

PROGRAM HANDBOOK

for the
SCHOOL PSYCHOLOGY
SPECIALIST PROGRAM

at
UDM

July, 2009

College of Liberal Arts and Education
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University of Detroit Mercy

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Program Description

The Specialist-level Program in School Psychology is part of the Department of Psychology, within the College of Liberal Arts & Education. The Specialist Degree (Psy.S.) is a three year, 64 credit hour program of full-time study. This includes a two-semester practicum during the second year, and a 9-month, full-time (minimum 1200 hours) internship in a school setting completed during the third year.

Program Objectives

The Program is designed to provide a strong and broad-based knowledge of both psychology and education, and to prepare students to apply that knowledge within school settings. Objectives are as follows:

1. Graduates recognize the dignity and intrinsic worth of all individuals, and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
 - a. Assessment of individuals as well as systems,
 - b. Intervention design, and
 - c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.
4. Graduates communicate clearly and effectively and demonstrate appropriate, respectful conduct in their professional interactions with others.
5. Graduates adhere to legal and ethical standards in their professional practice.

UDM Mission Statement

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of our students.

The Mission of the College of Liberal Arts and Education

The College of Liberal Arts and Education prepares students to participate in a diverse and changing world in the Jesuit and Mercy traditions as "men and women for others." The College provides a student-centered education in an urban context which stimulates a desire for the life-long exploration of the intellectual, spiritual and ethical dimensions of what it means to be human.

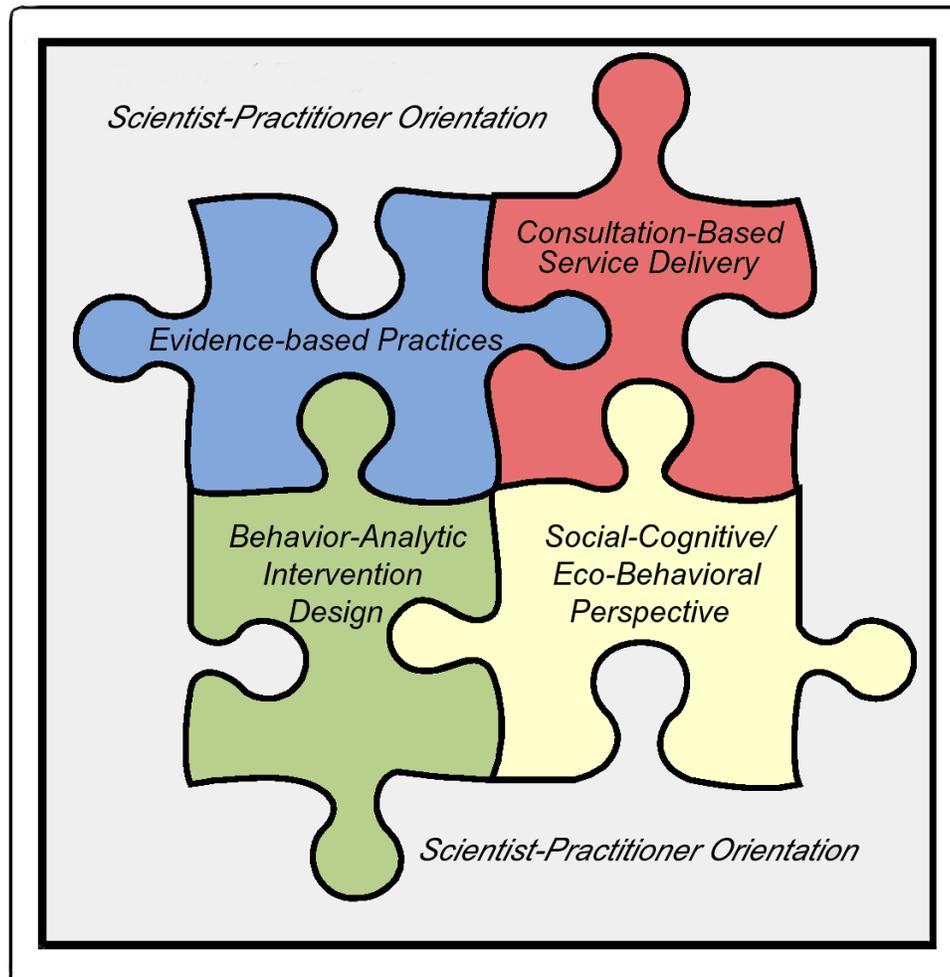
Understanding Program Expectations

Students are expected to familiarize themselves with this *Program Handbook* and ask for clarification if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Year 1 Field Manual*, the *UDM Internship Manual*, the *UDM Student Handbook* and the *UDM Graduate Catalog*.

Program Philosophical Models

The program philosophy may be conceptualized as a foundation of several important but complementary concepts, embedded within an overall *scientist-practitioner* orientation.

1. Evidence-based practices
2. Consultation-based services
3. Behavior analytic intervention design
4. Social-cognitive/eco-behavioral orientation



Program Foundational Skills and Knowledge

The School Psychology Program at the University of Detroit Mercy is designed to prepare school psychologists who have a strong and broad-based knowledge of psychology and education, and enable them to apply that knowledge within the school setting. The nationally recognized standards for training and practice, established by the *National Association of School Psychologists*, are articulated in the *Standards for Training and Field Placement Program in School Psychology*. This document also specifies 11 domains of knowledge requisite to the practice of school psychology; these domains are further elaborated upon in *School Psychology: A Blueprint for Training and Practice*. The 11 domains are summarized below:

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

Domain 2.2: Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Domain 2.4: Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Domain 2.5: Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Domain 2.6: School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Domain 2.7: Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.

Domain 2.8: Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

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

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

Domain 2.11: Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

In addition, the program evaluates specific professional qualities essential to success in the field. These *Professional Behaviors* are implicit in the above domains; however, they are explicitly articulated under a separate category for evaluation purposes.

School Psychology Program Contact Information:

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Program Expectations for Professional Behavior

In order to successfully complete graduate work in the School Psychology Program at The University of Detroit Mercy all students must meet specific program and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by the National Association of School Psychologists and the American Psychological Association are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Students are evaluated on these expectations each year as part of the *First Year Student Evaluation* and more frequently if necessary (i.e., student has an individual Growth plan). Although the material included in this section may appear punitive, the purpose is to ensure that all students are informed of the program expectations and policies at the onset and also to inform students of their due process rights.

Understanding Course Expectations and the Program Handbook and Manual. Students are expected to read in detail the program handbook and ask questions if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Program Handbook, Year 1 Field Manual, UDM Internship Manual, and The University of Detroit Mercy Student Handbook and Graduate Catalog.*

Quality of Services Provided. Though students are “students in training”, the children, families, and teachers they work with still deserve high quality services. If a student’s performance at any point in the program does not progress adequately or is severely lacking, he/she may be asked to retake coursework, leave a field site, and/or leave the program. The school psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty also act as gatekeepers for the field of school psychology and in this role, must guarantee the welfare of those individuals receiving services from graduates of the program. “Above all else, do no harm” is an ethical philosophy that all students must follow. Therefore, students should never practice beyond their level of training or outside of their scope of training. Additionally, students are always responsible for obtaining the necessary supervision when providing psychological services. Students are encouraged to be intimately familiar with ethical guidelines and standards of practice, and are responsible for asking questions when unsure about these principles.

Professional Judgment. This section attempts to address the main professional issues that may arise while students are in the school psychology program; however, all possible professional issues cannot be specifically addressed in the coursework. If at any time a student is unsure about how to respond professionally in a given situation, it is the student’s responsibility to obtain the appropriate supervision from his/her advisor, instructor for the course, or site supervisor. The student is ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only field experiences and internship, but also performance (behavioral and academic) in coursework and at other times while representing the school psychology program. Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are continually being observed regarding their professional behavior and potential for effective practice in the field.

Sensitivity to Diversity. While working with clients and colleagues, students must pay attention to the influence of various diversity dynamics on the services they provide. *Students are expected to demonstrate respect for others regardless of racial, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds.* Students must consider diversity issues when conceptualizing cases, assessing clients or providing interventions to clients. Also, all of the student's interactions with others (i.e., other students, other professionals at field sites, and clients) should be respectful and sensitive to issues of diversity and include the use non-sexist and non-racist language.

Confidentiality. One of the most important aspects of professionalism in human services is maintaining confidentiality. Confidentiality will need to be observed during the student's work in the schools and community agencies. The site supervisor will inform the student of policies relevant to the work he/she will be doing. The student may not discuss any aspect of his/her cases with individuals who are not at the field site unless given permission to do so. The site supervisor will inform the student as to the appropriate procedures for handling case materials away from the site, and the student is responsible for understanding and following these procedures.

Working with Peers, Trainers, and Other Professionals. One aspect of professional training involves developing appropriate skills in working with fellow students and with other professionals. The student's interactions with others should be completely respectful and professional. As professionals in training, students are expected to demonstrate respect and courtesy toward trainers, peers, and other professionals. There will be no tolerance for disrespectful or rude behavior, or behavior which interferes with the learning process of others. Students should become knowledgeable regarding the roles played by other professionals and respect their job responsibilities and authority. If the student feels that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the site supervisor or any faculty member before sharing this information elsewhere.

Writing skills. It is important that school psychologists be able to express themselves clearly and concisely in writing. The "common language" used by psychologists to share information is found in the *Publication Manual of the American Psychological Association (5th Edition)*. Accordingly, students must demonstrate competence in the use of APA writing style.

Research skills. School psychologists must be able to read, understand, report, and apply research in a meaningful manner. Students will be required to write several research papers demonstrating their skills in the area of research and well as completing the culminating Specialist Research Project.

Professional requirements. The faculty members of the School Psychology Program believe it is important for school psychologists to support the growth of the profession, to develop and maintain professional relationships with colleagues in the field, and to develop a practice of continuing professional development.

New students are required to attend an orientation in the summer prior to the start of the semester.

- Current students should plan to attend an informal gathering to meet the new students, which is always after the new student orientation.
- Students are required to join the NASP (\$50; <http://www.naspweb.org/store/>) and MASP (\$15; <http://www.maspweb.com/membership/membership.php>).
- Students are also required to attend at least one MASP conference during their first two years (approximately \$85 for students for 2-day conference), and any other workshops or training deemed appropriate by faculty.

In addition, beginning with Year 2, students are required to carry student professional insurance (about \$15 annually; Information is available at <http://www.ftj.com/tie/pages/plstudfeatures.asp>). This is for the student's protection, in addition to encouraging an important professional practice.

Students may be asked by faculty to be available during spring interviews for new student applicants. This allows the applicants to talk with current students about the program, and also allows students to provide informal feedback to faculty regarding applicants' interpersonal skills.

The Graduate Program at the University Level

The Specialist-level Program in School Psychology *Program Handbook* is designed to be used in conjunction with the *UDM Graduate Catalog* and the *UDM Student Handbook*. The *Program Handbook* is not intended to be used in place of these documents. These catalogues are available online at <http://www.udmercy.edu/catalog/gcatalog/load?type=graduate&year=2008-2009&code=AIP&docType=info> and <http://www.udmercy.edu/slo/student-handbook/index.htm> Parts of the UDM Graduate Catalogue are reproduced here:

Conduct Code and Disciplinary Procedures *Violations of University rules or civil laws may result in disciplinary action by the University. NOTE: Academic violations are governed by policies and procedures in each of the colleges and schools. Non-academic misconduct is governed by the policies and procedures published in the UDM Student Handbook. Students charged with major violations of academic or student conduct codes may be expelled, suspended or given a lesser sanction.*

Grade Grievances *In some instances a student may believe that the final grade received in a particular course is unjustified. In such cases the student may choose to appeal the grade received. Each college has published written grievance procedures that must be followed. A copy of this procedure should be obtained from the dean of the college offering the course. In general, students are advised to consult with the instructor concerned prior to beginning the appeal process. All appeals should be filed within 30 days after the end of the semester in which the final grade was received. The decision of the college/school dean is final. Appeal to the academic vice president will be considered only on procedural grounds.*

Academic Standards *Graduate student academic standing is left largely to individual graduate programs which act consistently with the norms of graduate education and University academic standards. To remain in good standing, a graduate student must maintain a minimum grade point average of 3.0 computed on the basis of all courses attempted for graduate credit, including thesis/dissertation, while enrolled in a particular graduate program. The following pertain to the maintenance of good academic standing.*

Academic Warning *Students whose grade point average falls below 3.0 in any term will receive a warning from the college in which they are enrolled. Such warning enables students to take early corrective action concerning their academic performance.*

Academic Probation *Students are placed on probation when it appears that their performance places their academic objectives in jeopardy. A student whose cumulative quality point average is below 3.0 is automatically placed on academic probation. Individual programs or colleges may establish additional*

criteria for placing a student on probation. A student who fails to raise the cumulative average to a 3.0 or satisfy the additional program/college criteria in the following term is subject to dismissal for poor scholarship. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six additional hours in an attempt to establish the necessary 3.0 grade point average.

