

# SCHOOL PSYCHOLOGY HANDBOOK

2010 – 2011



DEPARTMENT OF PSYCHOLOGY

FRANCIS MARION UNIVERSITY

## ACKNOWLEDGEMENTS

This document is the result of the efforts of a number of people. The early program policies and guidelines, from which the School Psychology Handbook was largely developed, originally were conceived and written in the period of 1992-1996 by Dr. John Hester, who was the Option Coordinator at the time, and Dr. Sue Faykus, of the school psychology faculty. Continued elaboration of existing guidelines and the development of new guidelines was undertaken by Dr. Sam Broughton from 1996 through 1998. While the policies and guidelines had served as the basis of option activities and expectations during this period, they had not been routinely distributed to students in a written format. The guidelines began being distributed to students during the 1998-1999 academic year as a packet of materials. In 1999-2000 Dr. Broughton organized this collection of guidelines and expectations into a student handbook. For the 2000-2001 Handbook Dr. Bob Bridger was asked to coordinate a revision with the assistance of a graduate student task group composed of Crystal R. Hill, Christine Green, M. A. King, Ronda Pifer, and Stephanie Mathews. Since that time, the Handbook has been reviewed and revised annually by the School Psychology faculty. The current 2010-2011 Handbook is the cumulative result of the efforts of all of these people over more than a decade, with the most recent revisions contributed by Drs. Bridger, Broughton, Hester, and Hill-Chapman. Appreciation is expressed to all who have contributed to this endeavor.

## USING THIS HANDBOOK

This handbook was created to serve as a guide to graduate psychology students. It should be consulted for information pertaining to the requirements of the Master of Science in Applied Psychology, School Psychology Option, the Specialist in School Psychology, and the Department and its faculty. Students should obtain a Francis Marion University *Catalog* and frequently review program and degree requirements. Nothing in this Handbook supersedes information contained in the *Catalog*.

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## HISTORY AND OBJECTIVES OF THE SCHOOL PSYCHOLOGY OPTION

### MISSION

The purpose of the School Psychology Option of the Master of Science in Applied Psychology (MSAP) and the continuing Specialist Degree in School Psychology (SSP) is to attract and train qualified students for placement as school psychologists in the Pee Dee Region's primarily rural and ethnically diverse school districts. The philosophy of this program is that graduates should be well versed in the empirical, theoretical and applied aspects of psychology, with a strong foundation in basic psychological principles and methodology. Likewise, graduates should be thoroughly grounded in the foundations of education and the organization and operation of schools. Since the practice of psychology in the school setting requires a specialized set of applied skills, courses in assessment, intervention, and consultation focus on children and adolescents and the social contexts within which they function, primarily the school and family systems. The training seeks to blend the components of scientific and applied psychology with knowledge of the school, family, and society to produce a practitioner who can function effectively in the unique role of a school psychologist. It is the philosophy of the program that skill development should proceed concurrently with knowledge acquisition, be clearly linked to ongoing classroom learning, and be fully mature by the time of internship. The goal of the option is to produce a graduate who can perform not only the daily activities of a school psychologist, but who also can think critically, be an empirical and creative problem solver, and serve as a leader within the school system and community.

The Department of Psychology at Francis Marion University (FMU), with the minimum 40 semester hour School Psychology Option of the Master of Science in Applied Psychology and additional continuing 32 semester hour Specialist in School Psychology, seeks to produce graduates who have the array of skills necessary for autonomous practice as Level II (sixth year/specialist level) certified school psychologists within South Carolina Public Schools. Additionally, it has been the commitment of the Department from the inception of the program to develop toward, attain and exceed national training standards for masters programs in psychology as set forth by the Master's in Psychology Accreditation Council (MPAC), and particularly for school psychologists as set forth in the National Association of School Psychologists' (NASP) Standards for Training Programs and Field Placement Programs. Francis Marion University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The Master of Science in Applied Psychology Program at Francis Marion University is fully accredited by the MPAC. The Specialist in School Psychology is approved by the South Carolina State Department of Education (SCDOE), nationally approved by the National Association of School Psychologists (NASP) and nationally recognized as an advanced specialty training program by the National Council for Accreditation of Teacher Education (NCATE).

### HISTORY

As a result of a 1990 needs assessment survey of area school districts, it was found that only about 50% of area school psychologists were graduates of the three then existing in-state graduate programs. School districts reported continuous and increasing difficulty recruiting out-of-state graduates to the rural Pee Dee area. Seven, or approximately one third of the Pee Dee's districts, reported beginning a school year with at least one school psychology position unfilled. Conditions in other areas of South Carolina revealed similar shortages.

As the result of this critical regional and state need, FMU sought and received approval from the South Carolina Commission on Higher Education (CHE) in the spring of 1992 to offer a 48-semester hour program in school psychology leading to level I (master's level) certification. A second school psychology faculty member was hired in 1993 in support of the option. The State Department of Education (SCDOE) reviewed and

approved the 48-semester hour program in the Spring of 1994. This 48-semester hour program exceeded the typical 30-36 semester hour master's degree and produced highly competent graduates, as evidenced by evaluations of interns by field supervisors, comments from employers, and passing scores by all graduates on the ETS specialty examination in school psychology then required for certification.

However, the Department retained its commitment to move toward national standards as would be exemplified by a longer period of rigorous training culminating in level II (sixth year/specialist) certification. Such a commitment also was consistent with the needs of area school districts. At meetings of the FMU School Psychology Advisory Committee and in a 1995 needs assessment survey of area school districts, school personnel consistently reported very favorable experiences with FMU graduates, but also expressed a growing need for autonomously functioning level II practitioners. As a result of the needs of regional schools and the commitment of the Department to advance the level of the School Psychology Option, a proposal was submitted to the CHE to modify the Option to 61 semester hours of training.

The 61-semester hour modification was approved by the CHE in the Spring of 1996. Review of the 61-semester hour option by the SCDOE was completed in the Spring of 1997, resulting in full approval in Spring 1998. In addition, in the Spring of 1998, the Department contracted with a consultant from a nationally recognized program in school psychology to review the FMU program and make recommendations for improvement. As a result of this review, a number of improvements were made, including modification of the method for arranging practica, which more fully integrated course and practicum work. In addition, the number of required practicum hours was increased. As a result, the program required a minimum 68 semester hours. The program also required the student to be available during both daytime (practicum) and evening (course) hours in order to complete all required work.

Review of a self study and a site visit by an accreditation team from MPAC resulted in full accreditation of the MSAP program in 1998. As a result of recommendations flowing from the accreditation review and due to the expansion of the required hours in the School Psychology Option, the Department employed a third full-time school psychologist on the faculty beginning with the 1999-2000 academic year.

The School Psychology Option was well received by students and employers alike. Enrollment in the option held relatively stable at approximately 25 to 30 students, with approximately 7 students entering the program annually. Graduates were very successful at obtaining certification and employment, with every graduate obtaining employment with a school district for the next school year. Many were employed with the district in which they interned. A 2000 Needs Assessment Survey of school districts indicated that the need for school psychologists remained high in South Carolina. Twenty-six and a half positions remained unfilled in the 2000-2001 school year statewide and a similar vacancy level continued annually for a number of years. Approximately one third of these vacancies typically occurred within Pee Dee Region school districts. Additionally, the Option is becoming increasingly recognized in North Carolina. Several North Carolina students completed the option, requested practica and internships in North Carolina, and returned to North Carolina for employment. Most were been employed by the North Carolina school districts where they interned.

The School Psychology Option submitted an NCATE accreditation folio for NASP review in September 2001. This review resulted in full approval by NASP of the School Psychology Option as a specialist level training program and full accreditation by NCATE. Students completing the program on or after January 2001 have been eligible for both state and national certification. The School Psychology Option was successfully reaccredited through NASP/NCATE in fall 2005. An application for re-accreditation through MPAC was submitted in July 2007. Following a site visit by an accreditation team the following fall, the MSAP program was granted full re-accreditation. Thus, the MSAP Program and School Psychology Option have been successfully accredited and re-accredited by all applicable national accreditation organizations to date.

On the basis of reports from interns and graduates that they were experiencing difficulties acquiring appropriate specialist-level certificates from state credentialing agencies in adjoining states and repeated requests to the program from such agencies for additional documentation, the Psychology Department began development of a Specialist in School Psychology degree proposal in 2004. While all students ultimately obtained appropriate certification levels, it was recognized that such difficulties could be removed with a change in the degree status of the program. The proposal progressed through the departmental and university review and approval process, culminating in approval by university in 2008-2009. The approval process was completed through the Southeastern Association of Colleges and Schools (SACS), and the South Carolina Commission of Higher Education (CHE) during 2009-2010. The program was approved to begin allowing students to enter and receive the Specialist in School Psychology degree during the 2010-2011 academic year.

The Department continues its commitment for training school psychologists to the highest levels of knowledge and competence according to existing national standards through a strong emphasis on knowledge attainment in psychological and educational foundations, assessment, interventions and clinical problem-solving, statistics and research methodology, consultation, and professional issues in school psychology. Program developments and changes are ongoing. The School Psychology Option in psychology advocates a continuous and developmental approach toward the mastery of applied skills concurrent with knowledge acquisition throughout the duration of the curriculum. The Option stresses the value of the individual, appreciation for human diversity, and competent, ethical and prudent practice within the context of professional standards and state and federal laws and regulations. Students should expect a rigorous and challenging course of study that culminates in the production of competent and confident school psychologists.

## ACCREDITATIONS AND RECOGNITIONS

The Master of Science program in Applied Psychology adheres to the training of the Council of Applied Master's Programs in Psychology (CAMPP; [www.camppsite.org](http://www.camppsite.org)) and is accredited by the Master's in Psychology Accreditation Council (MPAC; [www.mpacsite.org](http://www.mpacsite.org)).

The School Psychology Option is fully approved as a Specialist Level Training Program in School Psychology by the National Association of School Psychologists (NASP; <http://www.nasponline.org/certification/NASPapproved.aspx>). Additionally, the School Psychology Option is nationally recognized by the National Council for Accreditation of Teacher Education as an Advanced Preparation Program in School Psychology (NCATE; <http://www.ncate.org/public/stateInstit.asp?ch=106&state=SC>).

As a result of NASP approval, graduates of the program are eligible for Nationally Certified School Psychologist (NCSP) recognition through NASP ([http://www.nasponline.org/certification/becoming\\_NCSP.aspx](http://www.nasponline.org/certification/becoming_NCSP.aspx)) after obtaining a passing score on the PRAXIS II examination in School Psychology.

Resulting from NCATE recognition, the School Psychology Option is recognized by the South Carolina State Department of Education as an Advanced Preparation Program in School Psychology, and graduates become certified as Level II (Specialist Level) School Psychologists upon satisfactory and documented completion of the program and after obtaining a passing score on the PRAXIS II examination in School Psychology.

As a result of our NASP/NCATE approvals and SC DOE recognition as an approved training program, graduates are eligible to become Licensed Psychoeducational Specialists in the state of South Carolina upon completion of approved post-degree supervision and experience as a state certified School Psychologist II.

## GOAL

The goal of the Option is to produce a graduate who can perform competently, not only the daily activities of a school psychologist, but who also can think critically, be an empirical problem solver, and serve as a leader within the school system and community.

## OBJECTIVES

Program training objectives are categorized according to NASP professional skills domains. Upon completion of training in the School Psychology Option of the MSAP at Francis Marion University, students are expected to meet the following objectives:

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### DOMAIN 2.1: DATA-BASED DECISION MAKING

- 2.1.1 Trainees will develop advanced assessment skills for the identification of children's behavioral, academic, social-emotional and neuropsychological assets and liabilities.
- 2.1.2 Trainees will employ multiple and varied assessment strategies for understanding and solving child and school problems.
- 2.1.3 Trainees will employ systematic assessment and data-collection strategies to make empirically-based decisions regarding placements, development of intervention strategies, the effectiveness of service delivery, and program evaluation.
- 2.1.4 Trainees will approach all aspects of practice from a scientist-practitioner, data-based decision-making, problem-solving orientation.

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### DOMAIN 2.2: CONSULTATION AND COLLABORATION

- 2.2.5 Trainees will employ behavioral, mental health, and/or collaborative consultation methods to develop and implement successful individual, classroom, school-wide, and systems level interventions.
- 2.2.6 Trainees will employ interpersonal interaction and collaborative relationship skills to facilitate individual, group and systems level planning, decision-making, intervention, evaluation and change activities.
- 2.2.7 Trainees will articulate a preferred personal approach to consultation, collaboration, and the delivery of indirect services based on empirical evidence and literature.

