in partial fulfillment of the requirements of a School Psychology Education Specialist internship at the University of Arizona. _____ has now completed the requirements for a School Psychologist Certification based on the University of Arizona's requirements for certification as a School Psychologist in the State of Arizona.

Richard J. Morris, Ph.D.
Licensed Psychologist (AZ Lic. #0164)
Meyerson Distinguished Professor
Professor and Director
School Psychology Program