Academic Dismissal *Students may be dismissed from the college in which they are enrolled as a result of poor academic performance. Dismissal may occur when a student has not achieved a 3.0 cumulative quality point average in the term following one in which he or she was placed on probation, when terms or conditions established for probation have not been met or when the academic record reflects poor performance.*

Academic Integrity *As members of the academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occurs include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly.*

Academic misconduct is subject to disciplinary sanctions. These sanctions include, but are not limited to, reprimand, probation, suspension and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective dean's office or college/school Academic Policy Handbook. Students also have the responsibility to consult the UDM Student Handbook for further information on other academic policies and University procedures.

NOTE: Students interested in obtaining licensures or certifications that require specific program information should do so within a timely manner after degree completion. The University maintains transcripts (including course grades) and degree documentation, which may be ordered through the registrar's office. However, documentation of individual activities completed as program requirements within courses, such as intern and field experiences, are not part of the official transcript. They are archived within the department for program review purposes (approximately 3-7 years) but may not be available thereafter.

Students who apply for such licensures are responsible for supplying any material other than transcript or degree documentation. Syllabi and course descriptions within the appropriate catalogue may provide supplementary documentation for such applications.

It is recommended that students archive copies of the following materials in case of future need:

- course syllabi*
- program handbook*
- Relevant catalogue*
- Field logs*
- Internship and supervisor documentation*

Program Admission and Enrollment

The UDM program accepts full-time only students. During the first and second year field experiences, some daytime hours in the public schools will be required, and these hours may not be regular. In addition, some courses during the second year are offered during the daytime. Finally, the Internship itself is a paid, full-school-year commitment (see *UDM Internship Manual*)

Requirements. Each prospective student must meet the admission requirements of the College of Liberal Arts and Education, which requires an overall grade point average of 2.7 for the last two years of undergraduate work and 3.0 for graduate work. The program preference is for a minimum GPA of 3.0, and minimum GRE of 1000 (V & Q combined). An undergraduate degree in psychology is not required; however, any student who does not have undergraduate coursework in child development, educational psychology, and statistics will be required to take compensatory coursework prior to enrollment or within the first semester, as directed by the advisor.

Respecialization. Applicants who have already completed graduate programs in related areas may apply; application procedures and requirements are the same as for other candidates. Respecialization applicants who are accepted into the program may be eligible for a modified program. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred. Such courses must be comparable and completed with at least a “B.” (See *Appendix D*, Request for Course Substitution Form). It is unlikely that a substantial number of courses will meet this criteria. Additionally, it is the position of this program that the practice of school psychology is a specialization requiring intensive school-based field experiences; therefore, *it is the policy of this program not to waive field experience requirements.*

Deadline. The application deadline for the program is January 15th. Applicants are strongly advised to submit materials to the Graduate School by November 30th to ensure their complete file has been forwarded to the Department by the January 15th deadline. It is the applicant’s responsibility to ensure that all materials have been received. Incomplete applications will not be considered. In order to be considered for the school psychology program, applicants must submit the following materials:

1. Transcripts documenting a minimum undergraduate GPA of 2.7 (for admission to the Graduate School) and for the School Psychology program, a preferred GPA of 3.0.
2. Official GRE score report (current within 5 years): Minimum combined score (V & Q) of 800; 1000 or greater preferred.
3. Graduate school application for the Specialist degree in School Psychology.
4. Three (3) letters of recommendation, at least two of which must address the applicant’s academic potential (i.e., from a University faculty member).
5. Statement of purpose, which should be 2-3 pages, explaining the applicant’s interest in school psychology as a career. The statement of purpose should be typed and submitted separately to admissions as a Word document..
6. Graduate transcripts (if appropriate).
7. Professional Resume.

Criteria. When an applicant’s file is complete, it is forwarded to the Program Screening Committee for consideration. Those who do not meet minimum College requirements are eliminated from the pool of candidates. To maintain program quality and be consistent with NASP standards, space is limited and

admission is competitive. Applicants are considered based on 7 qualities associated with successful candidates:

1. Child advocacy
2. Understanding of/commitment to the profession of school psychology
3. Written communication skills
4. Oral communication skills
5. Academic ability/test-taking skills
6. Professional behavior skills
7. Relevant background experiences

The Screening Committee will select those applicants most likely to be successful in the program; those applicants will be invited for an on-campus interview in early February. The purpose of this interview is to determine the applicant's match with the training program and profession, and potential for successful completion of the program.

The applicant will be asked to research the field by visiting a practicing school psychologist prior to the on-campus interview. As part of the research, the applicant is requested to discuss the field with the practitioner; a question format for that discussion is provided (see [Appendix B](#)). Students who are invited to campus should bring a written summary of the Practitioner Visit, examining the practitioner's comments in light of the UDM school psychology program philosophy, objectives, curriculum, etc.

When the Committee has completed all scheduled meetings, final determinations will be made, and interviewed applicants will be notified of the Committee's admission decision by mail on or around April 1st. Those offered admission will have a limited amount of time to accept or reject the offer.

Please note also that **the Program does NOT support the LLP** (Limited License Psychologist), obtained via the State of Michigan Board of Psychology. Students interested in this license may independently seek the additional coursework and supervision upon completion of the UDM school psychology program. It is the position of the Program Faculty that structuring school field experiences to also meet the purposes of clinical training is often at the expense of quality school training, and can only be detrimental to the fundamental purpose of the program.

The Department of Psychology has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual preference, or handicapping condition.

Required Coursework

		Hr	
PYC	5030	3	Statistics I
EDU	5130	3	Principles of Learning, Development & Adjustment
PYC	5420	3	Child & Adolescent Development
PYC	6030	3	Developmental Psychopathology in the School-Aged Child
PYC	6400	3	Applied Behavior Analysis
PYC	6120	3	Counseling for the School Psychologist
PYC	6121	1	Counseling Lab
PYC	6150	3	School Psychology Consultation I
PYC	6160	3	School Psychology Consultation II
PYC	6200	3	School Psychology Assessment & Interventions I
PYC	6201	1	Field Experience for 6200
PYC	6210	3	School Psychology Assessment & Interventions II
PYC	6211	1	Field Experience for 6210
PYC	6220	3	School Psychology Assessment & Interventions III
PYC	6230	3	School Psychology Practicum I
PYC	6240	3	School Psychology Practicum II
PYC	6250	4	School Psychology Internship I
PYC	6260	4	School Psychology Internship II
PYC	6270	2	School Psychology Internship III
PYC	6300	3	Psychological Services in the Schools
PYC	6330	3	Legal & Ethical Issues for the School Psychologist
PYC	6490	3	Specialist Project
PYC	6510	3	Physiological Psychology
			<i>OR</i>
PYC	7950		Psychopharmacology

64 hours total

Sequence of Study for School Psychology Program

Year 1					
<u>FALL</u>	Hrs.	<u>Winter</u>	hrs	<u>Summer</u>	Hrs
PYC 6300 Psych Services	3	PYC 6150 Consultation I	3	PYC 6120 Counseling for Sch	3
PYC 6400 ABA	3	EDU 5130 Principles of Learning	3	PYC 6121 Counseling Lab	1
PYC 6200 Assessment I	3	PYC 6210 Assessment II	3	PYC 6220 Assessment III	3
PYC 6201 Field exp.	1	PYC 6211 Field exp	1		

Year 2					
<u>Fall</u>		<u>Winter</u>		<u>Summer</u>	
PYC 5420 Child dev.	3	PYC 6510 Physio Psych	3	PYC 6030 Child Dev. Psychopathology	3
PYC 5030 Statistics	3	PYC 6160 Consult 2	3	PYC 6330 Legal & Ethical Issues	3
PYC 6230 Prac I	3	PYC 6240 Prac II	3		

Year 3					
<u>Fall</u>		<u>Winter</u>		<u>Summer</u>	
PYC 6250 Internship	4	PYC 6260 internship 2	4	PYC 6270 Internship III	2
PYC 6490 Specialist Project	3				

Program-Specific Policies/Procedures

Academic Performance: Students are expected to attend classes and participate in all required learning activities as described in course syllabi. Class instruction and interactive discussions are essential to developing decision-making skills and acquiring a professional identity

Students are expected to have no lower than a B in any course required for the School Psychology Program. Students in violation of this policy may not proceed further in the program until the course has been completed with a minimum of a B. In addition, the Graduate School requires an overall GPA of 3.0 at all times.

Professional Skills: Students are evaluated regularly on professional behavior skills. Students with skill deficits will be required to develop a Growth plan. Professional skills are vital to success in the field, and failure to progress after reasonable intervention is grounds for dismissal from the program.

Growth Plan. When student performance is a concern, the program faculty may meet with the student and develop a Growth plan (see [Growth Plan](#) forms). The purpose of the Growth Plan is to clearly identify area(s) of concern and develop a strategy to correct the plan. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan may result in Programmatic Dismissal.

Personal Difficulties: In general, the school psychology program faculty will support students through a short term crisis, and provide activities to help them recoup missed learning experiences. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's advisor will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a [Growth Plan](#) will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

Leave of Absence: Students may request a [Leave of Absence](#) due to illness or other extenuating circumstances. The Program Director will review the form and determine whether to approve the leave. A Leave of Absence may be granted for a period not to exceed *one calendar year*. Approval of a Leave

of Absence does not extend the deadline for completion of course work or other course requirements. Financial Aid recipients with student loans should be mindful of their grace periods. Students who do not return from a Leave of Absence by the agreed upon semester will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Withdrawal: Students may submit a [Withdrawal](#) at any time. Students who wish to reenroll will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Academic Misconduct: Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should consult the instructor. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation or citation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Violations of academic misconduct will be dealt with using the procedures set forth by the University. All students are expected to be familiar with these procedures and what constitutes academic misconduct. ***Violations of academic conduct shall result in consequences, depending upon the severity, frequency, and nature of the violation.***

Violations of Ethics or Professional Standards. If professional ethics or standards are violated, consequences ***AND*** a Growth Plan will be implemented. Consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from the site & failing the class, and/or removal from the program. ***Violations of ethical behavior shall result in consequences, depending upon the severity, frequency, & nature of the violation.***

Termination. Students can be dismissed from the Program as a result of either of two types of violations: *Institutional* or *Programmatic*:

- *Institutional dismissal* can result from violations of the student code of conduct or from poor academic performance (see *Graduate Catalogue*).

- *Programmatic dismissal* occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program.

Although students are allowed due process, court decisions at the state & federal level have determined that trained faculty members have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

Termination Appeals. If a student is being terminated from the program after failure to complete a Growth plan, the student may appeal the decision to the Dean of the College of Liberal Arts and Education. Appeal procedures are found in the *Student Handbook*.

Student Impairment

- I. **Definition:** For purposes of this document, school psychology student impairment is defined as an interference in professional functioning which is reflected in one or more of the following ways:
 - a. an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
 - b. an inability to acquire professional skills to reach an acceptable level of competency,
 - c. an inability to control personal stress, psychological distinction, and/or excessive emotional reactions which interfere with professional functioning, and/or
 - d. substance abuse.

- II. Problems typically become identified as impairments when they include one or more of the following characteristics:
 - a. the student does not acknowledge, understand, or address the identified problem
 - b. the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
 - c. the quality of clinical services and/or academic performance by the student is sufficiently negatively affected
 - d. the problem is not restricted to one area of professional functioning,
 - e. a disproportionate amount of attention by faculty and/or supervisors is required and/or
 - f. the student's behavior does not change as a function of feedback, remediation efforts, and/or time.