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### DOMAIN 2.3: EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

- 2.3.8 Trainees will articulate empirically supported models of learning and instruction.
- 2.3.9 Trainees will develop and implement empirically sound interventions to facilitate child cognitive and academic growth.

- 2.3.10 Trainees will account for differences in development, competence, experience, previous instruction, and background when developing and implementing cognitive and academic interventions.
- 2.3.11 Trainees will include appropriate assessment, progress monitoring, and program outcome evaluation strategies whenever planning and implementing direct or consultive/indirect cognitive or academic intervention strategies.

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#### DOMAIN 2.4: SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

- 2.4.12 Trainees will articulate basic scientific principles and theories of human development.
- 2.4.13 Trainees will articulate scientifically supported principles regarding the effects of various environments and experiences on development of human characteristics, behavior, emotions, and social interactions.
- 2.4.14 Trainees will develop and implement empirically sound interventions to facilitate children's behavioral, social, emotional, and personal development.
- 2.4.15 Trainees will account for differences in development, experience, competence, and background when developing and implementing behavioral, social, emotional, and personal interventions.
- 2.4.16 Trainees will include appropriate assessment, progress monitoring, and program outcome evaluation strategies whenever planning and implementing direct and consultive/indirect behavioral, personal, social, and emotional interventions.

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#### DOMAIN 2.5: STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

- 2.5.17 Trainees will articulate scientifically supported principles and models of individual differences, abilities and disabilities, and the origins of such individual differences.
- 2.5.18 Trainees will articulate the scientifically supported effects of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic experiences on cognitive, social, and emotional development and learning.
- 2.5.19 Trainees will demonstrate sensitivity, tolerance, and cultural competence in work and interactions with individuals of diverse backgrounds and experiences.
- 2.5.20 Trainees will account for individual diversity in the planning, implementation, and evaluation of assessment and intervention activities.

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#### DOMAIN 2.6: SCHOOL SYSTEMS ORGANIZATION, POLICY DEVELOPMENT AND CLIMATE

- 2.6.21 Trainees will articulate the organizational, legal, and community structures and principles that underlie general education, special education, and related educational services.

- 2.6.22 Trainees will articulate and outline policies, practices, and programs that facilitate and insure safe, supportive, and effective learning environments for children and school personnel.
- 2.6.23 Trainees will describe and articulate empirically supported, integrated, and multi-tiered models of service delivery within schools that facilitate behavioral, social-emotional and academic growth and development of all children.

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#### DOMAIN 2.7: PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

- 2.7.24 Trainees will articulate the developmental, environmental, biological, cultural, and social factors that influence normal, abnormal, adaptive and maladaptive human behavior.
- 2.7.25 Trainees will articulate the current scientific principles and models of abnormal behavior and psychopathology.
- 2.7.26 Trainees will describe and articulate empirically supported, integrated, and multi-tiered models of service delivery within schools that prevent the development of maladaptive and pathological patterns of behavioral, and social-emotional, interactions in children.
- 2.7.27 Trainees will develop and implement prevention and intervention programs that promote the mental health and physical well-being of students.

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#### DOMAIN 2.8: HOME/SCHOOL/COMMUNITY COLLABORATION

- 2.8.28 Trainees will articulate scientifically supported models of family systems.
- 2.8.29 Trainees will articulate methods to involve families in education and mental health services.
- 2.8.30 Trainees will develop and implement interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development and academic success.
- 2.8.31 Trainees will articulate methods to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth.

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#### DOMAIN 2.9: RESEARCH AND PROGRAM EVALUATION

- 2.9.32 Trainees will demonstrate data collection, data summary and aggregation, data analysis, and data-based decision making skills.
- 2.9.33 Trainees will summarize and evaluate published research and translate such research results into empirically supported practices or hypotheses.
- 2.9.34 Trainees will develop and execute sound research strategies, program evaluation plans, and statistical analyses.
- 2.9.35 Trainees will conduct research investigations and program evaluations designed to improve school services and child and youth outcomes.


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## DOMAIN 2.10: SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

- 2.10.36 Trainees will articulate the foundations, historical development and current role and mission of school psychology.
- 2.10.37 Trainees will articulate accepted and empirically supported current and anticipated service delivery models and methods in school psychology.
- 2.10.38 Trainees will articulate the legislative, legal and public policy factors that affect, influence, facilitate, and limit school psychology practice.
- 2.10.39 Trainees will articulate and demonstrate the prudent practice of ethical, professional and legal standards governing the practice of school psychology.
- 2.10.40 Trainees will exhibit the dispositions appropriate for successful practice of school psychology during all aspects of their training and practice, to include: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, initiative and dependability.
- 2.10.41 Trainees will become active participants in the school psychology community through membership and participation in state and national professional organizations.

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## DOMAIN 2.11: INFORMATION TECHNOLOGY

- 2.11.42 Trainees will identify and employ information sources and technology relevant and necessary for effective school psychological practice.
  - 2.11.43 Trainees will critically evaluate information sources according to ethical practice standards and empirically determined best practices.
  - 2.11.44 Trainees will employ technology and information sources only in ways that enhance the quality of services and the well-being of children, youth, families and communities.
  - 2.11.45 Trainees will maintain up-to-date knowledge and practice skills regarding information, technology, and the ethical and professional utilization of such resources.
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## HOW DID THE SCHOOL PSYCHOLOGY OPTION CURRICULUM DEVELOP?

Having reviewed the goals and objectives of the School Psychology Option, the new student might wonder how these goals originated and developed; how the required courses and experiences relate to the goals and objectives; and how the student's performance will be evaluated in regard to these goals and objectives.

### REGIONAL NEEDS

First and foremost, the Option grew out of recognition of the need for well trained school psychologists for the Pee Dee Region. The graduate program in psychology at FMU originated in the mid-1970s as the result of requests from Pee Dee area agencies and students for such a program. The program remained somewhat generic and flexible, with students being able to pursue multiple options according to their interests until the early 1990s. As accrediting and licensing bodies and the State Department of Education began to require that graduates demonstrate training from "designated" programs in order to be credentialed, the need for designated options became apparent. As a result, MSAP was divided into two options, each designed to comply with and meet the criteria of relevant accrediting bodies. Ultimately, the school psychology option developed into the M.S. plus SSP program in which you currently are enrolled. You may wish to review the School Psychology Option's history, as outlined in the first chapter at this point.

The School Psychology Option maintains and relies on an Advisory Committee composed of special education and school psychology directors from regional school districts (typically individuals who participate directly in the program through granting or supervising internships), school psychologists from regional districts, faculty members from relevant units of the university, and others to advise and comment on curricula, program directions, and student quality. The object of this exercise is to insure that graduates of the Option are optimally trained to meet the needs of the communities that they will serve. This group reviews program objectives, practices, and plans to this end. The requirements you must meet come, in no small measure, from your future employers, colleagues, and consumers.

### PROGRAM GOALS AND ACCREDITATION

No matter how much a school psychology training program might wish to pursue its own designs or tailor itself solely to local needs, other influences must be considered. There is a scientific and professional body of knowledge and practice that is the result of research, evaluation and consensus at the national and international level. Best practices can, and should, be adopted from others in various locations and situations. Students trained at FMU may not always wish to remain in the Pee Dee regions of South and North Carolina. National accreditation organizations serve the vital function of expanding horizons and raising the bar for professional knowledge and practice.

The MSAP program is accredited by MPAC. The School Psychology Option is accredited and approved under the NCATE/NASP review process. Undergoing these reviews dictates that the program comply with a variety of requirements. Students should understand that the program elects to comply with these requirements in recognition of the contribution that this makes to enhanced training and the quality of our graduates. You will be a better psychologist as a result of these efforts. You also will experience a more rigorous and demanding program than you might have otherwise. However, you also will exit the program with an impressive set of professional skills and credentials.

Thus, our program objectives derive from the joint efforts of the faculty and members of the regional advisory committee under the significant additional influence of national and state accrediting and credentialing bodies. The courses and experiences prescribed by the curriculum flow directly from these objectives.

Objectives previously were listed under the NASP skill domains to which they apply to assist the Option in meeting accreditation requirements and to illustrate the relationship between our training goals and the Domains of School Psychology Training and Practice contained in the Standards for Training and Field Placement Programs in School Psychology. You should familiarize yourself with these NASP skill domains and our program objectives.

To help you understand the relationship of the program objectives to your course requirements, a course-objectives matrix is provided (see following pages). Faculty members use it to guide and inform course syllabus development and course execution. You should use it to integrate your learning experiences as you progress through the option.

Domain	Objective	Psychology Courses															
		601	602	604	605	606	615	616	632	634	635	650	704	706	714	749	759
2.1	1			X		X			X			X	X	X			X
	2			X		X			X			X	X	X			X
	3			X		X			X			X	X	X			X
	4	X	X	X		X		X	X		X	X	X	X	X	X	X
2.2	5			X				X				X	X	X	X	X	X
	6			X					X			X	X	X	X	X	X
	7		X	X								X					X
2.3	8	X		X				X		X	X	X	X				X
	9	X		X								X	X			X	X
	10	X	X	X				X		X	X	X	X				X
	11			X					X			X	X		X	X	X
2.4	12	X	X			X		X		X		X	X	X			X
	13	X	X	X				X		X		X	X	X			X
	14			X						X		X	X	X			X
	15			X						X		X	X	X			X
	16			X					X			X	X	X			X
2.5	17	X	X	X	X	X			X		X	X	X	X			X
	18	X	X	X	X	X			X	X	X	X	X	X			X
	19			X	X	X			X			X	X	X	X	X	X
	20	X		X		X			X		X	X	X	X			X
2.6	21	X		X		X		X				X	X	X			X
	22	X		X								X	X	X		X	X
	23	X		X								X	X	X		X	X
2.7	24	X	X	X	X	X			X		X	X	X	X			X
	25	X	X	X		X			X				X	X			X
	26	X		X							X	X	X	X		X	X
	27			X					X			X	X	X		X	X
2.8	28								X					X			X
	29	X		X				X	X		X	X	X	X			X
	30			X				X				X	X	X			X
	31	X		X					X		X	X	X	X		X	X
2.9	32			X					X	X		X	X	X			X
	33	X	X	X				X	X	X	X	X	X	X			X
	34			X					X			X				X	X
	35			X					X			X				X	X
2.10	36					X						X	X	X			X
	37	X		X								X	X	X			X
	38			X				X				X	X	X			X
	39	X		X		X						X	X	X	X		X
	40	X		X		X						X	X	X	X		X
	41					X							X	X			X
2.11	42	X		X		X		X				X	X	X	X		X
	43	X	X	X		X			X	X	X	X	X	X			X
	44	X		X		X		X				X	X	X	X		X
	45	X															X

## EVALUATING THE OPTION AND ITS STUDENTS

To help the Option determine whether it is meeting its objectives and successfully teaching the NASP Domains of professional practice, students and the Option itself must be assessed and evaluated. The Option has been evaluating you from the moment you applied for admission. The MSAP/SSP admission criteria have been carefully developed and monitored to determine whether they result in the selection and admission of students likely to succeed in a graduate psychology program and as school psychologists. At the same time, we seek to maintain admission criteria that do not exclude qualified students.

During your course and practicum work you will be tested, observed during presentations and clinical performances, and rated by both university and field supervisors. Most importantly, you will be required to perform adequately on specified “key performances” that occur at prescribed times during your tenure in the program, and which serve as significant indicators of your mastery of the curriculum, required skills, and the NASP Domains. Outcome decisions regarding your status in the Option as well as decisions about the Option’s success are based upon these assessments. A summary of the timelines, data sources, and outcomes of this process are described in the table that follows. Approach your course and practicum work and the development of your program of study with full awareness and anticipation of these required experiences, these evaluation components, and the reasons for them.