- III. **Procedures:** When problems are noted as described above, actions directed at remediation will be taken, as detailed in the following procedures. Problems identified by persons such as clients and their families, other students, or university staff will be verified by the program director or designee and discussed with the student.
 - a. Student behavior will be reviewed with advisor and any concerned faculty. A Growth plan will be developed. A time line, method for monitoring, and a review date will be determined at this time. The student will receive a copy.
 - b. If Growth plan is deemed unsuccessful, a review will be conducted by school psychology faculty, the department chair, the student, and a faculty advocate (who is not involved in the situation, to be selected by the student). Additional coursework, leave of absence, or termination may be recommended.

- c. If the decision is made to terminate the student's enrollment, the student may appeal (as described in section on termination appeals).

IV. *Growth*: Several possible courses of action designed to remediate student problems include (but are not limited to) the following:

- a. Increased supervision
- b. Reduction in field-based and/or academic workload
- c. Recommendation for personal treatment
- d. Requiring specific (additional) course work

Field Experiences: Prepracticum, Practicum, and Internship

Students are required to document actual time spent in field activities as part of their training program. The field experiences are aligned with coursework and scaffolded in intensity so that trainees are not required to perform many new skills at once. Field experiences progress along a continuum from minimal and passive, to active and independent. Field activities may be *observation, assistance, supervised, or independent*.

A record of field experience hours must be maintained by the student throughout the program using the coding system provided. It is the responsibility of the student to keep an accurate and current record of hours accrued. Information regarding the Field Log and coding system may be found in Appendix C. An Excel spreadsheet has been developed for this purpose and may be downloaded from www.schoolpsyched.com under the *Materials* tab.

Prepracticum: During Year 1, students must log a minimum of 100 hours. These experiences involve mostly *observation*, but may occasionally include *assisting* the supervisor in minor tasks, depending upon the trainee's level of training. Specific activities are required during the Y1 field experience, including shadowing a school psychologist, observing school special classrooms and meetings, and assisting with systemic activities (see the *Prepracticum Manual* for details).

Students are expected to arrange their own settings/supervisors; however, if any student has difficulty finding a site, s/he should contact the university supervisor for assistance. Students may not enroll in the Internship sequence until all Year 1 requirements are completed. *Students with a Growth plan may be required to delay entry into the Internship sequence until the Growth plan requirements are satisfied*

Practicum: The Year 2 Practicum is a two-semester, closely supervised experience in the school setting. Students are required to log a minimum of 600 hours over the two semesters, and will spend considerable time (estimated 5-8 hours weekly) in their assigned school(s). Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday). Experiences are more active than the first year, and generally range from *assistive to supervised*. Each student will be assigned 5 consultation cases to address throughout the year, and will be required to prepare written reports using a specific case study format at the close of internship. All cases will be Tier 3 except one, which will be a Tier 2, group counseling intervention. All cases must include progress monitoring and treatment integrity data. *Students with a Growth plan may be required to delay entry into the Internship until the Growth plan requirements are satisfied.*

Sites and supervisors for the Practica are assigned by the University Supervisor. Trainees may nominate sites/supervisors for their Practica experiences. When assigning sites, the trainee's nomination and proximity to the trainee's residence will be considered, but are of lesser importance than the quality of the experience (see *Site/Supervisor Criteria*) and the appropriateness of the trainee-supervisor match.

At the conclusion of the Practica, students will apply for the [Preliminary School Psychologist](#) license through the Michigan Department of Education, which will allow them to obtain a paid position for the Internship. Additional information as well as all forms and report formats are contained in the *Practica Manual*.

Internship: The Internship experience is one school year (fall through spring); however, when translated to the University academic year, it may start slightly before the Fall term & continue through Summer 1. Trainees must nominate sites/supervisors for their Internship experiences. When approving sites, the trainee's nomination will be considered, but are of lesser importance than the quality of the experience (see *Site/Supervisor Criteria*) and the appropriateness of the trainee-supervisor match. Holding the Preliminary Certification allows the student to obtain a paid position during the Internship, however, **UDM does not guarantee the availability of such positions.** Furthermore, it is the University's position that the quality of the experience is more important than the financial arrangement. Thus, in the unlikely event that no suitable paying positions were available for the internship experience, the student would be assigned to work with a more suitable supervisor in an unpaid capacity.

The site must be approved in advance by the University Intern Supervisor. In addition, it must sign an agreement that it will enable the intern to complete activities required by the University for fulfillment of the program. Activities during the Internship progress from *more to less* supervision across the year; by year's end, the intern is expected to be functioning independently. Requirements include the completion of cases representing both academic and behavior skills, at all three Tier levels. Along with the internship, interns are required to complete the Specialist-level Research Project (a systemic intervention specific to the internship site) during the Internship.

Students are expected to be aware of all deadlines and administrative tasks related to internship. However, if a student has any questions or concerns, s/he should address this with the University Internship Supervisor. Students can be withheld from internship if they have not successfully completed all procedures related to internship. *Students with a Growth plan could be required to delay entry into Internship until the Growth plan requirements are satisfied.* Additional information as well as all forms and report formats are contained in the *Internship Manual*.

Site/Supervisor Criteria

Sites are selected based on 1) the skill/experience of the supervisor, and 2) the quality and availability of experiences at the site. The Site Supervisor must have demonstrated excellence in the field of school psychology, and must be capable of guiding the graduate trainee successfully through the required experiences. Supervisors for Y1 students must have at least 2 years of experience as a school psychologist; Y2 and Y3 Supervisors must have at least 3 years of experience. All supervisors must hold degrees in school psychology and be fully credentialed by the state. Preference in all categories will be given to those who have professional credentialing and affiliations, have obtained current and appropriate professional development in the field, & whose practice is consistent with the UDM program philosophy.

. Site characteristics include:

1. A supervising psychologist who is permanently certified in School Psychology, has a minimum of 3 years of experience as a School Psychologist, who is responsible for not more than two interns at any given time;
2. The availability and diversity of special education programs and facilities and;
3. The willingness of site personnel to accommodate the training needs of the student.

See the *Internship Manual* for additional details.

Procedures for Systematic Evaluation

Goals and Objectives. Based on the *Standards for Training and Field Placement Program in School Psychology* by the NASP, school psychology candidates must demonstrate entry-level competency in each of the domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings and techniques in the 11 domains. School psychology programs ensure that candidates demonstrate the professional skills necessary to develop effective services that result in positive outcomes in each domain. Programs should ensure that they can document how the program addresses and assesses students' skills in each domain and how they determine candidates/graduates have attained acceptable competence in each domain. As a result the goal of evaluating the UDM School Psychology students is to ensure that students graduate from the program with the knowledge, skills, and competence necessary for an entry-level school psychology position. The objectives are to:

1. Provide feedback to students via an evaluation plan that includes formative and summative evaluation.
2. Utilize multiple methods for assessment of students' knowledge, skills, and competence in order to ensure fairness when evaluating students.
3. Provide ongoing evaluation of students in order to maximize student retention and to intervene quickly if a student is not making adequate progress at any point during the program.

Addressing, Assessing, and Attaining Competencies. As a student in The University of Detroit Mercy School Psychology Program, students' knowledge and skills are addressed through coursework, internship experiences. Each course in the students program provides preparation in one or more of the domains of professional practice as noted by the NASP. Furthermore, students' competencies in the domains are assessed and monitored through a variety of methods, including:

- Written work, assignments, group projects
- On-site, supervised practice with children
- Internship experiences
- Feedback and evaluation from internship supervisors
- Case Studies
- Observations of work
- Formal meetings with faculty
- Formative and Summative Portfolio
- Specialist level research project

Attainment of competencies is documented by 1) formal acceptance of the Summative Portfolio by the Program Faculty, 2) obtaining a rating of 3 or better on all internship competencies (see *Internship Manual*), and 3) successful completion of Specialist-level Research Project. Both products are to be included in the Summative Portfolio. Students are expected to provide the faculty with a copy of their Praxis II test results.

Levels of Evaluation for School Psychology Trainees

Evaluation Level	Quality	Indicator
Level 1: Admission	Child advocacy	Personal Interview Resume
	Understanding of/commitment to profession	Personal interview Written statement of purpose Summary of school Ψ interview
	Written communication skills	Written statement of purpose
	Oral communication	Interview w/faculty Interaction with current students
	Academic ability/Test-taking skills	Transcripts; GRE scores
	Professional behavior skills	Letters of recommendation
	Relevant experiences	Resume
Level 2: Formative	Progress toward mastery of program content	Grades, portfolio progress
	Professional skills development	Supervisor ratings
Level 3: Summative	Attainment of skills necessary for practice	Successful completion of all degree requirements, including portfolio

The evaluation of students begins when a student applies for admission to the program. Potential applicants are asked to submit materials (see *Admissions*) and are rated by the Program Applicant Screening committee. The highest ranked 12-15 students are invited in for interviews. The interview provides the Program faculty an opportunity to assess a student's fit with the Program and field, as well as his/her technology proficiency, diversity experiences, and knowledge of school psychology. This also allows faculty to observe the student's communication and interpersonal skills.

During the new student orientation each August, incoming students receive information about the program, including how to begin documenting their progress towards attainment of competency in the domains of school psychology through the portfolio. *If a concern arises at any point during the student's training, the faculty may meet with the student to complete an evaluation and develop a Growth plan, rather than waiting until the year end meeting.*

Year 1 Evaluations. In addition to coursework evaluations, Year 1 students are evaluated via the [YI Midterm Interview](#), the [Class Participation Evaluation](#), the [Site Supervisor's Evaluation](#), the [YI Annual Review](#), and portfolio progress.

1. *First Year Midterm interview:* During the first semester (i.e., mid October), a midterm interview is conducted with each student. This interview accomplishes several purposes:
 - a) The student is asked to present documentation that s/he has completed a plan of study, joined NASP and MASP, and any other required actions.
 - b) The student brings a completed [Technology Self-Evaluation](#), which is reviewed at this time; faculty may make suggestions regarding development of skills in this area.
 - c) The student and faculty together complete the [Class Participation Evaluation](#); faculty may make suggestions regarding development of skills in this area.
 - d) An informal interview is conducted to determine that the student is still comfortable with enrollment decisions and is developing supportive affiliations with other students
 - e) An opportunity is provided for the student to ask questions or seek clarification regarding the program or program-related issues.

2. *Site Supervisor's Evaluation:* During the Year 1, the student is required to complete 100 hours of on-site observation and exposure to the school setting and school psychology activities. While this does not require content skills, such skills as promptness, dependability, and professional appearance are expected. At the conclusion of the 100 hours, the supervisor is asked to complete an evaluation of the student on such professional skills.

3. *Year 1 Annual Review:* At the end of Year 1, the student meets with the program faculty for a review of the first year experience. There are four components to this review.
 - a) Feedback from site supervisor is reviewed.
 - b) The [Professional Skills Evaluation](#) is completed. This allows the faculty to provide feedback regarding the student's professional behavior. If there are any areas of concern, a [Growth Plan](#) may be developed. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. *Failure to meet terms of the Growth plan is grounds for dismissal from the program.*
 - c) The [Technology Self-Evaluation](#) is reviewed and recommendations made.
 - d) The [Class Participation Evaluation](#) is jointly reviewed and recommendations made.
 - e) The portfolio is reviewed and recommendations are made regarding ways to document areas or other improvements. The purpose of this Year 1 [Portfolio review](#) is twofold: it requires students to begin developing their portfolios, rather than waiting until the deadline nears; and it allows faculty to help students plan their coursework so as to better fulfill the portfolio criteria.

Year 2 Evaluations. During the second year of the program students are evaluated using the [Practicum Student Evaluation \(PSE\)](#), the [Professional Skills Evaluation](#), the [Y2 Portfolio Review](#), and the [Y2 Annual Review](#). During the Practicum, students are evaluated at the end of each semester by their field supervisors. Additional information is provided in the *Practicum Manual*.

1. [Practicum Student Evaluation](#): This rating scale, completed jointly by the intern and the supervisor at the end of the fall and spring semesters, addresses school psychologist practice and professional competencies.
2. [Year 2 Annual Review](#): At the end of Year 2, the student meets with the program faculty for a review of the year 2 experience. There are four components to this review.
 - a. Feedback from site supervisor (i.e., the PSE) is reviewed.
 - b. The [Professional Skills Evaluation](#) is completed. A Growth plan is developed if necessary.
 - c. The [Technology Self-Evaluation](#) is reviewed and recommendations made.
 - d. The portfolio is reviewed and recommendations are made regarding documentation or other improvements.

Year 3 Evaluations. During Year 3 of the program, students are evaluated through the portfolio, [Professional Skills Evaluation](#), and supervisor evaluations. Students also complete a *Specialist Project (PYC 6490)* which is a systemic intervention specific to the internship site; details may be found in the *Internship Manual*.

During the Internship, students' competencies are evaluated at the end of each semester using the [Intern Competency Evaluation](#). In addition, students are required to submit a total of 6 case studies across the year.

At the [Summative Review](#), The Summative Portfolio is reviewed at the completion of the student's internship, (typically June). At a formal meeting with Program faculty, students present their portfolios and specialist projects. If revisions are indicated, they must be completed before students may be recommended for licensure. Students are not recommended for licensure unless/until the portfolio and project are complete and approved.

[Growth Plans](#): If at any point the student's performance is deemed deficient or unacceptable, program faculty may develop a Growth Plan to address the area(s) of weakness.

Evaluation Schedule

The timetable below lists the various evaluation instruments and at which points in the program they occur. (Course embedded evaluations are not included below, but may be found in the course syllabi.)

	Time	Instrument
Year 1	Year 1 Midterm Student Interview	<i>Year 1 Midterm Student Interview form</i> <i>Technology Self-Evaluation</i> <i>Class Participation Evaluation</i>
	Conclusion of field hours	<i>Site Supervisor's Evaluation of Professional Skills</i>
	Year 1 Review (end of year)	<i>Technology Self-Evaluation</i> <i>Class Participation Evaluation</i> <i>Professional Skills Evaluation</i> <i>Portfolio Evaluation Form</i>
Year 2	End of fall semester	<i>Practicum Competency Evaluation</i>
	End of spring semester	<i>Practicum Competency Evaluation</i>
	Year 2 Review (end of year)	<i>Portfolio Evaluation Form</i> <i>Professional skills evaluation</i> <i>Technology self-evaluation (review)</i>
Year 3	Fall or Spring	<i>Praxis II</i>
	End of fall semester	<i>Intern Competency Evaluation</i>
	End of spring semester	<i>Intern Competency Evaluation</i>
	Summative Review (end of year)	<i>Summative Evaluation Form</i> <i>Technology self-evaluation</i> <i>Professional Skills Evaluation</i> <i>Summative Portfolio Evaluation</i>

Certification

After completion of the 600 hour practica and recommendation of the University, trainees are eligible to apply for the Preliminary School Psychologist Certificate. Those working under this type of certification must be supervised by a fully certified school psychologist for a *minimum* of two hours per week. This certification must be obtained before the trainee begins internship. In order to obtain this certificate, trainees must submit the completed application along with a copy of their supervisor's school psychologist certification to the UDM Assistant Dean's office (see [Appendix D](#))

Upon successful completion of all degree requirements and recommendation of the University, the student is eligible to apply for the full School Psychologist Certification.

School Psychology Program Evaluation

Progress toward our aspiration of program excellence is evaluated through frequent review of a number of indicators. A Program Advisory Committee, consisting of area school psychologists and one non-departmental professor, meets yearly in the fall to offer input regarding the current status and direction of the program. At the end of each semester, program faculty meet to review this information, consider implications, and develop action plans. Previously developed plans are also reviewed and evaluated in terms of progress, and revised if necessary. The following measures of program effectiveness are collected and archived:

<i>Indicator</i>	<i>Quality</i>
1 Individual PRAXIS II exam results	Content mastery
2 Intern case studies (average Goal Attainment Scale)	Quality of services for children
3 Student field logs	Experience with diverse children
4 Student transcripts	Academic achievement
5 Student Portfolios (formative & summative)	Broad representative samples of work
6 Student performance evaluations (by site supervisors)	Quality of field work
7 Consumer ratings of intern performance	Social validity of interventions and services
8 Evaluations (by students) of sites/supervisors	Effectiveness of specific sites & supervisors
9 Course evaluations	Student perception of quality of instruction
10 Applications for admission	Total # & diversity of applicants GRE scores of applicants
11 Alumni & Employer surveys (collected biennially)	Employment rate Career success of graduates
12 Program Advisory Committee comments	Consumer perception of program

Technology Requirements

The NASP standards for training require that student be proficient in technology. Students complete a self-evaluation of their technology competence and develop a plan to expand their capabilities as they progress through the program. Technology skills fall into the following categories:

- in-service training
- computer test scoring
- graphing of data
- intervention development
- accommodations,
- testing
- program management
- technology security

Students are required to communicate frequently with trainers and peers, to join listservs, to use scoring and presentation programs. Online classes also have minimum standards. Therefore, it is required that all students use systems and programs to facilitate this goal.

REQUIRED:

Desktop or laptop computer: Many graduate students prefer a laptop for its portability; it can be brought along to a field site or on a visit home for the weekend. If you do so, make sure you have a security password. *If you choose to use a Mac, you are responsible for seeing that files are properly conveyed to your trainers.*

Programs:

Operating system: Windows XP or higher
Browser: IE 7 or Firefox
MS Office Suite '07 or higher:
 Word
 Outlook (NOT Outlook Express)
 Excel
 PowerPoint

Printer/scanner: You should have a dependable printer and scanner; they may be combined into one unit or separate. Inkjet printers allow the use of color, which is required in graphing programs. A scanner can also double as a copy machine.

Data Backup: A high capacity flash drive is useful for backing up documents and allows transport of presentations.

Internet: High speed internet may be accessed on campus; however, it is frequently inconvenient to come to campus, and it is sometimes necessary to send large documents over email. In addition, online

classes necessitate high speed internet; dial up will not be adequate. *For this reason, we require students to have high speed internet access (either DSL or cable internet) at their home.*

Email: Trainers communicate frequently via email. Students are expected to check email frequently – **every day, at a minimum**. Most school districts now use email as their primary mode of communication for scheduling and sharing data, so trainees must become adept at its use, and checking email must become a habit. UDM provides an email address which students are required to use. Students will also learn to manage contacts and calendar. *OUTLOOK should be used as email manager.*

Handheld/PDA (optional, but recommended): A PDA's portability, scheduling, synchronization with Outlook, and ability to transport data make it a powerful tool for a school psychologist. Several testing programs can be used with a PDA.

Safety: You **MUST** run safety programs. It is recommended to have at least TWO safety programs, and run them at least once per week. *If your computer is running slower than usual or doing something strange, run your virus and spy programs.*

Some free programs are:

Ad-aware: <http://www.lavasoft.de/> Free antispyware program. If you can't remember to run this regularly, go ahead and pay for the real-time version. They have half-off for students.

Spybot Search & Destroy: <http://www.spybot.info/en/download/index.html> Free antispyware program. Use weekly; and each time, check for updates, and immunize.

AVG antivirus: <http://free.grisoft.com/doc/1/us/frt/0> free antivirus program with automatic updates. You can pay to have real-time scanning or more options.

AVG also has a free antispyware: <http://free.grisoft.com/doc/download-free-anti-spyware/us/frt/0>

ZipGenius: an excellent and free zip/unzip program, with no nagging.
http://www.download.com/ZipGenius-Standard-Edition/3000-2250_4-10179818.html

Cute PDF Writer: Allows you to convert documents to PDF format. You must download both the writer and converter programs for it to work properly.
<http://www.cutepdf.com/products/cutepdf/Writer.asp>

DOCUMENTATION OF UNDERSTANDING

UDM School Psychology Program

By signing below, I am indicating I have read and I understand the program and policy handbook for the School Psychology Program at UDM. I know I am responsible for reviewing and knowing all handbook information throughout the program. I am also indicating I clearly understand the following:

- The program is designed to be three years in length and courses are a mix of day and evening.
- Throughout the UDM school psychology program, I will be challenged to explore my own thoughts, feelings, beliefs, and attitudes about persons from diverse backgrounds and about issues associated with various aspects of human diversity. Areas of diversity to which I will be exposed and about which I will be challenged to learn and expand my zone of comfort and understanding will include but are not limited to race, ethnicity, gender and gender expression, sexual orientation, class, religion/spirituality, age, and physical and mental ability/disability. Furthermore, I will be expected to build competence in my ability to work in a sensitive, effective, and responsive manner with persons from diverse backgrounds. Opportunities to build this competence outside of coursework include the required field experiences.
- I will need to reduce other work obligations in which I may be engaged during the practicum year (Year 2).
- The 3rd year of training is the internship year (a full-time work and training commitment that is often paid). UDM school psychology faculty members cannot guarantee I will be able to secure an internship placement in the immediate vicinity of UDM, nor is a paid internship guaranteed.
- Many courses are offered only one time per year, meaning one missed course can potentially delay my progress by one year.
- Much of the correspondence between candidates and faculty will occur via the e-mail. I understand I will need to designate an account for correspondence with faculty and check it frequently.
- I must maintain NASP and MASP student membership throughout my entire tenure in the school psychology program.
- I must purchase professional liability insurance during my practica and internship.
- I will meet with my advisor as required throughout the program to review my progress and discuss any additional questions that I may have.
- I have had my questions answered about these requirements. I understand this signed form will be collected at the orientation meeting and placed in my candidate file.

Candidate's Printed Name

Candidate Signature

Date

Program Director

APPENDIX A: Portfolio Guide

Portfolio Required Contents

Cover/Title Page

Table of Contents

- Current Resume
- Description of Intern Experience
- Connection papers for Competency Domains
- Field Experience Logs
- Specialist Project
- Professional Documentation (memberships, insurance)
 - Temporary License
 - Proof of liability insurance
 - Proof of membership in MASP
 - Proof of membership in NASP
 - Copy of Praxis II results Transcripts
- Transcripts and Approved Plans of Study
- University Evaluations
 - Technology self eval
 - Y1 midterm interview
 - Y1 Professional skills eval
 - Y2 Professional Skills eval
 - Y1 Portfolio eval form
 - Y2 Portfolio eval form
- Supervisor Evaluations
 - Y1 Site supervisor eval of professional skills
 - Y2 Practicum Competency Eval fall
 - Y2 Practicum Competency Eval spring
 - Y3 Intern Competency Eval fall
 - Y3 Intern Competency Eval spring
- Appendices documenting competency domains
- Portfolio Evaluations

NOTE: Use Numbered tabs to separate each section for each section

Required Portfolio Materials (by year)

Materials to be included:	Year 1	Year 2	Summative
Title Page & table of contents	X	X	X
Competency Domains Documentation	X	X	X
Appendices (documenting domains)	X	X	X
Resume	X	X	X
Professional documentation -- insurance		X	X
Professional documentation — <i>MASP</i> membership	X	X	X
Professional documentation — <i>NASP</i> membership	X	X	X
Copy of Praxis II results			X
Current transcript	X	X	X
Plan of Study	X	X	X
University evaluations	X	X	
Field logs	X	X	X
Site supervisor evaluations	X	X	X
Specialist Project			X
Portfolio Evaluations (from previous year)		X	X
Due date for review	June Y1	June Y2	June Y3

Sample Title Page

Formative 1 Portfolio

(Change as appropriate)

Presented by

(Your Name)

(Date submitted)

School Psychology Program

Department of Psychology

College of Liberal Arts & Education

University of Detroit Mercy

This certifies that this portfolio is current, acceptable, and was presented in a professional and organized manner by the above-named student.