<u>Evaluation Point</u>	<u>Assessment</u>	<u>Outcomes</u>
Entry	Undergraduate GPA GRE scores Written Personal Statement Prerequisite courses	Admission Personal-Development/Reapplication Admission Denial
First Year Courses	Maintain 3.0 or higher GPA In courses and practica: Tests Papers Presentations Field supervisor evaluations Key Performances: Psychoed. Evaluation & Report FBA & BIP CBA & Intervention Plan	Sit for First Year Review Remediation Academic Probation
First Year Review	Maintain 3.0 or higher GPA Portfolio Review Oral Examination Written Examination	Continue to 2 <sup>nd</sup> year courses Remediation Probation Dismissal
Second Year Courses	Maintain 3.0 or higher GPA In courses and practicum: Tests Papers Presentations Field supervisor evaluations Key Performances: Comprehensive Psychoed. Evaluations Comprehensive Treatment Plans Consultation Logs	Application for Internship Application for temp. Certification Remediation Probation Dismissal
Master's Degree in Applied Psychology	Maintain 3.0 or higher GPA Portfolio Review	Application for Graduation Graduation Remediation Probation Dismissal
Application for Internship/ Second Year Review	3.0 Cumulative GPA or higher Portfolio/Key Performance Review Oral Examination Written Examination Course and Practicum work complete	Permission to negotiate Internship contracts
Internship	Field supervisor evaluations University supervisor evaluations Applied research/program eval. In-service presentations Portfolio review Oral Examination/Exit Interview	Application for Graduation Graduation PRAXIS Examination State Certification National Certification Employment
Specialist in School Psychology Degree	Employer surveys Alumni surveys	Program revisions/ improvements

## GUIDELINES FOR DEVELOPING A PROGRAM OF STUDY (THE VISIBLE CURRICULUM)

### ADVISING AND YOUR ADVISOR

The letter of acceptance into the School Psychology Option contains the name of each student's assigned advisor. Each school psychology student should contact his or her advisor upon arrival on campus. Immediate advisement and registration into classes for the current term will be required. In addition, a program of study should be developed for each new student as soon as possible. The program of study will serve as a guide to which courses to take in a given term throughout the student's tenure in the program. Programs of study are developed to allow students to proceed through the program in a 3-year sequence (7 to 12 semester hours per term) that requires students to be enrolled continuously during every term for the years included in the program and course prerequisites and sequences must be followed.

It also should be noted that, while courses are offered at night, practicum experiences are scheduled during the normal school day. Each practicum can be expected to require 50 or more clock hours during normal work hours. Students who feel they may need to take longer than 4 years to complete the program, who cannot be enrolled during every term, who cannot devote 50 or more daytime hours to each practicum experience per term, or who cannot commit to a full-time, one academic year internship may need to reconsider their commitment to their studies and to becoming a school psychologist.

Students should be aware that individual graduate psychology courses are offered only once per year, and only during a specified term. If a course must be missed for any reason, it will be a year before it is available again.

A maximum of 6 semester hours may be transferred from a regionally accredited institution. No credit is given for workshops or from learning experiences that cannot be verified by graduate transcript from a regionally accredited institution. No credit is given for course work taken for undergraduate credit. No credit is given for audited course work.

Students also should realize that certain courses have prerequisite requirements, so that to be ready for a particular course at the time it occurs in the schedule, required prior course work must have been completed. For these reasons, it is essential that students work closely with their advisors and mentors to develop a planned course of study early in their first semester of study. It also should be noted that some prerequisite courses require a grade of B or higher in order to be permitted to enroll in the next course in the course sequence.

Students should monitor their progress through the program and insure that all required courses are completed. A course checklist is available to assist the student (see Appendix A). In addition to simply monitoring course completion, students also should monitor their performance in each course and be alert for *two milestones* in their programs. *First milestone*, students must sit for the first year review after completion of 22 to 28 semester hours of study. The first year review requires: 1) full admission to the School Psychology Option, 2) a cumulative grade point average of 3.0 or higher on all graduate work, 3) an approved program of study on file with the advisor, 4) meet with school psychology faculty to assess current progress, 5) oral examination, and 6) written examination. The *second milestone* involves application for internship. To be eligible for internship, the student must have 1) completed all required course and practicum work prior to the semester in which internship is to begin, 2) meet with the school psychology faculty to demonstrate their mastery of the minimally required knowledge to practice as an intern through oral and written examination, 3) obtained temporary certification from the South Carolina Department of Education as a school psychologist, 4) obtained an internship site and negotiated an internship contract with the school system and academic advisor (see Certification and Internship Planning).

## MENTORS

A mentoring program is available to help new students acclimate themselves to the program. All entering student's interested in being assigned a mentor must attend the orientation meeting. At this meeting, a mentor will be assigned to you. The mentor's role will be to assist you with any questions or problems you may have adjusting to graduate school and the program. You will be given their phone number(s) and email address and they will be available at reasonable hours to offer any assistance you may need.

Each year the School Psychology Program nominates one student to be the NASP Student Leader. The mentor program is coordinated by the NASP Student Leader for each academic year and will connect student seeking mentors with willing second or third year students.

**Psychology Graduate Student Association (PGSA)**The Psychology Graduate Student Association (PGSA) is an organization of the graduate students in the Department of Psychology. Its primary purpose is to provide encouragement and fellowship for the students as well as providing opportunities to develop skills and direction in professional development. The representative to the PGSA for the School Psychology Program is the NASP Student Leader. Dr. Samuel F. Broughton and Dr. Farrah Hughes are co-advisors for the PGSA School Psychology and Clinical Psychology Programs, respectively.

## GRADUATE CATALOG

The Graduate Catalog for the student's year of entry contains the required courses and regulations for each student. Each student should obtain and keep a copy of this catalog for the duration of his or her tenure in the and SSP Programs. It is the student's responsibility to be familiar with and adhere to all regulations, requirements, and deadlines specified in the catalog. Failure to adhere to requirements or meet deadlines can delay or endanger graduation from the program.

## REQUIRED COURSES

Courses numbered 600 and higher are exclusively for graduate credit and may be taken only by graduate students admitted as degree or nondegree students into the MSAP program. Courses numbered 700 and higher are specialist level (SSP) courses.

## COURSES REQUIRED IN THE SCHOOL PSYCHOLOGY OPTION ARE AS FOLLOWS:

### BASIC RESEARCH CORE COURSES (15 SEMESTER HOURS)

PSY 602	Biological Basis of Behavior
PSY 605	Personality and Social Psychology
PSY 632	Quantitative Psychology
PSY 634	Developmental Psychology
PSY 635	Learning and Cognition

### APPLIED CORE COURSES (MINIMUM 23 SEMESTER HOURS)

PSY 600A	Professional Psychology Practicum
PSY 600B	Psychological Assessment Practicum (2 are required)
PSY 600C	Psychological Intervention Practicum

PSY 700B	Psychological Assessment Practicum
PSY 700C	Psychological Intervention Practicum (2 are required)
PSY 700D	Psychological Consultation Practicum
PSY 700E	Pre-Internship Practicum
PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
PSY 615	Child/Adolescent Psychopathology
PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders
PSY 799F	Internship: School Psychology (Fall Semester)
PSY 799S	Internship: School Psychology (Spring Semester)

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#### APPLIED/SPECIALTY COURSES (30 SEMESTER HOURS)

PSY 601	Psychology of Intellectual and Neurodevelopmental Disabilities
PSY 604	Behavioral Assessment and Intervention
PSY 650	Professional and Ethical Issues in School Psychology
PSY 704	Academic Assessment and Intervention
PSY 706	Advanced Topics in Child and Adolescent Assessment
PSY 714	Child Counseling and Psychotherapy
PSY 749	Psychological Consultation in Schools and Agencies
PSY 759	School Wide Prevention and Intervention
EDUC 616	Public School Curriculum and Organization, K-12

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#### ONE COURSE FROM THE FOLLOWING:

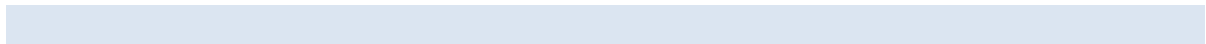
EDUC 620 Foundation of Education  
 EDUC 721 Family, Community, and Early Childhood Education

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#### ONE COURSE FROM THE FOLLOWING:

EDUC 742 Procedures for the Divergent Learner  
 EDUC 744 Quantitative Processing and the Divergent Learner  
 EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

*Note: For your convenience, course descriptions are included in Appendix B.*



## COURSE SEQUENCES AND GROUPS

Since students are accepted for entry into the program during both the Fall and the Spring terms, courses of study will vary somewhat according to the term of entry. Students admitted to the Fall term are strongly encouraged to begin taking courses during the preceding Summer session to avoid having to take four courses during their second summer. Nevertheless, students should be aware that certain course sequences are required or advised regardless of time of entry into the program. Your plan of study must take these into account. The course sequences and groupings are based on several factors. Groupings generally refer to courses that deal with conceptually similar or complementary subject matter. Course sequences also group conceptually similar material but, in addition, include prerequisite relationships that require a progressive or developmental increase in knowledge or skill as subsequent courses are completed. These groupings and sequences are noted below.

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### BASIC CORE RESEARCH COURSES

These courses provide essential knowledge in the core foundation areas of psychology, including biological basis of behavior, human learning and cognition, human development and individual differences, social and cultural bases of behavior, statistics and research methodologies. There is no order or sequence in which these courses must be completed. However, students should be enrolled in the largest number of basic core courses their schedules will tolerate in each term, until all core courses are completed.

PSY 602 Biological Basis of Behavior  
PSY 605 Personality and Social Psychology  
PSY 632 Quantitative Psychology  
PSY 634 Developmental Psychology  
PSY 635 Learning and Cognition

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### EDUCATIONAL FOUNDATIONS AND PROFESSIONAL SCHOOL PSYCHOLOGY

These courses provide an orientation to the profession of school psychology and the organization and operation of the schools. The same philosophy applies to these courses as to the Basic Research Core. PSY 600A is required during the students first Fall semester. PSY 600E is taken the Spring semester prior to internship within the internship school district (intended). The other courses in this group should be taken as soon as possible in the students program.

PSY 600A      Professional Psychology Practicum  
PSY 700E      Pre-Internship Practicum  
PSY 650       Professional and Ethical Issues in School Psychology  
EDUC 616      Public School Curriculum and Organization, K-12

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### INDIVIDUAL DIFFERENCES, PSYCHOPATHOLOGY, DISABILITY COURSES

This category is designed to be integrated with knowledge of individual differences and normal development presented in PSY 605 and 634 by coverage of ways in which normal development can go awry or psychopathological processes can affect development. It is composed of two courses. No order or sequence of completion is required. However, students should note that PSY 606 from the Assessment Sequence is a co-requisite for PSY 615 in this group, and PSY 615 is a prerequisite for PSY 616 in the Assessment Sequence.

PSY 601	Psychology of Mental Retardation and Developmental Disabilities
PSY 615	Child/Adolescent Psychopathology

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### THE ASSESSMENT SEQUENCE

These courses, in concert with associated practica (PSY 600B), provide a foundation in measurement theory and psychometrics, basic and advanced competencies in test administration and interpretation, and the use of tests and other assessment procedures for diagnosis, classification, and placement and treatment recommendation with diverse populations of individuals. Assessment courses must be completed in the following order:

PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
PSY 600B	Psychological Assessment Practicum (with each assessment course)
PSY 616	Psychoeducational Assessment: Dx. Of Learning and Behavior Disorders
PSY 706	Advanced Topics in Child and Adolescent Assessment
PSY 700B	Psychological Assessment Practicum (with each assessment course)

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### THE INTERVENTION/CONSULTATION SEQUENCE

These courses, in concert with associated practica, provide increasing skill development in assessment for intervention, progress monitoring, clinical problem solving, and data based decision making, direct multimodal intervention development and application, and indirect intervention through consultation and system change. Please note that PSY 604 is a prerequisite for PSY 704 and is recommended as a corequisite or prerequisite for PSY 714. PSY 714 is a corequisite or prerequisite for PSY 749. A remediation techniques course from the Education Department also is required.