Faculty Signature_____

Date_____

Faculty Signature_____

Date_____

Portfolio Table of Contents

- Section 1:* Current Resume
- Section 2:* Description of Intern Experience
- Section 3:* Competency Domains (2.1-2.11) Practice Documentation
- Section 4:* Field Experience Logs
- Section 5:* Specialist Project
- Section 6:* Specialty Test in School Psychology (Praxis II) Results
- Section 7:* Professional Documentation (memberships, insurance)
- Section 8:* Transcripts and Approved Plans of Study
- Section 9:* University Evaluations
- Section 10:* Supervisor Evaluations
- Section 11:* Appendices documenting competency domains
- Section 12:* Portfolio Evaluations

Practice Documentation Guide

Directions: For each competency domain, listed are examples of possible practice documentation and the specific skills. You must provide **AT LEAST** one example of practice documentation for each specific skill. Use the Coursework Matrix as a guide. Next to each specific skill, list the Section where it is found. You may use the same practice documentation for other specific skills within the domain or in other domains.

EXAMPLE: for Domain 2.1, you may document it as follows:

Domain 2.1: Data-Based Decision-Making and Accountability

Competency: Graduates will understand and use a systematic problem solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

Specific skills:

- a. Demonstrates use of systematic problem solving process
 - Case study class assignment (Appendix 1a)
- b. Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).
 - Intervention case study from Year 2 (Appendix 1b)
- c. Demonstrates ability to develop interventions based on data collected.
- d. Demonstrated ability to monitors & evaluate interventions outcomes.
- e. Demonstrates ability to make empirically based educational decisions

Domain 2.1: Data-Based Decision-Making and Accountability

Competency: Graduates will understand and use a systematic problem solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

Specific skills:

- a. Demonstrates use of systematic problem solving process.
- b. Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).
- c. Demonstrates ability to develop interventions based on data collected.
- d. Demonstrated ability to monitors & evaluate interventions outcomes.
- e. Demonstrates ability to make empirically based educational decisions

Possible practice documentation:

- Case study from a class assignment
- Intervention case study from internship
- Initial or reevaluation from internship
- Internship project

Domain 2.2: Consultation and Collaboration

Competency: Graduates will be able to collaborate effectively with school persons and families in order to provide the best services for children. Collaboration includes the use of positive interpersonal skills, listening skills, and communication skills.

Specific skills:

- Listens attentively to others.
- Asks appropriate questions.
- Demonstrates patience in difficult situations.
- Demonstrates understanding & application of the Ecobehavioral model of consultation
- Addresses consultee resistance appropriately
- Collaborates effectively with teachers, parents, & other school staff

Possible practice documentation:

- Exams or tests
- Internship supervisor evaluations
- Self-assessment (video or tape)

Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills:

Competency: Graduates will be able to evaluate student cognitive functioning and academic skills, develop appropriate goals based on individual student needs, and monitor and evaluate progress towards these goals.

Specific skills:

- a. Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment
- b. Demonstrates knowledge of effective instructional techniques
- c. Assists students in becoming self-regulated learners
- d. Demonstrates knowledge of learning theory & cognitive strategies
- e. Develops appropriate goals for students based on individual needs
- f. Develops, implements, & monitors interventions
- g. Assesses treatment integrity of interventions

Possible practice documentation:

- Case study from class assignments
- Intervention case study from internship
- Initial or reevaluation from internship
- Internship project
- Exams or tests
- Scholarly papers
- Internship supervisor evaluations

Domain 2.4: Socialization and Development of Life Skills:

Competency: Graduates will be able to evaluate student behavior, affective, or adaptive goals, develop appropriate goals based on individual students needs, and monitor and evaluate progress towards these goals.

Specific skills

- a. Demonstrates knowledge of appropriate behavior, affective, & adaptive goals
- b. Demonstrates knowledge of human development
- c. Demonstrates knowledge of behavior management
- d. Demonstrates knowledge & use of counseling techniques
- e. Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors
- f. Demonstrates knowledge of assessing the classroom environment
- g. Links assessment results to interventions

Possible practice documentation

- Case study from class assignments
- Intervention case study from internship
- Initial or reevaluation from internship
- Internship project
- Exams or tests
- Scholarly papers
- Internship supervisor evaluations

Domain 2.5: Student Diversity in Development and Learning:

Competency: Graduates will be cognizant of and appreciate individuals from different racial, cultural, ethnic, and linguistic backgrounds and will demonstrate sensitivity and skills when working individuals of diverse characteristics and when developing, monitoring, implementing, and evaluating interventions.

Specific skills

- a. Demonstrates knowledge of differences & its effect on learning & development
- b. Demonstrates knowledge of individual differences when designing & implementing interventions
- c. Demonstrates sensitivity when working with individuals of diverse characteristics
- d. Recognizes own biases & how this may influence their decision making

Possible practice documentation

- Scholarly paper
- Reflection paper
- Exams or tests
- Case study from class assignments
- Internship supervisor evaluations
- Intervention case study from internship
- Initial or reevaluation from internship

Domain 2.6: School and Systems Organization, Policy Development, and Climate:

Competency: Graduates will understand educational structure of schools and schools as systems and work to facilitate policy and practices that create safe and effective learning environments for children

Specific skills

- a. Demonstrates knowledge of regular education
- b. Demonstrates knowledge of special education
- c. Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships.
- d. Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities

Possible practice documentation

- Exams or tests
- Presentations or projects from Consultation II or III
- Internship project
- Field experience logs/journals
- Internship supervisor evaluations

Domain 2.7: Prevention, Crisis Intervention, and Mental Health:

Competency: Graduates will understand child development and psychopathology and be able to develop and implement prevention and intervention programs that promote the mental health for children.

Specific skills

- a. Demonstrates knowledge of child development
- b. Demonstrates knowledge of developmental psychopathology
- c. Demonstrates knowledge of crisis intervention
- d. Demonstrate knowledge of prevention strategies
- e. Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties
- f. Collaborate with other professionals to promote good health for children

Possible practice documentation

- Presentations or projects from Consultation II or III
- Course paper
- Intervention presentation
- Internship supervisor evaluations

Domain 2.8: Home/School/Community Collaboration:

Competency: Graduates will understand family systems and how they influence student development, learning, and behavior and will use methods to involve families and work effectively with families to improve outcomes for children.

Specific skills

- a. Demonstrates knowledge of family systems & impact on students
- b. Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children
- c. Establishes relationships with families & involves them in instructional decision-making processes for the child
- d. Promote & provide comprehensive services for the child

Possible practice documentation

- Internship evaluations
- Exams
- Presentations or projects from Consultation II or III
- Projects or papers

Domain 2.9: Research and Program Evaluation:

Competency: Graduates will understand research, statistics, and evaluation methods to the degree that they are able to be successful producers (conduct investigations), consumers (read and apply research), and evaluators (evaluate outcomes for improvement of services).

Specific skills

- a. Exhibits best practice as a producer of research
- b. Exhibits best practice as an evaluator of research
- c. Exhibits best practice as a consumer of research

Possible practice documentation

- Exams
- Internship project
- Intervention articles
- Case studies
- Test evaluations
- Research paper

Domain 2.10: School Psychology Practice and Development:

Competency: Graduates will understand the history and foundations of their profession and will continue to develop their skills and practice in ways that uphold ethical and legal guidelines.

Specific skills

- a. Demonstrates knowledge of history & foundations of school psychology
- b. Demonstrates knowledge of service models
- c. Demonstrates knowledge of public policy development
- d. Demonstrates knowledge and application of ethical & legal practice
- e. Exhibits involvement in professional organizations
- f. Demonstrates a commitment to career-long development of skills

Possible practice documentation

- Exams
- Scholarly paper
- Legal and ethical vignette journal
- Legal case study

Domain 2.11: Information Technology:

Competency: Graduates will demonstrate the ability to utilize technology appropriate for the profession and utilize software in order to enhance the provision of services to children.

Specific skills

- a. Demonstrates ability to utilize technology appropriate for the profession, including computers,
- b. PDA's, scanners, etc.
- c. Demonstrates ability to utilize software, including word processing, data management & analysis, graphing, scoring, presentation, publishing, & communication programs
- d. Demonstrates ability to access & utilize electronic information databases for research purposes

REQUIRED documentation: web page (may print main pages)**Possible support documentation:**

- Scoring of tests
- PowerPoint presentation
- Revised research paper
- Graphing of data

Introduction of Skills for Portfolio Purposes

			Y1	Y2	sum
<i>2.1 Data Based Decision Making</i>	a	Demonstrates use of systematic problem solving process.	D	D	M
	b	Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).	D	D	M
	c	Demonstrates ability to develop interventions based on data collected.	N	D	M
	d	Demonstrated ability to monitors & evaluate interventions outcomes.	N	D	M
	e	Demonstrates ability to make empirically based educational decisions	N	D	M
<i>2.2 Consultation & Collaboration</i>	a	Listens attentively to others.	N	D	M
	b	Asks appropriate questions.	N	D	M
	c	Demonstrates patience in difficult situations.	N	D	M
	d	Demonstrates understanding & application of the Ecobehavioral model of consultation	D	D	M
	e	Addresses consultee resistance appropriately	N	D	M
	f	Collaborates effectively with teachers, parents, & other school staff	N	D	M
<i>2.3 Effective Instruction/ Cognitive & Academic</i>	a	Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment	D	D	M
	b	Demonstrates knowledge of effective instructional techniques	D	D	M
	c	Assists students in becoming self-regulated learners	D	D	M
	d	Demonstrates knowledge of learning theory & cognitive strategies	D	D	M
	e	Develops appropriate goals for students based on individual needs	D	D	M
	f	Develops, implements, & monitors interventions	N	D	M
	g	Assesses treatment integrity of interventions	D	D	M
<i>2.4 Socialization & Development of Life Skills</i>	a	Demonstrates knowledge of appropriate behavior, affective, & adaptive goals	D	D	M
	b	Demonstrates knowledge of human development	N	D	M
	c	Demonstrates knowledge of behavior management	D	D	M
	d	Demonstrates knowledge & use of counseling techniques	N	D	M
	e	Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors	D	D	M
	f	Demonstrates knowledge of assessing the classroom environment	D	D	M
	g	Links assessment results to interventions	D	D	M
<i>2.5 Diversity</i>	a	Demonstrates knowledge of differences & its effect on learning & development	N	D	M
	b	Demonstrates knowledge of individual differences when designing & implementing interventions	D	D	M
	c	Demonstrates sensitivity when working with individuals of diverse characteristics	N	D	M
	d	Recognizes own biases & how this may influence their decision making	N	D	M

			Y1	Y2	sum
2.6 School & Systems	a	Demonstrates knowledge of regular education	D	D	M
	b	Demonstrates knowledge of special education	D	D	M
	c	Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships.	D	D	M
	c	Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities	N	D	M

2.7 Prevention-CI, MH	a	Demonstrates knowledge of child development	D	D	M
	b	Demonstrates knowledge of developmental psychopathology	N	D	M
	c	Demonstrates knowledge of crisis intervention	N	D	M
	d	Demonstrate knowledge of prevention strategies	D	D	M
	e	Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties	N	D	M
	f	Collaborate with other professionals to promote good health for children	N	D	M

2.8 Home/School/Community	a	Demonstrates knowledge of family systems & impact on students	D	D	M
	b	Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children	D	D	M
	c	Establishes relationships with families & involves them in instructional decision-making processes for the child	N	D	M
	d	Promote & provide comprehensive services for the child	N	D	M

2.9 Research & Program Evaluation	a	Exhibits best practice as a producer of research	D	D	M
	b	Exhibits best practice as an evaluator of research	D	M	M
	c	Exhibits best practice as a consumer of research	D	D	M

2.10 School Psychology Practice	a	Demonstrates knowledge of history & foundations of school psychology	D	M	M
	b	Demonstrates knowledge of service models	D	D	M
	c	Demonstrates knowledge of public policy development	D	D	M
	d	Demonstrates knowledge and application of ethical & legal practice	D	D	M
	e	Exhibits involvement in professional organizations	D	D	M
	f	Demonstrates a commitment to career-long development of skills	D	D	M

2.11 Information Technology	a	Demonstrates ability to utilize technology appropriate for the profession, including computers, PDA's, scanners, etc.	D	D	M
	b	Demonstrates ability to utilize software, including word processing, data management & analysis, graphing, scoring, presentation, publishing, & communication programs	D	D	M
	c	Demonstrates ability to access & utilize electronic information databases for research purposes	D	M	M

N= Not introduced; D= Developing/Demonstrating; M= Master

Portfolio Evaluation Form

Y1 Y2 Sum Name _____

		✓	Comments
<i>2.1 Data Based Decision Making</i>	a	Demonstrates use of systematic problem solving process.	
	b	Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).	
	c	Demonstrates ability to develop interventions based on data collected.	
	d	Demonstrated ability to monitors & evaluate interventions outcomes.	
	e	Demonstrates ability to make empirically based educational decisions	
<i>2.2 Consultation & Collaboration</i>	a	Listens attentively to others.	
	b	Asks appropriate questions.	
	c	Demonstrates patience in difficult situations.	
	d	Demonstrates understanding & application of the Ecobehavioral model of consultation	
	e	Addresses consultee resistance appropriately	
	f	Collaborates effectively with teachers, parents, & other school staff	
<i>2.3 Effective Instruction / Cognitive & Academic</i>	a	Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment	
	b	Demonstrates knowledge of effective instructional techniques	
	c	Assists students in becoming self-regulated learners	
	d	Demonstrates knowledge of learning theory & cognitive strategies	
	e	Develops appropriate goals for students based on individual needs	
	f	Develops, implements, & monitors interventions	
	g	Assesses treatment integrity of interventions	
<i>2.4 Socialization & Development of Life Skills</i>	a	Demonstrates knowledge of appropriate behavior, affective, & adaptive goals	
	b	Demonstrates knowledge of human development	
	c	Demonstrates knowledge of behavior management	
	d	Demonstrates knowledge & use of counseling techniques	
	e	Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors	
	f	Demonstrates knowledge of assessing the classroom environment	
	g	Links assessment results to interventions	

2.5 Diversity	a	Demonstrates knowledge of differences & its effect on learning & development		
	b	Demonstrates knowledge of individual differences when designing & implementing interventions		
	c	Demonstrates sensitivity when working w/ individuals of diverse characteristics		
	d	Recognizes own biases & how this may influence their decision making		
2.6 School & Systems	a	Demonstrates knowledge of regular education		
	b	Demonstrates knowledge of special education		
	c	Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships.		
	d	Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities		
2.7 Prevention- CI, MH	a	Demonstrates knowledge of child development		
	b	Demonstrates knowledge of developmental psychopathology		
	c	Demonstrates knowledge of crisis intervention		
	d	Demonstrate knowledge of prevention strategies		
	e	Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties		
	f	Collaborate with other professionals to promote good health for children		
2.8 Home/School/ Community	a	Demonstrates knowledge of family systems & impact on students		
	b	Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children		
	c	Establishes relationships with families & involves them in instructional decision-making processes for the child		
	d	Promote & provide comprehensive services for the child		
2.9 Research	a	Exhibits best practice as a producer of research		
	b	Exhibits best practice as an evaluator of research		
	c	Exhibits best practice as a consumer of research		

2.10 School Psych Practice	a	Demonstrates knowledge of history & foundations of school psychology		
	b	Demonstrates knowledge of service models		
	c	Demonstrates knowledge of public policy development		
	d	Demonstrates knowledge and application of ethical & legal practice		
	e	Exhibits involvement in professional organizations		
	f	Demonstrates a commitment to career-long development of skills		
2.11 Information Technology	a	Demonstrates ability to utilize technology appropriate for the profession, including computers, PDA's, scanners, etc.		
	b	Demonstrates ability to utilize software, including word processing, data management & analysis, graphing, scoring, presentation, publishing, & communication programs		
	c	Demonstrates ability to access & utilize electronic information databases for research purposes		

Faculty rating codes: ✓ = meets requirement;

Comments/Recommendations:

Review Date: _____ Y 1 Y 2 Summative

- | | |
|--|--------------------------------------|
| _____ <i>Cover/Title Page</i> | _____ Technology self eval |
| _____ <i>Table of Contents</i> | _____ Y1 midterm interview |
| _____ Current Resume | _____ Y1 Professional skills eval |
| _____ Description of Intern Experience | _____ Y2 Professional Skills eval |
| _____ Competency Domains docume | _____ Y1 Portfolio eval form |
| _____ Field Experience Logs | _____ Y2 Portfolio eval form |
| _____ Specialist Project | _____ Y1 Site supervisor eval |
| _____ Temporary License | _____ Y2 Intern Competency Eval fall |
| _____ liability insurance | _____ Y2 Intern Competency Eval spr |
| _____ membership in MASP | _____ Y3 Intern Competency Eval fall |
| _____ membership in NASP | _____ Y3 Intern Competency Eval spr |
| _____ Copy of Praxis II results | _____ Appendices |
| _____ Transcripts | _____ Portfolio eval forms |

Faculty Signature _____

Portfolio Scoring Rubric

For each domain, write a *connection paragraph* demonstrating how the documentation substantiates mastery of knowledge and skills

KEY: 0 = > 1 item problematic (missing or items or connection needs revision) ; 1 = 1 item problematic; 2 = All items present & connection complete

	Knowledge documentation	Skills documentation	Problematic	incomplete	Complete
1. 1. Data-based Decision Making & Accountability	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-Case study - ICE + 1 additional artifact	0	1	2
2. 2. Consultation and Collaboration	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-Case study - ICE + 1 additional artifact	0	1	2
3. 3. Effective Instr & Dev. of Cog./Academic Skills	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-spec ed eval write up - ICE + 1 additional artifact	0	1	2
4. 4. Socialization & Development of Life Skills	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-Case study - ICE + 1 additional artifact	0	1	2
5. 5. Student Diversity in Development & Learning	-Grades ≥ B in all courses -Praxis II score of ≥ 165	- appropriate Case study - ICE + 1 additional artifact	0	1	2
6. 6. School and Systems	-Grades ≥ B in all courses -Praxis II score of ≥ 165	- field hour log - ICE + 1 additional artifact	0	1	2
7. 7. Prevention, Crisis Intervention, & MH	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-appropriate case study - ICE + 1 additional artifact	0	1	2
8. 8. Home/School/ Community Collaboration	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-Case study - ICE + 1 additional artifact	0	1	2
9. 9. Research and Program Evaluation	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-Systemic case - ICE + 1 additional artifact	0	1	2
10. 10. School Psychology practice	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-field hour log - ICE + 1 additional artifact	0	1	2
11. 11. Info technology	-Grades ≥ B in all courses -Praxis II score of ≥ 165	-Tech self eval - ICE + web page	0	1	2
12. Mechanics (Grammar, Spelling, Neatness & organization)	0 = Numerous mechanical errors; 1= Some mechanical errors; 2 = ≤3 mechanical errors		0	1	2
13. All other documentation	0 = ≥ 2 missing pieces; 1 = 1 piece missing; 2= no missing pieces		0	1	2

TOTAL SCORE=

Portfolio complete (≥24); _____

Score less than 24; Portfolio not accepted at this time _____

Faculty

Faculty

Student

Date

APPENDIX B: Evaluation Forms

School Psychologist Practitioner Visit

1. What is your educational background (undergrad and grad: place and degree)?
2. What is your career background (other jobs held)?
3. What is a typical day for you?
4. About how many evaluations do you complete per year?
5. About how many parent or teacher meetings do you attend yearly?
6. Do you consider yourself to be special education personnel? Does the staff consider you special education personnel?
7. How much consultation do you do? Would you like to do more?
8. What are the characteristics of a good school psychologist?
9. What is the hardest part of your job?
10. What is the most rewarding part of your job?
11. Did your program adequately prepare you for the work you do as a school psychologist? If not, what was lacking?
12. What is your most memorable moment as a school psychologist?
13. If you could change your job, how would you change it?
14. What recommendations would you have for someone just starting out in a school psychology program?
15. In your opinion, what is the biggest issue facing the field of school psychologists today?

Year 1 Midterm Student Interview

Student: _____

Date Completed: _____

	✓ / +/-	Comments
Class attendance		
Attended appointments		
Attended new student orientation		
Completed plan of study		
Member of NASP		
Member of MASP		
View of training program		
View of the field of school psychology		
View of field experience		
Interactions with school psychology peers		

Questions/Concerns/Comments shared by student:

Faculty Signatures: _____

Student Signature _____

Technology Self-Evaluation

University of Detroit Mercy School Psychology Program

Name _____ Date 1st Self-Eval _____ Review date _____ Date Final Self-Eval _____

Directions: Rate your Initial Skill Level using the following criteria: 1 = *Novice* 2 = *Proficient* 3 = *Exceptional*

	Skill Description	Initial Self Rating	Growth Plan (for rating of 1)	Date/method of acquisition	Final Self Rating
1	Familiarity with characteristics of currently available media types for information storage (e.g., flash, zip, disks, hard drives, PDA)				
2	Understands and applies visual design concepts to work products				
3	Knows desktop controls, printing, saving, file management				
4	Appropriately uses terminology related to computers & technology in written & oral communications				
5	Can describe and implement basic trouble-shooting techniques & safety software				
6	Can fluently operate audio-visual media (e.g., TV, VCR, DVD, laptop, video camera)				
7	Can use imaging devices such as scanners and digital cameras to create usable images (both text and graphics)				
8	Has established a ready and efficient means for accessing computer(s) in all relevant work environments (home, school, field sites)				
9	<i>Word processing:</i> uses the most current version of a word processing software package, can enter and edit text, copy, cut, and past text, can import and incorporate graphics into a text based document, can convert text files between the most common word processing formats				
10	Can produce a template form or document				
11	Creates database applications to summarize and manipulate data for descriptive and research purposes				
12	Creates spreadsheet applications: use formulae to analyze data, create test score matrix – for example, creating a summary of performance data form a group of children in a group administered test, use data to draw graphs – for example, to illustrate a child's performance across time				
13	Creates desktop presentations (i.e. PowerPoint), includes transitions, text animation and graphics – for instruction purpose, such as a professional presentation to colleagues				

	Skill Description	Initial Self Rating	Growth Plan (for rating of 1)	Date/method of acquisition	Final Self Rating
14	Creates multimedia presentations, incorporates sound, graphics, text, animation, & video – for instructional purposes, such as an explanation of the expanded roles for school psychologists				
15	Uses computer based telecommunications to access information & enhance personal & professional productivity: 1. e-mail (a personal – not shared address), 2. uses time/data management program (e.g.Outlook) 3. attach documents in e-mail				
16	Skilled in the following: 1. Use of a variety of web search engines, 2. can download files, 3. FTP files to a site 4. zip/unzip files, 5. open/create PDF files 6. capture web images to disk, 7. convert files between a variety of formats				
17	Amassed an extensive awareness of resources for adaptive assistive devices for student with special needs – with a non-paper resource file				
18	Demonstrates knowledge (& relevant practice) in the issues of: equity, ethics, legal, & human issues concerning use of computers & technology with diverse populations				
19	Is familiar with distance learning technologies, & has personally attempted or experienced distance learning of a professionally relevant skill				
20	Maintains & uses listserv subscriptions to several relevant services that incorporates a “signature file” identifying the sender & professional affiliation				
21	Can use web based technology (e.g. survey monkey, voting) for research/eval purposes				
22	Can select & evaluate computer software to match a particular instructional need for special needs children, their parents, & educators				
23	Has developed a personal/professional web page which links to sources on the WWW which have relevance to his/her specialty interests within school psychology, using web design software				
24	Practices responsible, professional, ethical, & legal use of technology, information, & software resources				

 Trainee Signature

 Advisor Signature

**Adapted from evaluation developed by Kent State University*

Professional Skills Evaluation

University of Detroit Mercy School Psychology Program

Trainee: _____ **Date:** _____

1 = area of concern 2 = Adequate 3 = Exceptional

1	Communication <i>Sensitive to nonverbal; reflective listening; elicits & utilizes feedback; shows interest in others; avoids divisive statements/actions; actively seeks resolution; responsible use of email</i>	1	2	3
2	Dependability <i>Follows through w/commitments; time management; prompt; prepared; consistent; Completing assigned tasks/ forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours</i>	1	2	3
3	Appropriate use of supervision and professional judgment <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i>	1	2	3
4	Sensitivity to Diversity <i>Commitment to child advocacy; avoids group/class attributions</i>	1	2	3
5	Adaptability <i>Copes well with the unexpected; Resourceful; handles crises well; accepts new challenges; flexible</i>	1	2	3
6	Working with Peers, Trainers, and Other Professionals <i>Recognizes skills of others; respects others' time and roles; respects & accepts authority</i>	1	2	3
7	Following Site policies <i>Appropriate dress; follows site procedures; respectful of local norms</i>	1	2	3
8	Initiative in child advocacy <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i>	1	2	3
9	Ethical Behavior/Academic integrity <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i>	1	2	3
Sum of ratings in each column				