PSY 604	Behavioral Assessment and Intervention
PSY 600C	Psychological Intervention Practicum (with PSY 604)
PSY 704	Academic Assessment and Intervention
PSY 700C	Psychological Intervention Practicum (with PSY 704, 714)
PSY 714	Child/Adolescent Counseling and Therapy
PSY 700C	Psychological Intervention Practicum (with PSY 704, 714)
PSY 749	Psychological Consultation in Schools and Agencies
PSY 700D	Psychological Consultation Practicum (with PSY 749)
PSY 759	School-Wide Prevention, Intervention, and Crisis Programs

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### PLUS A CHOICE OF ONE FROM:

EDUC 620 Foundations of Education  
 EDUC 721 Family, Community, and Early Childhood Education

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### PLUS A CHOICE OF ONE FROM:

EDUC 742	Procedures for the Divergent Learner
EDUC 744	Quantitative Processing and the Divergent Learner
EDUC 745	Teaching Reading and Written Language to Divergent and Exceptional Learners

## COURSE SCHEDULE

As noted earlier, each graduate psychology course is offered only once per year during a designated term. Development of a plan of study must take this into consideration. Courses are currently being offered according to the following schedule:

### FALL SEMESTER COURSES

PSY 600A	Professional Psychology Practicum
PSY 600B	Psychological Assessment Practicum
PSY 600C	Psychological Intervention Practicum
PSY 700B	Psychological Assessment Practicum
PSY 602	Biological Basis of Behavior
PSY 605	Personality and Social Psychology
PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
PSY 615	Child/Adolescent Psychopathology
PSY 704	Academic Assessment and Intervention
PSY 706	Advanced Topics in Child and Adolescent Assessment
PSY 799F	Internship: School Psychology (Fall)

### SPRING SEMESTER COURSES

PSY 600B	Psychological Assessment Practicum
PSY 600C	Psychological Intervention Practicum
PSY 700C	Psychological Intervention Practicum
PSY 700D	Psychological Consultation Practicum
PSY 700E	Pre-Internship Practicum
PSY 604	Behavioral Assessment and Intervention
PSY 616	Psychoeducational Assessment: Dx. Of Learning and Behavior Disorders
PSY 632	Quantitative Psychology
PSY 714	Child Counseling and Psychotherapy
PSY 749	Psychological Consultation in Schools and Agencies
PSY 799S	Internship: School Psychology (Spring)

### SUMMER TERM COURSES

PSY 601	Psychology of Mental Retardation and Developmental Disabilities
PSY 634	Developmental Psychology
PSY 635	Learning and Cognition
PSY 650	Professional and Ethical Issues in School Psychology
EDUC 616	Public School Curriculum and Organization, K-12
EDUC 620	Foundations of Education
EDUC 742	Procedures for the Divergent Learner
EDUC 744	Quantitative Processing and the Divergent Learner
EDUC 745	Teaching Reading and Language to Divergent and Exceptional Learners

## MODEL PROGRAM OF STUDY

The following is a real program of study developed for students in the School Psychology Option. It is presented here as examples only. Individual needs can be taken into account to some degree in plan development.

<u>Summer I</u> <u>(second session)</u>	<u>Hours</u>	<u>Fall I</u>	<u>Hours</u>	<u>Spring I</u>	<u>Hours</u>
PSY 650	3	PSY 600A	1	PSY 600B	1
PSY 601	3	PSY 600B	1	PSY 600C	1
		PSY 605	3	PSY 604	3
		PSY 606	3	PSY 616	3
		PSY 615	3	PSY 632	3
<u>Summer II</u>	<u>Hours</u>	<u>Fall II</u>	<u>Hours</u>	<u>Spring II</u>	<u>Hours</u>
EDUC 616	3	PSY 700B	1	PSY 700C	1
EDUC 620	3	PSY 700C	1	PSY 700D	1
PSY 634	3	PSY 602	3	PSY 700E	1
PSY 635	3	PSY 704	3	PSY 714	3
		PSY 706	3	PSY 749	3
				PSY 759	3
<u>Summer III</u> <sup>1</sup>	<u>Hours</u>	<u>Fall III</u> <sup>2</sup>	<u>Hours</u>	<u>*Spring III</u>	<u>Hours</u>
EDUC 742	3	PSY 799F	3	PSY 799S	3
EDUC 744	3				
EDUC 745	3				

Notes:

<sup>1</sup> The student will select from one of these courses. However, EDUC 745 is STRONGLY encouraged.

<sup>2</sup> Programs of study should be developed so that internships begin with the Fall semester. Requests to begin internship in the Spring will be denied.

## DEPARTMENTAL AND UNIVERSITY RESOURCES

### FINANCIAL ASSISTANCE

#### DEPARTMENTAL ASSISTANCE

The Psychology Department offers several scholarships and assistantships, which are available on a competitive basis. These are described below. Students must complete an application (forms available in department office) and submit it by the application deadline to indicate their interest in receiving one of these scholarships and/or assistantships.

All applications returned by the specified deadlines will be reviewed for academic merit by the Psychology Department faculty. Determination of merit includes consideration of academic performance at the applicant's baccalaureate institution and, for currently enrolled graduate students, in the MSAP/SSP program. For the PSY 216 teaching assistantships, potential for effective instruction is an additional consideration.

#### SCHOLARSHIPS

The Department has a limited number of \$250 scholarships available to graduate students enrolled in the MSAP/SSP program. Out-of-state students who receive a scholarship in the amount of \$250 or more per semester are eligible to receive a waiver of out-of-state tuition. Awards made in the spring and used toward that spring semester's tuition also can apply toward the subsequent summer semester's tuition. Both in-state and out-of-state students are considered for these awards, and award decisions are based solely on academic merit. These scholarships are renewable for 6 consecutive semesters (i.e., 3 academic years) or for a period of time approved by the Department, contingent upon continuous enrollment in the MSAP/SSP program and satisfactory progress in the course of study. To apply for one of these scholarships, students must complete the Application for Departmental Scholarships and Assistantships and submit it by March 15<sup>th</sup> for fall semester decisions and October 15<sup>th</sup> for spring semester decisions.

#### ASSISTANTSHIPS

Various assistantships are available to students enrolled in the MSAP/SSP program. All assistantships entail approximately 20 hours of work per week. Assistantships typically available within the Psychology Department include Department Assistantships, Psychology 216 Teaching Assistantships, and Richardson Center for the Child.

#### PSYCHOLOGY DEPARTMENT ASSISTANTSHIPS

##### DEPARTMENT ASSISTANTSHIPS

Students who receive these assistantships serve as front desk assistants in the Psychology Department. Duties include assisting the departmental Administrative Associate with tasks related to running the undergraduate and graduate programs as well as assisting faculty members in the Psychology Department. (\$3500 per semester).

## PSY 216 TEACHING ASSISTANTSHIPS

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Students who serve as teaching assistants run lab experiences for the undergraduate PSY 216 course. Duties include delivering lectures, running research lab experiences, one-on-one interactions with undergraduate students, and grading student assignments. (\$4000 per semester).

## RICHARDSON CENTER FOR THE CHILD

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The student placed at the Center for the Child assists with administrative tasks involved in running the research, clinical, and childcare components of the Center. (\$3500 per semester).

## ASSISTANTSHIPS OUTSIDE OF THE PSYCHOLOGY DEPARTMENT

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Assistantships outside of the Psychology Department may include those listed below. Information regarding additional assistantships will be made available via email and in the Department of Psychology office as such opportunities arise.

## FMU OFFICE OF COUNSELING AND TESTING

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The graduate assistant placed at the Office of Counseling and Testing helps manage the daily tasks involved in running the office as well as assists Dr. Rebecca Lawson and Ms. Yulaundra Heyward with support activities involved in their teaching and clinical activities. (\$3500 per semester). Additionally, Dr. Hill-Chapman and Dr. Broughton, of the School Psychology Option, provide assistance to Dr. Lawson in the evaluation and review of FMU students applying for ADA accommodations and periodically may be able to include and supervise other advanced school psychology option students for participation in portions of the necessary evaluations.

## FMU STUDENT HEALTH SERVICE

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The Student Health Service graduate assistantship is largely a clerical position. The assistant's duties include scheduling appointments, filing, and assisting with immunization forms. The graduate assistant supports the Coordinator of Health Services with any needed tasks. No patient care is involved, and there is no risk of blood exposure. (\$3500 per semester)

## FMU OFFICE OF CAREER DEVELOPMENT

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The graduate assistant serving in the Office of Career Development advises students in career exploration, administers the DISCOVER Inventory Assessment, and tutors students in developing their resumes. The assistant also helps plan and execute events that are sponsored by the Office of Career Development, such as the FMU career fair. (\$3500 per semester)

## FMU SCHOOL OF EDUCATION ASSISTANTSHIPS

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Students who receive these assistantships aid faculty in the School of Education with their professional duties. It is preferred that students have experience with software such as Microsoft Word, Access, Excel, and PowerPoint, as well as Smartboard and Endnote applications. Familiarity with APA publication style also is helpful. (\$3000 per semester [14 weeks, 15 hours per week or 10 weeks, 20 hours per week])

## FMU SCHOOL OF EDUCATION, PROJECT CREATE

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The Project CREATE graduate assistant aids the Project Director in the completion of a range of duties, including, but not limited to: maintaining a copy of the master teacher data base; assisting with recruitment, selection, and registration of teacher participants for courses; collaborating with the project director on selection of adjunct instructors; providing course details and course syllabi to the project director; maintaining initial and final course rosters; providing final grades to the project director; overseeing the budget for the respective CREATE center; abiding by the contingencies stipulated in the award letter issued by SDE. (\$7200 for 500 hours of work per year [fall, spring & summer I])

To apply for one of these assistantships, students must complete the Application for Departmental Scholarships and Assistantships (obtain forms in department office) and submit it by April 15<sup>th</sup> for fall semester decisions and October 15<sup>th</sup> for spring semester decisions. A committee of faculty members within the Psychology Department reviews the applications for merit. Students whose applications are favorably reviewed are offered a position within the Department, or their application is forwarded on to the director of an assistantship outside of the Department for follow-up.

Students are encouraged to check with the Psychology Department each semester as the application deadline approaches for updated information about scholarships and assistantships.

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### STUDENT LOAN PROGRAMS

The University administers a variety of loan programs including federal, state, and institutionally backed loans. For additional information, contact:

Ms. Kim Ellisor, Director  
Office of Financial Assistance  
843-661-1190

Please be aware that it is each student's responsibility to understand his/her financial aid situation, including the course load requirements for receiving aid as well as terms of repayment. It is not the responsibility of the Psychology Department faculty and staff to monitor your financial situation or to make you aware of the various criteria for obtaining and maintaining financial aid. Such issues are particularly important in planning for summer sessions and for the completion of internship. It is imperative that students plan ahead and take measures necessary to insure that their financial needs are being addressed (i.e., they are not enrolled in any courses during the end of their internship, which makes them ineligible for some loans).

Thus, students need to plan ahead in order to successfully complete the master's program on time and with appropriate financial assistance. It is imperative that students adhere to the model program outlines; however, in order to do so, students may need to pay out of pocket for some summer tuition expenses and then be reimbursed later in the form of a change check. Students are strongly encouraged to speak with the Office of Financial Assistance throughout their tenure in the program, and to consult with Psychology Department faculty should they have questions about program requirements or need documentation regarding their enrollment status or course loads.

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## ESTABLISHING IN-STATE RESIDENCY

The South Carolina residency law provision allows institutions to waive out-of-state fees for students if they are employed full-time in South Carolina and are in the process of establishing domicile in the state. In order to be considered for an out-of-state waiver, you must visit the FMU Admissions office and provide the following documentation:

1. South Carolina driver's license (required)
2. Letter from your employer stating your employment start date, and that you are employed full-time (defined as working 37.5 hours per week or more)
3. Copies of at least one of the following documents:
  - a. SC vehicle registration card
  - b. SC voter registration card

For more information regarding residency tuition laws and regulations, you should consult the Graduate Office and the Admissions Office, and you also may refer to the Commission on Higher Education's website ([www.che.sc.gov](http://www.che.sc.gov)).

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## FAFSA

FMU's priority processing date is March 1 for each academic year (e.g., March 1, 2008 is the date for the 2008-2009 academic year). Students need to submit a FAFSA form to the processor by this date. Students may still submit a FAFSA after March 1; however, they will not receive priority processing status. There are some types of financial assistance funds that are limited. The earlier students submit their FAFSA forms, the better the chance of receiving funds.

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## CAMPUS EMPLOYMENT OPPORTUNITIES

Job descriptions for positions available on the FMU campus, including contact information, are posted on a bulletin board outside of the Financial Assistance Office in the Stokes Administration Building, room 117. Students are not placed in on-campus jobs by the Psychology Department. If a student is interested in a job posted on the job board, he/she can contact the person indicated on the job posting for an interview.

From time to time there will be full-time and part-time job openings for employment at the Richardson Center for the Child. These employment positions are in addition to available graduate assistantships and include positions such as that of teaching assistant, for which the individual would work under the supervision of a teacher in one of the Center's preschool classrooms. To inquire about openings at the Center, you may contact the Psychology Department office, Ms. Bunchie Roberts (Childcare Director; [froberts@fmarion.edu](mailto:froberts@fmarion.edu)), or Dr. John Hester (Center Director; [jhester@fmarion.edu](mailto:jhester@fmarion.edu)).

Student employees at Francis Marion University:

- Must be enrolled as an FMU student
- May work a maximum of 20 hours per week.

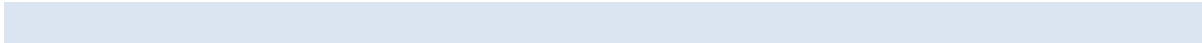
Once hired, students will need to return to the Financial Assistance Office to complete forms for authorization to work on-campus. Students must bring:

- An original Social Security card or birth certificate
- An FMU Card or driver's license

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## OFF-CAMPUS JOB OPPORTUNITIES

Francis Marion University's Office of Career Development provides job listings for off-campus employers. The Office of Career Development is located in the Smith University Center, suite 210 and can be reached directly at (843) 661-1676.



## DEPARTMENTAL RESOURCES

### RESEARCH AND TRAINING FACILITIES

The Department of Psychology is located in a two-story wing of the Cauthen Educational Media Center building. Its classroom and laboratory complex is large and varied in potential uses. For research on adult and child behavior, and for school psychology training, there are: (1) a child laboratory which includes toys, a large one-way mirror and children's restrooms; (2) two small general-purpose rooms for individual therapy, testing, and general research, each equipped with a one-way mirror; and (3) a social laboratory—for research in group dynamics—that can be divided into two smaller rooms for small group simulations, again with one-way mirrors. Each of these laboratories is positioned around a central observation/ control room that offers a sophisticated audio/visual system for data collection and direct supervision of school training sessions.

Research on basic human psychological processes such as learning and memory, sensation and perception, and motivation is conducted in another spacious laboratory area which includes ten individual computer networked experimental rooms, and an electrically-shielded room for use in psychophysiological research and biofeedback, a dark room for sensation and perception experiments, and a large workshop/equipment room. Department faculty members currently operate two specialty laboratories in this area: 1) a cognition, learning and memory laboratory, and 2) a child and family development laboratory. Students wishing to obtain research experience may contact these laboratories (Contact Dr. Lara Jones for learning and memory research and Drs. Teresa Herzog or Farrah Hughes for child and family development research experience).

The Department has a large computer instructional lab on the second floor and the University provides students Internet access for email and the Internet. The major psychological tests (e.g., intellectual, achievement, developmental, personality, and neuropsychological instruments along with computer scoring) are available to students through a test library located in the laboratory areas for supervised use during practica.

Finally, adjacent to the first floor department offices is a large seminar room and a room with carrels for faculty and student use. First floor faculty offices are grouped around a comfortable and frequently used lounge. Second floor faculty offices are housed in two smaller office suites at each end of the classroom/laboratory hallway.

Psychological assessment and developmental clinics are offered each semester on campus. The Richardson Center for the Child (<http://www.fmarion.edu/about/article85660.htm>) operates research, clinical, and childcare components available for classroom activities, observation and supervised practice. The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (<http://fmucenterofexcellence.org/fmu/>) operates a number of programs and initiatives in which school psychology students may participate. Likewise, the Pee Dee Education Center (<http://www.pdec.net/>), which resides on the FMU campus, is available for school psychology student participation and provides services to Chesterfield County Schools; Clarendon Districts 1, 2, & 3; Darlington County Schools; Dillon Districts 1, 2, & 3; Florence Districts 1, 2, 3, 4, & 5; Lee County Schools; Marion Districts 1, 2, & 7; Marlboro County Schools; Williamsburg County Schools; Coker College, and Francis Marion University. The Center provides such programs as Project SHARE that serves low incidence disabled students in the host sites of Darlington County Schools and Florence School District One. Additionally, the Department has cooperative agreements and relationships with local school districts and the Richardson Center for the Child to provide appropriately supervised assessment and intervention practica on site.

## UNIVERSITY RESOURCES

### JAMES A. ROGERS LIBRARY

The Library serves the pursuit of excellence in teaching and learning by providing Francis Marion's students, faculty, staff, and regional citizens with access to scholarly information. By providing this access, the Library is able to contribute uniquely to that portion of the mission of Francis Marion University that stresses its support of scholarly pursuits in the Pee Dee region of South Carolina. Rogers Library is the largest library in northeastern South Carolina, and its holdings include nearly 400,000 volumes, 1,500 current periodicals, 500,000 microforms, and numerous electronic databases to access information from almost anywhere. The James A. Rogers Library has extensive holdings in psychology and related fields.

### ACADEMIC COMPUTING SERVICES

Academic Computing Services provides information technology resources and services for the instructional and research missions of the University. Principally through the operations and development of the Academic Computer Center and the campus network, the department provides digital content, access to that content, and guidance for its use.

The Academic Computer Center is open to all enrolled students, faculty, staff, and active alumni at FMU. Access to the laboratory requires a valid University ID Card. In addition, most academic departments have their own student computer labs distributed across campus. Students must supply their own diskettes, CDs, or flashdrives for saving their data. The most commonly used computer software is the Microsoft (MS) Office Suite (Word, Excel, Access, and PowerPoint), but other specialized programs are available for use in the main computer laboratory. The software and documents available are copyrighted products and may not be reproduced, in part or in whole, for any purpose. Netscape and Internet Explorer are available for web browsing.

Email for Students – Email accounts are available for all currently enrolled students. Students may request accounts and find information about using email by visiting the Academic Computer Center.

### MEDIA CENTER

The Cauthen Educational Media Center is dedicated to improving teaching and learning opportunities by providing non-print resources, technological support, and media-equipped teaching and conference facilities for the faculty, students, and staff of Francis Marion University. The Center supports the academic program by providing study facilities and instructional space in the Resource Area, supplying and maintaining media equipment, scheduling media-equipped classrooms, providing production facilities, and hosting campus and community activities. This facility contains two high-tech distance learning classrooms featuring two-way audio and video communications as well as the Ashpy Lowrimore Auditorium. The Dooley Planetarium is located on the second floor of the Media Center. The Psychology Department and associated laboratories and classrooms are located in the Media Center Building.

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## WRITING CENTER

The FMU Writing Center is available to help all students improve their current writing abilities and acquire the skills needed to succeed at writing tasks in academic and professional communities. English department faculty consultants and trained student consultants provide one-to-one assistance on a wide range of writing tasks and projects, including research papers for all disciplines, literary analyses, creative writing, lab reports, resumes, business letters, and graduate school applications. Students are invited to meet with a consultant at any stage of the writing process for guidance on generating a topic, building an argument, incorporating research, revising a draft, or learning about grammatical errors. The Writing Center encourages students to use writing as a means of personal expression and as a tool for learning in and beyond the university environment.

The Writing Center offers more than 40 hours of tutoring services each week and several writing workshops each semester. Tutorials are available by appointment or on a drop-in basis. To meet with a tutor, please call 843-661-1528 or visit the Writing Center in Founders Hall 114-C. Writing Center consultants are also available in the evenings at the Tutoring Center, located in the Study Hall of the Allard A. Allston Housing Office Complex.

Students are invited to visit the Writing Center's website for more information and links to on-line writing resources: [www.fmarion.edu/academics/wcenter](http://www.fmarion.edu/academics/wcenter).

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## TEACHING MATERIALS CENTER

The Teaching Materials Center supports the Teacher Education Program by providing a representative collection of curriculum materials. The collection ranges from pre-kindergarten through high school and contains materials that are current and appropriate for each subject area, each grade level, and each professional program. The comprehensiveness of this collection has been augmented by the Materials Center having been designated as an official Public Review Site for public school state-approved materials. Copies of all materials considered for approval by the State Department of Education are sent to the Center for review, and many of them are included in the collection. This extensive collection allows pre-service teachers to create a broad range of lesson plans and activities.

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## CAREER DEVELOPMENT

The Office of Career Development supports the educational goals of the University mission statement by providing a comprehensive, educational approach to career development and preparation as a life skill. Specialized services, programs, and strategies are designed and targeted for FMU students and alumni.

The Office of Career Development develops and maintains relationships both internally (faculty and staff) and externally (business and community) and plays an integral role in the activities of these sources to facilitate the blending of academic, personal and career development of students, while providing a link for students to the world of work.

A state-of-the-art resume referral service is available to seniors seeking full-time employment. The service includes resume postings on the Francis Marion University Internet Resume Book and is linked to a national job listing service, both available to employers on the World Wide Web. The DISCOVER career guidance program and other resources allow students to explore careers, research employers, and develop the skills and tools needed to conduct successful job searches. Job postings for students, both on campus and off campus, are posted in the Smith University Center outside the Office of Career Development. Application procedures,

qualifications, and requirements may vary and will be posted for each job. Job listings for part-time, summer, and experiential learning opportunities are also available, in addition to career workshops and “practice interviewing” opportunities.

Students are encouraged to start using these services during their first year of enrollment to begin exploring their skills and interests as they relate to specific career fields.

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## COUNSELING AND TESTING CENTER

The Office of Counseling and Testing is responsible for meeting the personal counseling needs of Francis Marion University students. Professional counselors are available to help with personal, relationship, or emotional issues (with referrals made to community agencies as needed). The office also coordinates the advanced-placement testing program and administers several standardized tests utilized in certification by graduate and professional schools. The Office of Counseling and Testing serves as the focal point of academic services for students with disabilities. All students with disabilities should contact the Office of Counseling and Testing prior to registration at 843-673-9707.

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## SERVICES FOR STUDENTS WITH DISABILITIES

Francis Marion University is committed to making programs and activities available to qualified students with disabilities. The University makes efforts to ensure that the University grounds, major buildings, and classes are accessible to individuals with disabilities.

The Director of Counseling and Testing coordinates services for students with disabilities, assists students in determining reasonable accommodations on the basis of disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations for students with disabilities. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University.

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## DETERMINATION PROCESS

In order for a student with a disability to receive academic accommodations, the following requirements must be met:

1. The request for accommodations should be made at least two weeks (preferably sooner) before the start of a student's classes.
2. The request for accommodations is made through the Office of Counseling and Testing. The director will conduct an intake interview and will gather information about a student's history of accommodation. The student must also provide appropriate documentation. Documentation must be from a qualified health services provider (i.e., physician, licensed psychologist) and should include a diagnosis, an explanation of the disability's effect in an academic setting, and recommendations regarding accommodations. If a student has a Summary of Performance from high school, this should be included with the documentation. The cost and responsibility for providing documentation is borne by the student.

3. Quality documentation will include the following:
  - The credentials of the evaluator(s).
  - A diagnostic statement identifying the disability.
  - A description of the diagnostic methodology used.
  - A description of the current functional limitations.
  - A description of the expected progression or stability of the disability.
  - A description of current and past accommodations, services and/or medications.
  - Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.
  
4. Disability documentation must be approved by the Documentation Review Committee (DRC). The DRC meets approximately once a month and is responsible for determining whether a student's documentation is sufficient for establishing a disability under the Americans with Disabilities Act (ADA). There may be times when the committee asks for additional documentation. The cost for additional documentation is borne by the student. A letter of approval or denial will be sent to students within two to four weeks of the documentation review. If approved, a student should make an appointment with the Director of Counseling and Testing to identify the accommodations available. If denied, a student may appeal to the ADA Compliance Coordinator at Francis Marion (the Vice-President for Administration, 843-661-1140).

## SERVICES AVAILABLE:

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### LEARNING DISABILITY/ADD/ADHD

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The University attempts to make reasonable accommodations for students with learning disabilities, ADD, or ADHD to help equalize their chance for success. The following are examples of accommodations that may be granted to students with such disabilities:

- extended time for examinations
- use of tape recorder in classroom
- extended time for in-class writing assignments
- notetakers
- readers
- alternate testing location
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement.

Accommodations are determined on a case-by-case basis by the student and the Director of Counseling and Testing. Accommodations are based on the information contained in appropriate documentation (preferably, up-to-date psycho-educational evaluation not more than three years old), which the student is responsible for providing. A Consent for the Release of Confidential Information must be signed by students to inform professors of the accommodation(s) the students may require. It is also necessary that the student discuss with each professor how the student will receive the accommodation(s) for which they may qualify.