Average rating (Total score/ 42) : _____

Check one:

____ The trainee is functioning at expected performance levels & is making satisfactory progress.

____ The trainee needs remediation in the following area(s): _____
(Attach completed Growth Form)

Faculty

Faculty

Trainee

*Form adapted from Miami University intern rating scales

Class Participation Evaluation

University of Detroit Mercy School Psychology Program

Student _____

Date _____

	Excellent	Adequate	Needs Growth
Amount	Balanced amount of talking; makes several comments throughout entire class period	Balanced amount of talking; makes several comments at one point in class period	Talks too much, too little, or not at all
Content	Asks insightful questions; comments include supporting evidence from readings and/or experience	Demonstrates an understanding of the material through comments	Incorrect or irrelevant statements
Preparation	Consistently demonstrates preparation for class	Usually demonstrates preparation for class	Occasionally or never demonstrates preparation for class
Facilitation	Discussion frequently generates comments from classmates	Discussion sometimes generate comments from classmates	Discussion does not generate comments from classmates
Complexity & Application	Comments always reflect higher-order thinking skills such as integration and application	Comments frequently reflect higher-order thinking skills such as integration and application	Comments rarely reflect higher-order thinking skills such as integration application
Integration	Comments often relate current discussions to other topics already addressed in training	Comments sometimes relate current discussion to other topics already addressed in training	Comments rarely relate current discussion to other topics already addressed in training

*Rubric adapted from University of Nebraska at Omaha

Year I Site Supervisor's Evaluation of Professional Skills
 University of Detroit Mercy School Psychology Program

Please rate the trainee using the following criteria: 1 = area of concern 2 = Adequate 3 = Exceptional

1	Communication <i>Sensitive to nonverbal; reflective listening; elicits & utilizes feedback; shows interest in others; avoids divisive statements/actions; actively seeks resolution; responsible use of email</i>	1	2	3
2	Dependability <i>Follows through w/commitments; time management; prompt; prepared; consistent; Completing assigned tasks/forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours</i>	1	2	3
3	Appropriate use of supervision and professional judgment <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i>	1	2	3
4	Sensitivity to Diversity <i>Commitment to child advocacy; avoids group/class attributions</i>	1	2	3
5	Adaptability <i>Copes well with the unexpected; Resourceful; handles crises well; accepts new challenges; flexible</i>	1	2	3
6	Working with Peers, Trainers, and Other Professionals <i>Recognizes skills of others; respects others' time and roles; respects & accepts authority</i>	1	2	3
7	Following Site policies <i>Appropriate dress; follows site procedures; respectful of local norms</i>	1	2	3
8	Initiative in child advocacy <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i>	1	2	3
9	Ethical Behavior/Academic integrity <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i>	1	2	3

Sum of ratings in each column

--	--	--	--

Average rating (Total score/ 42) : _____

Supervisor

Trainee

Practicum Student Evaluation

University of Detroit Mercy School Psychology Program

Trainee: _____ **Date:** _____

Site Supervisor: _____ **District:** _____

Formative rating _____ *Final rating* _____

Please rate the trainee using the following criteria:

1 = Novice 2 = Proficient 3 = Exceptional N = No opportunity

1	Systematically collects information to identify the problem, & determine strengths & needs	N	1	2	3
2	Utilizes data to evaluate the outcomes of services	N	1	2	3
3	Develops culturally sensitive interventions	N	1	2	3
4	Establishes collaborative relationships	N	1	2	3
5	Communicates effectively with school & community personnel	N	1	2	3
6	Communicates effectively with families	N	1	2	3
7	Communicates effectively with children and youth	N	1	2	3
8	Shows concern, respect, & sensitivity to others	N	1	2	3
9	Facilitates home-school communication & collaboration	N	1	2	3
10	Utilizes appropriate assessment strategies to assess learning difficulties	N	1	2	3
11	Properly administers assessment strategies	N	1	2	3
12	Appropriately analyzes & interprets assessment data	N	1	2	3
13	Links assessment data to development of instructional interventions	N	1	2	3
14	Utilizes empirically-demonstrated instructional methods/interventions	N	1	2	3
15	Assesses acceptability/social validity of intervention ideas	N	1	2	3
16	Utilizes intervention data to guide instructional decisions	N	1	2	3
17	Assesses treatment integrity	N	1	2	3
18	Utilizes standards & principles of measurement in selection & use of assessment techniques	N	1	2	3
19	Critically evaluates the research in selection of assessment & intervention strategies	N	1	2	3
20	Utilizes single-subject research designs in the evaluation of interventions	N	1	2	3
21	Presents information in a clear and useful manner for intended audience	N	1	2	3
22	Written communication is clear, checked for errors, and free of jargon	N	1	2	3
23	Effectively uses various sources of information technology	N	1	2	3

Professional Behavior Skills

24	Communication <i>Sensitive to nonverbal; reflective listening; elicits & utilizes feedback; shows interest in others; avoids divisive statements/actions; actively seeks resolution; responsible use of email</i>	N	1	2	3
25	Dependability <i>Follows through w/commitments; time management; prompt; prepared; consistent; Completing assigned tasks/forms in timely manner; makes/keeps appointments</i>	N	1	2	3
26	Appropriate use of supervision and professional judgment <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i>	N	1	2	3
27	Sensitivity to Diversity <i>Commitment to child advocacy; avoids group/class attributions</i>	N	1	2	3
28	Adaptability <i>Copes well with the unexpected; Resourceful; handles crises well; accepts new challenges; flexible</i>	N	1	2	3
29	Working with Peers, Trainers, and Other Professionals <i>Recognizes skills of others; respects others' time and roles; respects & accepts authority</i>	N	1	2	3
30	Following Site policies <i>Appropriate dress; follows site procedures; respectful of local norms</i>	N	1	2	3
31	Initiative in child advocacy <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i>	N	1	2	3
32	Ethical Behavior/Academic integrity <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i>	N	1	2	3
Sum of ratings in each column					

Average rating (Total score/ 32) : _____

Check one:

____ The trainee is functioning at expected performance levels & is making satisfactory progress.

____ The trainee needs remediation in the following area(s): _____

Site Supervisor

University Supervisor

*Form adapted from Miami University intern rating scales

Intern Competency Evaluation

University of Detroit Mercy School Psychology Program

Intern: _____ Date: _____

Site Supervisor: _____ District: _____

Formative rating _____ *Final rating* _____

Please rate the trainee using the following criteria: 1 = area of concern 2 = Adequate 3 = Exceptional

1	Systematically collects information to identify the problem, & determine strengths & needs	1	2	3
2	Utilizes assessment information to plan services & make decisions	1	2	3
3	Utilizes data to evaluate the outcomes of services	1	2	3
4	Demonstrates fluency in the problem-solving process	1	2	3
5	Is knowledgeable of general ed, special ed, & other educational & related services	1	2	3
6	Participates in the development, implementation &/or evaluation of safe school programs	1	2	3
7	Is knowledgeable of current theory & research about child/adolescent development	1	2	3
8	Is knowledgeable of current research about psychopathology, stressors, & crises in schools	1	2	3
9	Displays initiative & resourcefulness to meet mental health needs	1	2	3
10	Assists in the integration of all students into instructional programs	1	2	3
11	Develops culturally sensitive interventions	1	2	3
12	Establishes collaborative relationships	1	2	3
13	Communicates effectively with school & community personnel	1	2	3
14	Communicates effectively with families	1	2	3
15	Communicates effectively with children and youth	1	2	3
16	Shows concern, respect, & sensitivity to others	1	2	3
17	Appropriately mediates and resolves conflicts	1	2	3
18	Facilitates home-school communication & collaboration	1	2	3
19	Utilizes appropriate assessment strategies to assess learning difficulties	1	2	3
20	Properly administers assessment strategies	1	2	3
21	Appropriately analyzes & interprets assessment data	1	2	3
22	Links assessment data to development of instructional interventions	1	2	3
23	Utilizes empirically-demonstrated instructional methods/interventions	1	2	3
24	Assesses acceptability/social validity of intervention ideas	1	2	3
25	Appropriately evaluates outcomes of interventions	1	2	3

26	Utilizes intervention data to guide instructional decisions	1	2	3
27	Assesses treatment integrity	1	2	3
28	Utilizes standards & principles of measurement in selection & use of assessment techniques	1	2	3
29	Critically evaluates the research in selection of assessment & intervention strategies	1	2	3
30	Utilizes single-subject research designs in the evaluation of interventions	1	2	3
31	Presents information in a clear and useful manner for intended audience	1	2	3
32	Written communication is clear, checked for errors, and free of jargon	1	2	3
33	Effectively uses various sources of information technology	1	2	3
Professional Behavior Skills				
34	Communication <i>Sensitive to nonverbal; reflective listening; elicits & utilizes feedback; shows interest in others; avoids divisive statements/actions; actively seeks resolution; responsible use of email</i>	1	2	3
35	Dependability <i>Follows through w/commitments; time management; prompt; prepared; consistent; Completing assigned tasks/forms in timely manner; makes/keeps appointments</i>	1	2	3
36	Appropriate use of supervision and professional judgment <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i>	1	2	3
37	Sensitivity to Diversity <i>Commitment to child advocacy; avoids group/class attributions</i>	1	2	3
38	Adaptability <i>Copes well with the unexpected; Resourceful; handles crises well; accepts new challenges; flexible</i>	1	2	3
39	Working with Peers, Trainers, and Other Professionals <i>Recognizes skills of others; respects others' time and roles; respects & accepts authority</i>	1	2	3
40	Following Site policies <i>Appropriate dress; follows site procedures; respectful of local norms</i>	1	2	3
41	Initiative in child advocacy <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i>	1	2	3
42	Ethical Behavior/Academic integrity <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i>	1	2	3

Sum of ratings in each column

___ The trainee is functioning at expected performance levels & is making satisfactory progress.

___ The intern needs remediation in the following area(s): _____

(Attach completed Growth Form)

Site Supervisor

University Supervisor

*Form adapted from Miami University intern rating scales

Growth Plan Form

Student name _____ Initial date _____

A) Identification of the problem area: _____

B) Objective(s) for improvement _____

C) Plan for meeting objectives: _____

D) Planned formative review dates: _____

E) Planned completion date: _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

.....
Date of Mastery _____

Student Signature _____ Advisor _____

Growth Plan Review Form

Name _____

Review # _____ Date _____

Progress

Modifications, if necessary

Student Signature _____ Date _____

Advisor Signature _____ Date _____

.....

Review # _____ Date _____

Progress _____

Modifications, if necessary

Student Signature _____ Date _____

Advisor Signature _____ Date _____

School Psychology Program Evaluation Meeting Form

University of Detroit Mercy

Purpose:

To review evaluation information, consider implications, & develop action plans to improve program.

Semester: Fall Spring Academic Year _____ Date of Meeting: _____

Faculty in Attendance: _____

Data Reviewed:

- | | |
|---|---|
| <p>___ Individual PRAXIS II exam results</p> <p>___ Intern case studies (GAS)</p> <p>___ Student field logs</p> <p>___ Student transcripts</p> <p>___ Student Portfolios (formative & summative)</p> <p>___ Student evaluations (by site supervisors)</p> | <p>___ Consumer ratings of intern performance</p> <p>___ Evaluations (by students) of sites</p> <p>___ Course evaluations</p> <p>___ Applications for admission</p> <p>___ Alumni & Employer surveys</p> <p>___ Other _____</p> |
|---|---|

Action Plan(s)

Goal	Activities/Tasks	Person(s) responsible	Projected Review Date

Year 1 Annual Review Form

Name _____

Date _____

- _____ 100 Field hours satisfactorily completed
- _____ Technology Self-eval reviewed
- _____ Supervisor Feedback reviewed
- _____ Professional Skills Evaluation completed
- _____ Portfolio reviewed & feedback given
- _____ All Paperwork/documentation complete and submitted

Comments:

The student has satisfactorily completed all requirements of Year 1 of the *UDM School Psychology Program* and is recommended to advance to Year 2 of the program.