Although the University is committed to providing academic accommodations to students with learning disabilities, there is no specific program for students with learning disabilities at the University. Students with learning disabilities may find that the support services available to the general student population are also useful to them. Tutorial services, the Writing Center, Mathematics Lab, Peer Tutoring Laboratories, Career Development, the Office of Provisional Programs, and the Office of Counseling and Testing are some of the support services students with learning disabilities may find to be particularly helpful.

### VISUAL IMPAIRMENT

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Services available for students with visual impairments include:

- arrangements for taped books
- notetakers
- provision of readers for examinations
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement. Visually impaired students may wish to contact the Director of Counseling and Testing to arrange for a tour of the campus, including building locations, classroom locations, and pathways.

## HEARING IMPAIRMENT

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Services available for students with hearing impairments include:

- interpreters
- notetakers
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement.

## PHYSICAL DISABILITIES

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Services available to students with physical disabilities include:

- notetakers
- campus tours to determine the most accessible routes
- priority registration
- assistance in obtaining a reserved parking permit
- specially designed desks and chairs

The majority of the campus is accessible to the physically disabled. Accessible routes are identified on the map in the Handbook for Students with Disabilities.

## DUE PROCESS

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When a student with a disability strongly feels that reasonable accommodations have not been made, that student should seek resolution within the administrative channels for the area in which accommodation is in question. The student should first contact the Director of Counseling and Testing if he or she is unhappy with his or her accommodations. If a satisfactory outcome is not attained, the student may request a meeting with the Vice President of Administration, who is also the Americans with Disabilities Act (ADA) Coordinator, for recommendations towards a solution of the matter.

It is the policy of Francis Marion University to provide equal educational and employment opportunity to all present and future employees and students regardless of race, color, religion, sex, national origin, age, or disability. Francis Marion University is an affirmative action/equal opportunity employer.

## FOR ADDITIONAL INFORMATION

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Additional information is available in the Handbook for Students with Disabilities (available from the Dr. Rebecca Lawson, Director of Counseling and Testing, 121 Evander Street, Florence, SC 29506, 843-673-9707).

## STUDENT HEALTH SERVICES

Francis Marion University is committed to providing professional and cost-effective health care for its students through Student Health Services. The goal of Student Health Services is to promote and maintain the health of students by providing preventive services, health education, acute and chronic medical care, and referral assistance so that students can best meet their educational objectives.

There is no fee for being seen in Student Health Services. There are modest fees for off-site laboratory services. Fees for any off-site ancillary testing or referral physician visits are the responsibility of the student receiving care. Detailed information regarding health services can be found in the Student Handbook.

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## IMMUNIZATION REQUIREMENTS

University regulations require that specific immunizations be completed before a student is allowed to register or attend class. Each newly entering student must provide documentation to the University of the following immunizations and tests: DPT (Infant Tetanus Series), Tetanus Booster (must be within the past 10 years), Polio Vaccination, two doses of MMR Vaccination (Measles, Mumps, and Rubella – not required if born before Jan. 1, 1957). Nursing and International students have additional requirements. Proof of these immunizations must be provided on the FMU Immunization Record Form (signed by a physician or clinic staff) or by written documentation from a medical doctor or health clinic.

Students will not be able to register without filing this completed form or health record.

Immunization forms will be sent from the Admissions Office with the student's acceptance letter.

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## INSURANCE

Students are encouraged to carry health insurance, since an unexpected illness or accident can cause financial hardships, making it difficult for students to complete their education. FMU has negotiated low rates for student health insurance through a local carrier, and information about this can be obtained through Student Health Services or on the website: [www.studentinsurance.com](http://www.studentinsurance.com). Students should not assume that they are covered under their parents' policy but should check with their insurance companies to make sure. International students are required to have health insurance coverage.

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## FMU IDENTIFICATION CARD (ID)

The FMU ID Card is an important part of campus life, providing opportunities for students to take advantage of a wide variety of services that are convenient and practical. The card allows students to:

- Check out materials from Rogers Library
- Use Academic Computer Center resources
- Take advantage of Smith University Center services – basketroom, physical fitness facilities, etc.
- Attend certain campus events which may require presentation of the card
- Utilize the Dining Meal Plan
- Take advantage of discounts or special opportunities offered by many local businesses to students presenting the FMU Card

The FMU Identification Card is issued during a student's initial registration at no cost and remains valid as long as he or she is officially enrolled and has paid all fees. Replacement cost is \$15 and is generally non-refundable (marriages, name changes, or defective cards excepted).

The card has the capability of carrying monetary value (debit account) and can be used by the person who holds the card to make purchases on campus without having to carry cash. The Patriot Bookstore, Ervin Dining Hall and the Grille are equipped to use the debit portion of the card as payment. The card offers a 10 percent discount on all food purchases. Refunds may only be requested upon graduation or official withdrawal from the University. Requests should be submitted to the Dining Services Office in Ervin Dining Hall.

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## SMITH UNIVERSITY CENTER

The Smith University Center provides comprehensive athletic and recreational facilities as well as office space for Student Affairs, Athletics, the Student Government Association, the student newspaper, and the Patriot Bookstore. Facilities include a 3,100-seat varsity gymnasium, an eight-lane varsity swimming pool with three diving boards, a University commons with game room activities, a television/card playing room, four racquetball courts, a physical fitness room, a sauna, and related areas.

Exterior athletic and recreational facilities include Cornell Field, a lighted baseball complex; Kassab Courts, eight tennis courts, four of which are lighted; regulation soccer and softball fields; two natural grass intramural fields; and an outdoor recreational pool.

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## BOOKSTORE

The Patriot Bookstore exists to serve the textbook and supply needs of students, faculty, and staff. In addition to textbooks, the Bookstore offers FMU apparel, greeting cards, paperback bestsellers and magazines. Also available are personal fax sending and receiving services for a nominal charge. The Patriot Bookstore is a source of graduation supplies (caps, gowns, and hoods, invitations, and University class rings). Normal hours of operation are Monday through Friday from 8 a.m. to 4:30 p.m.

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## RECYCLING

Spurred by the voluntary efforts of the Ecology Club, FMU has tried to be as environmentally responsible as possible through the years. FMU has an active campus-wide recycling program in place that was initiated in late 1995 in response to a call by the South Carolina legislature to reduce solid waste in the state. At that time, South Carolina residents were producing more than six pounds of solid waste per person per day.

The University recycles office paper, newspapers, cardboard, aluminum, plastic, and glass. Of these items, paper creates the largest volume of recycling waste on campus. From the classrooms to the offices to the residence halls, recycling is encouraged throughout campus, with readily available drop-off points in all buildings.



## PROFESSIONAL CONDUCT GUIDELINES (THE INVISIBLE CURRICULUM)

### THE NATURE OF PROFESSIONAL CONDUCT

In becoming a student in the Master of Science in Applied Psychology Program and the continuing Specialist in School Psychology, you have committed yourself to developing and assuming a particular kind and level of conduct. You need to understand that you no longer represent just yourself in your personal contacts. You represent and cast a reflection on the reputations of Francis Marion University and the profession of School Psychology. In pursuing your studies in the School Psychology Option, you surely will be learning the academic and technical knowledge and professional skills of your chosen field. However, more than this, you will be becoming socialized into your profession. It will be expected that you assume the professional demeanor of a school psychologist in your classes, in your contacts with faculty and fellow students, and especially in your contacts with the school and agency personnel encountered in your practica and internships. Most importantly, you will be expected to demonstrate the professional demeanor of a school psychologist with the children whom you encounter. The School Psychology Option faculty regards you as more than students; we consider you to be a professional peer in training. While the profession of school psychology can accommodate a wide range of personal styles, in some cases rather profound personal change may be required on your part. Be prepared to be challenged and stretched in your personal as well as academic interactions with the faculty. It is part of your preparation. Please receive critical feedback from the faculty regarding your professional behavior nondefensively and constructively.

What is the demeanor of a school psychologist? The Standards for the Credentialing of School Psychologists (NASP, 2000b) note the following required work characteristics: Respect for Human Diversity, Communication Skills, Effective Interpersonal Relations, Ethical Responsibility, Adaptability, Initiative and Dependability. Naturally these overlap. For example, should not respect for human diversity be reflected in communication skills? Would not effective interpersonal relations require adaptability? Still, these individual areas bear elaboration for the fledgling school psychologist.

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### COMPETENCE

Students will possess the academic qualifications necessary for effective practice. Admissions criteria for entry into the program help insure that students are academically prepared to begin their graduate studies. Coursework requirements and performance assessments throughout the program help to insure that students are performing academically at an appropriate level.

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### RESPECT FOR HUMAN DIVERSITY

Students will show a respect for client diversity and the willingness to explore personal issues in any area that may negatively impact clinical work with clients. Students are expected to maintain the highest level of professionalism in regard to diversity. According to Principle E of the APA *Ethical Principles of Psychologists and Code of Conduct*, students are expected to be “aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.” (Principle E wording obtained from [www.apa.org](http://www.apa.org).)

Human beings can be sorted, classified, and grouped in infinite ways. All of them attest to the richness and diversity of the human race. School psychologists regard these differences with respect and awe. We also have an obligation to be knowledgeable about, to understand, and respond appropriately to the many ways in which these differences are expressed. The ways the individual is affected by his or her cultural background, economic level, race, gender, sexual orientation, religious beliefs and other experiences form the basis for who he or she is. School psychologists respect and empathize with the plight of each individual and the road he or she must travel. Being human ourselves, we also must be aware that our own experiences have led us to have developed biases and prejudices. We must identify and deal constructively with these. Anything less than a genuine respect for the humanness and a concern for the well being of each individual in our paths is unacceptable. Application of relevant knowledge and accepted best practices in formulating assessment and intervention plans that account for diversity is expected.

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## BEHAVIOR

Students will exhibit the demeanor and behaviors consistent with an openness to learning, both in the classroom and during applied experiences. This expectation includes consistent participation in role-play and other learning activities, thoughtful responding to feedback, regular completion of assigned readings and homework and other tasks involved in preparing for class, contributing to classroom discussions, consideration of theoretical and clinical approaches that differ from those with which the student may enter the program, and actual implementation of these new approaches in classroom activities and during practica and internships. In addition, students must exhibit openness to receiving feedback from faculty and off-campus clinical staff regarding all aspects of the student role and professional development.

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## COMMUNICATION SKILLS

Sugai and Tindall (1993) address professional communication quite effectively. They note that effective practice depends on the exchange of information. They note that school psychologists "...must be able to describe effectively and efficiently what they see, give and obtain information, generate solutions, and express reactions and opinions" [p. 414]. Communication, they state, serves three functions: to get information from others, to give information to others, and to change the behavior of others. Formal written communications should be neatly typed, well organized, and errorless. Informal, personal communications such as thank you notes to your public school practicum supervisors at the end of a practicum may be hand written. Written and oral communications should use professional vocabulary, nonsexist and nondiscriminatory language, and avoid jargon. Active listening skills, empathy, and assertive skills are essential for effective oral communication. We will expect to see active efforts on your part to develop or improve in this area.

Please note that communication also implies a willingness to initiate communication as well as availability to receive communication. You should not wait until a situation has reached crisis proportion before talking with your advisor, practicum or internship supervisor, or professor. Additionally, you should always ensure that your advisor and professors have your current phone number(s), U.S. mail address, and email address. Many "problems" can be quickly resolved if the lines of communication are well established and open. You will be expected to show initiative in keeping this information up to date and in initiating contacts when necessary.

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## EFFECTIVE INTERPERSONAL RELATIONS

The school psychologist is expected to be a relationship expert. In your practice, you will be required to develop productive, collaborative, cooperative, collegial relationships with parents, teachers, administrators, and professionals and paraprofessionals from other disciplines, not to mention being able to establish and maintain rapport and working or therapeutic relationships with the children you will serve. You will be required to establish and maintain these relationships regardless of the race, cultural, gender, sexual orientation, age, socioeconomic class, educational level, or other affiliations these individuals may have. You should be respectful of the beliefs, attitudes, opinions and knowledge of others, even when they differ from your own. In cases where disagreement or confrontation is necessary, you should endeavor to maintain a task-oriented focus, disputing or debating the information from the other person objectively and dispassionately, assertively and factually while retaining respect for the individual and his or her right to disagree. Learn to disagree agreeably. Active listening skills, empathy, and assertive skills again are essential for effective relationships. Development of these relationship skills is part of your training. Practice of these skills with your classmates and faculty as well as your clientele is expected.

Your role is to help others. You will not be particularly effective at this if you, yourself, are emotionally needy, distracted by your own concerns, or inept at dealing with your own stresses and solving your personal problems. You must come to know yourself, your strengths and weaknesses. You must be willing to examine and critique your views, behaviors, emotional reactions, and prejudices. You also must be willing to face criticism, analysis, and advice from the faculty regarding your personal characteristics with openness and candor. Where flaws are found which might impact your effectiveness as a school psychologist, you must be willing to expend the energy and endure the pain required in self-improvement. Again, you are not expected to be perfect. However, you are expected to know your own assets and liabilities, and to work actively on your liabilities. If your liabilities are too numerous or extreme, or you fail to take appropriate corrective actions, the faculty is prepared to call this to your attention, as bluntly as necessary. We have an ethical obligation to protect your future clients. That's just the way it is. Please be open-minded and nondefensively receptive to this feedback.

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## ETHICAL RESPONSIBILITY

In your dealings with others, you must be ever mindful of your ethical responsibilities and obligations. The ethical standards of the profession will be read and reviewed in several of your courses and practica. Take the application and implementation of these standards seriously. Many of the standards should be obvious, but be aware that even the recognition of many ethical dilemmas, much less their resolution, may not be as straightforward as it might seem. You should begin immediately viewing all of your actions and interactions through the lens of ethical propriety. Feel free to consult your faculty and supervisors whenever you have questions regarding your own or others' contemplated or actual conduct.

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## ADAPTABILITY AND MATURITY

Students will display a mature level of personal adjustment and self-awareness, including emotional stability, appropriate interpersonal boundaries, and adaptive coping skills. This expectation includes seeking consultation with one's advisor to: (a) help resolve problems in engaging fully in the MSAP/SSP program or in professional relationships with faculty, staff, other students, or off-campus clinical staff; (b) address difficulties participating in practica and internships; (c) deal with problems associated with learning new skills. Students also are encouraged to seek additional support (e.g., counseling services for themselves) if it is believed that such assistance will benefit the student and his/her professional development as a master's level psychologist.

You will learn that rarely are issues cast in black and white, and that the practice of psychology is hardly ever a true-false test. There are usually several paths to a particular outcome. You will need to be able to balance your views regarding the best path with what others with whom you must work can accept, tolerate, or approve. Many times you will have to reach compromises. At the same time, your compromises must conform to your ethical responsibilities and accepted best practices. As a result, you must be capable of reframing problems from multiple perspectives. You may find yourself solving similar problems in quite different ways, depending on the circumstances. You have selected a field of study that requires critical thinking, reflective analysis, and flexible, creative problem solving. You will not be given a "cook book." You will be expected to develop and actively exhibit these skills during your training. You cannot passively receive your training and expect these skills to appear magically upon graduation. Expect to be challenged and stretched.

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## INITIATIVE AND DEPENDABILITY

Students will show a willingness to accrue training experiences that will facilitate professional growth. Students may be required to participate in training experiences outside of their comfort level in order to expand or develop their areas of competence.

By the very nature of their training and responsibilities, school psychologists are leaders in their schools and school systems. You do not have to have the title of supervisor, director, or administrator to be perceived as a leader. As a school psychologist, you will be sought out for your knowledge, opinions, views, and advice. You cannot shrink from this role. The faculty will expect you to display initiative in class, practicum, and personal interactions. What does this mean? You must be a self-starter. You must initiate activity without having to be told or directed. When given a chapter as a reading assignment, go to the library and read several of the chapter's references as well (has it occurred to you to look up the [Standards for Credentialing of School Psychologists](#) [NASP, 2000b] or Sugai and Tindall [1993]? It should have!). Bring your findings up in class. Come to class and inform the instructor of interesting related web sites and other resources you have discovered rather than waiting to be told which ones to consult. Contact your professor to ask for practicum assignments or to inform her or him of problems rather than waiting for direction. Whenever you are given directions and tasks, do more rather than merely enough to comply. When you realize that you lack a necessary skill or piece of knowledge, actively research it rather than waiting to see if it will come up in class. Consult the faculty, other experts and your classmates outside of class. These are intellectual and motivational habits you must develop during your training and carry into practice. Ask questions and challenge your professors. Turn-about is fair play: You can count on us challenging you.

Precisely because of your perceived leadership position you will be closely watched. Remember that you represent the field of school psychology and Francis Marion University as well as yourself. Your actions and words reflect on others as well as yourself. Much of your work will be accomplished through your relationships with others. It is essential that these others (your counselees, consultees, peers, supervisors, etc.) be able to trust you to deliver on your responsibilities. If you cannot, your effectiveness will be severely compromised. Therefore, dependability is indispensable. If you accept a task, complete it. If you make an appointment, promise, or obligation, keep it. Be on time, or early. Be precise, complete, and helpful. We do not expect you to be perfect. But, if you are wrong, admit it and change your position. If you make a mistake, admit it and fix it... and learn from it.

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## PERSONAL RESPONSIBILITY

Students will take responsibility for their education and clinical training, as evidenced by their knowledge of all program requirements and expectations in this Handbook and the FMU *Catalog*, and proactive completion of all forms and administrative tasks necessary for successful participation in the MSAP/SSP program. Students are expected to exhibit initiative and conscientiousness regarding program requirements, University policies and procedures, and professional standards as outlined below.

Psychology Department faculty members monitor students' performance in the program, in part by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct (e.g., performance in practica, observations of interactions with faculty members, classmates, and clients). In general, it is the faculty members' responsibility to ensure that MSAP/SSP graduates have the skills, attitudes, and professional behaviors that indicate that graduates: (a) will not endanger their clients' physical and mental health and (b) will implement approaches known to be associated with successful therapeutic outcomes. If at any time it becomes apparent that satisfactory progress is not being made toward these goals, the student's advisor will inform the student and suggest appropriate steps for remediation.

Students are expected to maintain the highest level of ethical and professional behavior and to adhere to the National Association of School Psychologists' *Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services*. These standards will be discussed throughout the MSAP/SSP program, and students will be expected to adhere to them throughout their training and beyond. Some students may wish to pursue licensures as Licensed Psychoeducational Specialists. Thus, students also are expected to adhere to the SC Code of Regulations and Code of Ethics for LPESs. These standards can be obtained from the SC Department of Labor, Licensing, and Regulation ([www.llr.state.sc.us/POL/Counselors](http://www.llr.state.sc.us/POL/Counselors); under "Laws/Policies"). In addition, students should refer to the "Student Rights and Responsibilities" section of the FMU *Catalog* and the FMU *Student Handbook*. In these and subsequent sections students will find important information concerning standards of student conduct and other important University policies.

If a student violates the NASP's *Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services*, the SC Code of Regulations and Code of Ethics for LPESs, and/or the standards of conduct outlined in this Handbook and the FMU *Student Handbook*, the student's advisor and school psychology faculty members will meet with the student to discuss the incident and determine steps for remediation. Faculty members may refer students to the FMU Dean of Students for appropriate action. For students: (a) who repeatedly and intentionally violate ethical standards and guidelines for professional conduct and/or (b) for whom repeated efforts at remediation have been unsuccessful in improving the student's ethical and professional behavior, the faculty reserve the right to dismiss a student from the MSAP/SSP program.

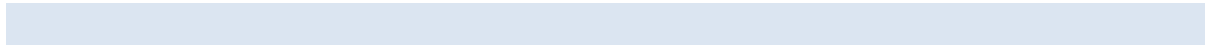
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## REMEDICATION FOR IMPAIRED STUDENTS

If a student's behavior appears to be interfering with his/her ability to function competently in the academic or professional arenas, the relevant faculty members will speak with the student and investigate the nature and extent of the impairment with the goal of developing plans for remediation. Factors that may contribute to student impairment include, but are not limited to: serious emotional/psychological difficulties, chemical abuse/dependence, boundary violations with clients (including sexual intimacies), conviction of a felony, or negligent, unethical, or otherwise unprofessional conduct. Concerns regarding possible student impairment may be voiced by the student's peers, professors/instructors, or supervisors and will initially be made known to the student's advisor, the Coordinator of Graduate Studies in School Psychology, and the Practicum/Internship Coordinator (if necessary). The faculty member(s) will meet with the student to discuss the concerns and develop goals and a plan for remediation in collaboration with the student. Initial plans for

remediation may include additional coursework, practicum experience, or more intensive supervision. Faculty members also may refer students to the FMU Dean of Students for appropriate action. For more severe impairments (including multiple ethical infractions or a pattern of incidents of impairment), personal psychotherapy, a leave of absence from the program, or dismissal from the program will be considered, subsequent to initial efforts at remediation.

A remediation plan will be developed by the relevant faculty member(s) and student. This plan will describe the incident or issue, the discussion with the student, and the plan for remediation. The plan will be signed by the faculty member(s) and student then placed in the student's permanent file in the Psychology Department. Once the plan for remediation has been successful in the opinion of the relevant faculty member(s) and the Coordinator of Graduate Studies in School Psychology, then the matter will be considered resolved. The remediation plan will remain in the student's Psychology Department file as documentation of the incident and as evidence that the student successfully carried out the remediation plan.



## MALPRACTICE INSURANCE

School Psychologists take their practice and their obligations seriously. They remain attuned to influences and trends in the practice environment. Unfortunately, adherence to the highest ethical standards and the best empirically derived practices do not guarantee a school psychologist immunity to attack in today's litigious world. Just as we communicate to our clients that we hold their well being at the highest level, we also must respect and protect our employers and ourselves. Therefore, as part of your professional socialization, we require that you obtain personal malpractice insurance prior to beginning your initial practicum activities, and that you maintain a current policy during your entire tenure in the program, including internship. We hope that the financial obligation to maintain the policy and the constant reminder of its purpose will make you ever mindful of the seriousness and level of responsibility you assume as you become a school psychologist.

## PROFESSIONAL AFFILIATIONS

As noted at the beginning of these guidelines, the purpose of your training is to give you competence, but also to socialize you into your chosen field. A major way that you can facilitate this process is by joining and becoming involved with your professional organizations.

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### SOUTH CAROLINA ASSOCIATION OF SCHOOL PSYCHOLOGISTS – SCASP

SCASP is the state association of your profession. It also is affiliated with the National Association of School Psychologists. SCASP holds two conferences each year, a Fall Conference and a Spring Conference. The School Psychology Option requires first year students to attend the Fall Conference. To facilitate this, SCASP provides a voucher for first year students to attend for free. SCASP also publishes a newsletter, *The School Psych Scene*. Reduced dues are available for full time students. An application form is available at the SCASP web site ([www.scaspweb.org](http://www.scaspweb.org)). SCASP also has a student member representative on its executive board. It is one of the student board representative's responsibilities to communicate with students around the state regularly to keep them apprised of issues important to school psychologists in training. The student board representative position rotates among the four state training programs. Students from Francis Marion University's School Psychology Option have represented us well during their terms as student representative. Perhaps you could be the next one. We recommend that you join SCASP and that you attend at least one conference per year. Participation will allow you to meet and network with your peers in other training programs as well as those already in practice. Multiple benefits come from these contacts: you can learn what is going on in school districts around the state, compare your practices with the way things are done elsewhere, get alternate points of view on issues important in the state, increase the number of your school psychologist models to emulate, or make the connection that will get you your first job.

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### NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS – NASP

This is the national association of your profession and your access to state of the art research, best practices, and thinking in school psychology. An on-line membership form is available at [www.nasponline.org](http://www.nasponline.org), which you will need to complete and have your advisor endorse. You are strongly encouraged to join. NASP publishes a journal, *School Psychology Review*, and a newsletter, *Communiqué*, as well as numerous professional reference books. The journal alone is worth the price of membership. NASP also holds an annual conference in a different location throughout the country each year. Several FMU faculty members have presented papers and research at the NASP annual conferences and students are welcome to get involved with faculty research. Attending a NASP conference would provide an introduction to school psychology on the national level and exposure to the latest research in areas of special interest. You would be able to network with professionals

throughout the country to learn about innovative techniques and approaches being used in other states, to find out about research being conducted at other universities, and to develop professional relationships with school psychologists across the nation. NASP also sponsors a young leaders program to which we nominate a member of our second year class each year. This is quite an honor and opportunity. Perhaps you will be one, if you excel within the program.

NASP is the source of the *Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services* (NASP, 2000a), which you will frequently review in your classes and will be expected to practice. NASP is also the sponsor of the National School Psychology Certification Board, through which you are recommended to seek certification when you complete your training.