Faculty

Faculty

Student

Year 2 Annual Review Form

Name _____

Date _____

- _____ 600 Field hours satisfactorily completed
- _____ *Technology Self-Evaluation* reviewed
- _____ *Intern Competency Evaluations* reviewed
- _____ *Professional Skills Evaluation* completed
- _____ Portfolio reviewed & feedback given
- _____ All Paperwork/documentation complete and submitted

Comments:

The student has satisfactorily completed all requirements of Year 2 of the *UDM School Psychology Program* and is recommended to advance to Year 3 of the program.

Faculty

Faculty

Student

Summative Review Form

Name _____

Date _____

- _____ Specialist Project complete
- _____ Praxis II scores submitted _____ Score (passing ≥ 165)
- _____ Technology Self-eval complete
- _____ All Paperwork/documentation complete and submitted
- _____ Specialist Project presented
- _____ Portfolio presented & approved

Comments:

The student has satisfactorily completed all requirements of the UDM School Psychology Program and is recommended for graduation and certification.

Faculty

Faculty

Student

APPENDIX C: Field Experience Log

Directions for Field Log Form

1. Download the Excel Spreadsheet from www.schoolpsyched.com, under the *Materials* tab.
2. Save the spreadsheet to your computer; rename it as *Yourlastname_log_acadyear*
3. Edit the *Header* to display your info.
4. The Excel spreadsheet has a default setting of 5 pages, plus the summary page. The last row of the 5th page calculates your totals. Do not delete or write over the *total* Row. Do not delete the summary rows.
5. To add rows, select several empty rows, then select *Home>Insert>InsertSheetRows* Do this as many times as necessary. You may also delete excess rows, as long as you retain the Total row.
6. Use one spreadsheet per academic year.
7. **Back up your file on a flash drive, and print it out frequently.**
8. Use the coding system on the next page to categorize activities.
9. The columns are organized as follows:

Date	Use mm/dd/yyyy format; TIP- to enter current date, press <i>ctrl + semicolon</i>
Sex & Diversity	Place a 1 in correct column M=Male; F=Female AfAm, white, Hispanic, Asian, other, large mixed group or systemic
Disability	Place a 1 if student has a disability
Income	Place a 1 if student is free/reduced lunch
Age	Put a 1 in correct column for age of targeted student or population: Pre= preschool Elem = elementary HS = High school, <i>(When working with small groups, you may have more than one student per entry; you may have more 2 or 3 in a column)</i>
Lg mixed group	For systemic interventions
Code	Put amount of time rounded to nearest quarter hour, using decimal format: 15 min = .25, 30 min = .50, 45 min = .75. Use attached coding system
notes	Enter location (S = site; H= home; O = other) and brief description of activity; Use initials to ID students

Field Log Coding

1.0 Consultation		
1.1	Individual: School personnel	Consultees are school employees. Includes teacher interviews, or training teacher to do intervention
1.2	Individual: Parent/family	Primary caretakers/family. Includes parent interview
1.3	Individual: Team	School personnel plus parent/family
1.4	Individual: other	Consultee(s) is/are non school personnel, such as social worker, physician, clinician, peer consultee
1.5	Systemic	Consultation to benefit a group or population, e.g. an entire grade or school. Includes providing professional development
2.0 Assessment		
2.1	Nontraditional	DIBELS, CBM, observations, behavioral methods, etc.
2.2	Traditional	IQ tests, standardized achievement, adaptive behavior, other norm-referenced
3.0 Special Ed		
3.1	Due Process meetings	Spec ed specific meetings: reeval, initial, IEP, etc.
4.0 Direct service		
4.1	Group intervention	Group counseling (cog. Behavioral)
4.2	Individual intervention	Non-counseling intervention for individual
4.3	Individual Counseling	
5.0 Service preparation		
5.1	Report writing & scoring	
5.2	Research & intervention dev.	Organized research activities, lit reviews, data collection/analysis, professional readings, library research, preparing interventions & materials, /data analysis
5.3	Organization & School climate	Logging activities, attending school informational meetings, PTA meetings, other Misc. record-keeping
6.0 Professional Growth & Development		
6.1	Group supervision	In class group supervision
6.2	Professional meetings	Training, workshops, professional association meetings
6.3	Orientation to schools or site	Passive observation (such as in the prepracticum) or activities for learning about new site
7.0 Individual Supervision		
Regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.		

APPENDIX D: Curriculum & Certification

Plan of Study Form
School Psychology Specialist Program

Student: _____

Last

First

MI

DOB

Plan Date: _____

Student Number: _____

	hrs		Planned Semester	Grade	Other
EDU 5130	3	Principles of Learning, Devel Adj			
PYC 5030	3	Statistics I			
PYC 5420	3	Child & Adolescent Development			
PYC 6030	3	Developmental Psychopathology			
PYC 6120	3	Counseling for the School Psych			
PYC 6121	1	Counseling Lab			
PYC 6150	3	School Psych Consultation I			
PYC 6160	3	School Psych Consultation II			
PYC 6200	3	School Psych Assmt & Interv I			
PYC 6201	1	Field Experience for 6200			
PYC 6210	3	School Psych Assmt & Interv II			
PYC 6211	1	Field Experience for 6210			
PYC 6220	3	School Psych Assmt & Interv III			
PYC 6230	3	School Psych Practicum I			
PYC 6240	3	School Psych Practicum II			
PYC 6250	4	School Psych Internship I			
PYC 6260	4	School Psych Internship II			
PYC 6270	2	School Psych Internship III			
PYC 6300	3	Psych Services in the School			
PYC 6330	3	Legal Ethical Issues for Sch Psych			
PYC 6400	3	Applied Behavior Analysis			
PYC 6490	3	Specialist Project			
PYC 6510	3	Physiological Psychology			
PYC 7950		OR Psychopharmacology			

*64 hours total*_____
Advisor_____
Student

Request for course substitution

UDM School Psychology Program

Complete the Course substitution form. Attach transcript showing course, year, and grade obtained. Attach a copy of the substitution course syllabus and associated materials. Submit to the Director of the School Psychology Program for a determination of appropriateness.

Student's name: _____ Date: _____

UDM course to be replaced (number & title): _____

Number and Title of substitution course: _____

Institution: _____ Semester/year: _____ Grade: _____

Substitution Recommended _____

Substitution NOT recommended _____

Rationale: _____

Signature: _____

Program Director

Date

Attach to one copy to Plan of Study; second copy to student.

Leave of Absence/Withdrawal Form

University of Detroit Mercy School Psychology Program

Leave of Absence: Students may request a Leave of Absence due to illness or other extenuating circumstances. The Program Director will review the form and determine whether to approve the leave. A Leave of Absence may be granted for a period not to exceed *one calendar year*. Approval of a Leave of Absence does not extend the deadline for completion of course work or other course requirements. Financial Aid recipients with student loans should be mindful of their grace periods. Students who do not return from a Leave of Absence by the agreed upon semester will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Withdrawal: Students may submit a Withdrawal at any time. Students who wish to reenroll will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Name: _____ Student ID: _____

Date submitted: _____ My Last Date of Attendance will be: ____ / ____ / ____

I am permanently withdrawing _____

I am requesting a leave of absence _____ for the following semesters:

_____ 20____ _____ 20____ _____ 20____
Term year Term year Term year

My Return Term will be: _____ 20____
Term year

Reason for requesting leave: _____

Student Signature: _____ Date: _____

Leave Recommended _____

Leave NOT recommended _____

Comments/ Requirements: _____

Signature _____

Program Director

Summative Review Form/Certification Documentation
UDM School Psychology Program

Name _____

Date _____

- _____ Specialist Project complete
- _____ Praxis II scores submitted; Score: _____ (Pass \geq 165)
- _____ Technology Self-eval complete
- _____ All Paperwork/documentation complete and submitted
- _____ Specialist Project presented
- _____ Portfolio presented & approved

Comments:

The student has satisfactorily completed all requirements of the UDM School Psychology Program and is recommended for graduation and School Psychologist certification.

Faculty

Faculty

Student

UDM APPLICATION FOR MICHIGAN PRELIMINARY OR SCHOOL PSYCHOLOGIST CERTIFICATE

APPLICANT INFORMATION

SOCIAL SECURITY NUMBER		DATE OF BIRTH				MONTH		DAY		YEAR		GENDER	
												<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
NAME		Last		First		Middle		Maiden		TELEPHONE NUMBER			
										()			
ADDRESS		Street				City				State		Zip Code	
<input type="checkbox"/> <u>American Indian or Alaskan Native</u> (having origins in any of the original peoples of North America or maintaining cultural identification through tribal affiliation or community recognition)				<input type="checkbox"/> <u>Asian or Pacific Islander</u> (having origins in any of the original peoples of the Far East, South-east Asia, the Indian subcontinent or the Pacific Includes, for example, China, Japan, Korea, the Philippine Islands and Samoa)				<input type="checkbox"/> <u>White, NOT of Hispanic origin</u> (having origins in any of the original peoples of Europe, North Africa or the Middle East)					
<input type="checkbox"/> <u>Black, NOT of Hispanic origin</u> (having origins in any one of the black racial groups of Africa)				<input type="checkbox"/> <u>Hispanic</u> (a person of Mexican, Puerto Rican, Cuban, Central or South America or other Spanish culture or origin, regardless of race)				<input type="checkbox"/> <u>Multiracial</u> (a person of mixed racial-ethnic origins)					

TYPE OF CERTIFICATE

(CHECK ONE)	<input type="checkbox"/> Preliminary School Psychologist Certificate	<input type="checkbox"/> School Psychologist Certificate (holds a valid or expired Michigan <i>Preliminary School Psychologist</i> certificate)	<input type="checkbox"/> School Psychologist Certificate (Never held a Michigan school psychologist certificate)
-------------	--	---	--

DEGREE INFORMATION

Type of Degree	Name of Degree Granting Institution	Year Degree Conferred
Bachelor's		
Master's		
Specialist's		
Ph.D./Ed.D.		
Other (specify)		

CERTIFICATION INFORMATION

Have you ever held a Michigan preliminary or school psychologist certificate? (attach copy if answer is yes)	<input type="checkbox"/> YES <input type="checkbox"/> NO	Type of Certificate:	Expiration Date
Do you hold a valid out-of-state school psychologist certificate? (attach copy if answer is yes)	<input type="checkbox"/> YES <input type="checkbox"/> NO	State that Issued Certificate:	Expiration Date
Do you hold a valid nationally recognized school psychologist certificate? (attach copy if answer is yes)	<input type="checkbox"/> YES <input type="checkbox"/> NO	Date certificate was issued:	Expiration Date

CONVICTION/REVOCAION INFORMATION (If you answer "yes" to any of the following questions, please provide a detailed description of the circumstances surrounding the conviction or action and attach copies of court documents.)

Have you ever been convicted of (or pleaded no contest to) a misdemeanor or felony? (check one)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you had a teaching/school counselor/school psychologist certificate suspended or revoked? (check one)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there currently action pending against your teaching/school counselor/school psychologist certificate? (check one)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you ever surrendered a teaching/school counselor/school psychologist certificate? (check one)	<input type="checkbox"/> Yes <input type="checkbox"/> No

I authorize the University of Detroit Mercy to recommend me for a Preliminary/School Psychologist Certificate. I understand that I will be charged a fee for my certificate in accordance with Public Act 339 of 1988 & will be billed for the amount owed. I agree to pay this fee within 30 days of receiving the bill. Renewal credits must be earned post certificate issuance date & prior to the certification expiration date.

APPLICANT'S SIGNATURE _____ DATE _____

-DO NOT WRITE BELOW THIS LINE-

Institution _____	Degree _____	Date Issued _____
Type of Certificate _____	Fee Paid \$ _____	Expiration Date _____
Approved By _____	Date Approved _____	