One of NASP's benefits is access to reasonably priced malpractice insurance for school psychologists in training. Information on how to apply for insurance is provided in Appendix C, although actual application is now accomplished online. You are not required to obtain your malpractice insurance from the NASP sponsored program; you are free to research the area for competitive policies and prices. However, as an example of the types and costs of policies, material from the NASP sponsored policy is provided. If you wish information about other options, please see your advisor.

## FOOD FOR THOUGHT

As you can see, there is much more to becoming a school psychologist than class attendance and mere technical mastery of a particular body of knowledge. You have begun a challenging personal journey. You should review this document regularly along the way. You will see its contents in an increasingly sophisticated and informed light as you progress through the program and develop professionally. The faculty will expect you to seek guidance actively and regularly in regard to these issues. We will be delighted to assist you in any way we can. We also will expect to observe the personal growth that indicates that you are becoming a true school psychologist, both technically and personally, and we will call it to your attention if you are not.

## REFERENCES

- National Association of School Psychologists. (2000a). National Association of School Psychologist professional conduct manual. Washington, DC: NASP.
- National Association of School Psychologists. (2000b). Standards for credentialing of school psychologists. Washington, DC: NASP.
- Sugai, G. M. & Tindal, G. A. (1993). Effective school consultation: An interactive approach. Pacific Grove, CA: Brooks/Cole Publishing Company.

## PRACTICUM GUIDELINES

### DESCRIPTION

Practica are designed to provide exposure to professional environments and experience in conducting discrete professional activities under field and academic supervision to enhance specific skill development prior to the internship experience. Practica are conceptually and experientially related to specific course content in which the student is receiving instruction concurrently with the practicum. On occasion, practicum can be a stand-alone experience required by the student's location in his or her course of study, or based on specific interests or needs.

### PHILOSOPHY

It is the philosophy of the program that skill development should proceed concurrently with knowledge acquisition in a developmental progression, be clearly linked to ongoing classroom learning, and be well developed by the time of internship. Therefore, it is required that the student be enrolled in an appropriate practicum concurrent with enrollment in applied courses. The nature of practicum experiences depends on the course and practicum experiences previously completed by the student, the practicum requirements of the current courses in which the student is enrolled, and the skill development needs of the individual student. The practicum experience is meant to be developmental both within a given practicum (progressing from simulations, to practice with clinic individuals, to experience in a school setting) and between practica (for example, the assessment sequence), leading ultimately to internship.

### GOALS

The goal of the practicum experience is to provide an intensely supervised, applied experience in a set of discrete skill development exercises and exposure to the operations of a specific professional environment concurrent with classroom knowledge acquisition regarding relevant empirical and clinical background material. The purpose of the experience is to assist the student with the integration of academic knowledge and professional practice and to insure competence in both the knowledge and skill domains of practice prior to the initiation of internship.

Specific Goals:

1. To provide exposure to and observation by the practicum student of practicing school psychologists, educational, and other physical and mental health professionals in school and related settings
2. To provide for the practicum student the opportunity to practice and master discrete clinical skills under conditions of evaluation and critical feedback
3. To allow evaluation of the practicum student's performance by the faculty and field supervisors so that strengths may be noted and weaknesses remediated prior to internship placement

The purpose and emphasis of practicum is on active participation and skill mastery rather than exposure to a task for a given amount of time. Time requirements will vary with the nature and number of the tasks required during any particular practicum. Practicum assignments generally should, however, require a minimum of 50 contact hours of practical clinical and related work activity per semester hour of credit (or per concurrent course\*). Some practicum assignments may require more time investment. Seven courses required in the

School Psychology Option require enrollment in relevant, concurrent practicum experiences. Additionally, students must complete the Professional Psychology Practicum during their first Fall Semester of study and the Pre-Internship practicum during the last Spring. Thus, nine practica are required, leading to a minimum of 450 clock hours of practicum experience during the course completion portion of the student's program.

*\*Note: Students enrolled in two intervention courses in a given semester need enroll in only one intervention practicum during that semester. The practicum will require a minimum of 50 clinical contact hours per intervention course, or minimum 100 hours.*

## LOCATION

Practica are arranged through several venues, and some practica may require practice in more than one site over the course of the practicum. Currently, the Department operates a Fall Semester Developmental Clinic and a Spring Semester Psychoeducational Clinic. Both clinics serve the children and families of the university's faculty, staff, and students. Additionally, the Department has a long standing relationship with Florence School District 1, which has made available a consortium of schools chosen for their diverse populations in regard to age, race, socioeconomic level, and diagnostic classification, including the autism program that represents a cooperative of several regional school districts. Practicum students working through the cooperative will be assigned to an appropriate elementary school or any of the district's middle or high schools.

Students should expect to be assigned by the practicum professor to practicum sites. On some occasions, students may be allowed to arrange practicum sites if they are already employed in a school district, but this not guaranteed. Practicum is an important and integrated part of training in school psychology. Generally, practicum sites and activities have been meticulously and laboriously developed over a period of time prior to the beginning of each course and deviation from such carefully developed plans is not possible or advisable.

## SUPERVISION AND EVALUATION

The purpose of practicum is the development of discrete skills. On-going supervision, coaching, and advisement are essential to the process. This is necessary to reinforce appropriate practice and to prevent practice errors from becoming habitual. Therefore, it is essential that practicum students seek and obtain frequent, on-going supervision from field supervisors, attend all practicum seminars and supervision appointments, and submit work samples and other practicum assignments for formative evaluation in a prompt and timely manner. Log entries are expected to reflect appropriate levels of continuous, on-going field and university supervision. Failure to obtain on-going, regular, continuous supervision or to submit assignments and complete work tasks in a prompt and timely manner can result in a lowering of a practicum grade, or failure of the practicum.

Supervision of practicum experiences will be provided by the university practicum instructor/supervisor and/or a qualified field placement supervisor. Supervision will consist of direct observation of real performances, review of video and/or audio taped performances, and critique of written work products, such as test protocols, evaluation reports, treatment plans, behavior management plans, counseling session notes, and consultation progress notes. Practicum instructors schedule practicum seminar meetings and/or private office sessions to review progress and provide supervision. Practicum instructors will grade observed and taped performances and submitted work. Practicum instructors also will provide copies of the School Psychology Field-Based Experience Evaluation Forms (see Appendix G) appropriate for the given practicum to the field supervisors for performance ratings. Students maintain a portfolio of time logs, work products, and field-based ratings for each practicum as specified in the individual practicum syllabi. They also should maintain a master portfolio of all practicum work, organized by practicum. The master portfolio will be

required to document mastery of required key performances and readiness for internship at the second year review.

#### PROFESSIONAL ETHICS AND CONDUCT:

The professional practice and conduct of the practicum instructors, field-based supervisors and practicum students must adhere to the NASP *Principles for Professional Ethics* at all times and under all circumstances. The instructors and supervisors should discuss ethical, professional and legal dilemmas with the practicum students as they arise and generally assist the students in developing an appreciation for the professional, ethical, and legal concerns of practice.

#### PROCEDURES

A practicum instructor is assigned for each section of practicum. Practicum instructors are usually the faculty members teaching the practicum-related courses. Course/practicum instructors insure that relevant practicum assignments are made for the students in their classes. In cases where the student is enrolled in more than one practicum related course, the student may have more than one practicum supervisor or practicum site.

## GENERAL SUMMARY OF PRACTICUM EXPERIENCES

### PSY 600A PROFESSIONAL PSYCHOLOGY PRACTICUM

#### Initial School Psychology Experiences for First Year Students

To become more familiar with schools and the profession of school psychology, students will shadow and interview an in-field school psychologist, and observe general and special education classes. To understand better the roles of other school professionals the student will interview a teacher, counselor, OT/PT, speech therapist, principal, superintendent, and board member. The student will attend a school board meeting. The student will maintain a log of practicum related activities and a journal of observations and interviews. The student will attend group supervision sessions to review experiences and compare them to those of other students, and to discuss readings related to practicum experiences.

### PSY 600B PSYCHOLOGICAL ASSESSMENT PRACTICUM

#### with PSY 606 - Psychological Assessment: Intelligence, Abilities, and Achievement

Students will be required to administer, score, and interpret various intelligence, achievement, adaptive behavior, and visual-motor tests. To encourage the initial development of administration skills each student will be observed and videotaped administering these instruments and will receive specific feedback from the course instructor prior to being approved for practicum placement that will be in a school. In addition, students will produce written psychological reports of test results and interpretations. Students will observe other professionals and attend and present assessment results at appropriate team meetings at the school where they are assigned.

### PSY 600C PSYCHOLOGICAL INTERVENTION PRACTICUM

#### with PSY 604 - Behavioral Assessment and Intervention

Each student will learn protocols and conduct observations within behavioral intervention classrooms. Each student will conduct a functional behavioral assessment and design and implement a behavior change project that lasts a minimum of six weeks. This project will involve the modification of the behavior of a child or adolescent and consultation with relevant school personnel. Also, students will design and implement a self-change program, acting as both therapist and client. Practicum placements are generally in Florence School District I.

### PSY 600B PSYCHOLOGICAL ASSESSMENT PRACTICUM

#### with PSY 616 - Psychoeducational Assessment: Learning and Behavior Disorders

This practicum begins in a university clinic and then moves to a school system. Practicum includes assignments in scoring and interpreting selected personality instruments and selected behavior rating scales appropriate for school-aged individuals. Students conduct and prepare a written report of a comprehensive psychological evaluation which includes selection, administration, scoring, and interpretation of individual intelligence tests, individual achievement tests, tests of visual-motor integration, objective personality measures and/or behavior rating scales, projective personality measures, and behavioral observations of mental

status, affect, and test taking behavior. Students participate as active members of the interdisciplinary team in their assigned school.

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### PSY 700C PSYCHOLOGICAL INTERVENTION PRACTICUM

with PSY 714 – Child/Adolescent Counseling and Therapy

Practicum includes diagnostic interviews with parents, teachers, and child and/or adolescent clients, development and implementation of multimethod treatment plans for child or adolescent clients, and the conduct of therapeutic interactions with child and/or adolescent clients. The student will keep a log of therapeutic contacts and will audio and/or videotape sessions for review and feedback by the instructor. This practicum generally employs the counseling programs in Florence School District 1 but may take place in the same district as PSY 600E if the student is preparing for internship during the next fall term.

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### PSY 700B PSYCHOLOGICAL ASSESSMENT PRACTICUM

with PSY 706 - Advanced Topics in Child and Adolescent Assessment

This practicum begins in a university clinic and the final assessment is completed in the regional school district with which the School Psychology Option has contracted to operate a Developmental Assessment Center during the given academic term. Practicum includes administration, scoring, and interpretation of instruments designed to assess the developmental and temperamental/behavioral status of infants and preschoolers, parent interviews, and preparation of written reports of assessment results. Students participate as active members of the interdisciplinary team for multiple other cases in their assigned school.

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### PSY 700C PSYCHOLOGICAL INTERVENTION PRACTICUM

with PSY 704 - Academic Assessment and Intervention

Practicum includes teacher interviewing, student interviewing, use of academic performance rating scales, direct observation of students in schools using standardized observational formats, and assessment of reading, math, spelling, and written language performance using CBM probes and classroom work samples. Practicum students will develop academic interventions based on assessment data and consult with teachers in the classroom implementation of these interventions. Progress monitoring through graphing and revision of interventions through the use of data-based decision rules is required. This practicum takes place within the Florence School District 1 summer remedial program.

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### PSY 700D PSYCHOLOGICAL CONSULTATION PRACTICUM

with PSY 749 - Psychological Consultation in Schools and Agencies

Practicum includes experience in establishing a consulting relationship, problem identification, problem analysis, plan development and implementation, plan evaluation with personnel concerned with children's learning and behavior problems. Where necessary, students will analyze consultee resistances and implement interventions to overcome such resistances. Students also are expected to assess and account for relevant systems-level variables in designing consultation activities and prescribed classroom interventions. Practicum students keep a log of consultation interactions and present audio- and/or videotapes of consultation interactions for review and feedback by the instructor.

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## PSY 700E PRE-INTERNSHIP PRACTICUM

Integrative experience in preparation for Internship. PSY 600E is completed in the school system where the student has arranged to begin internship during the next fall term.

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## INDIVIDUALIZED PRACTICUM EXPERIENCES

Individualized practicum experiences can be developed to assist students with skill development in areas where they have been evaluated to exhibit weaknesses. Also, students wishing to participate in faculty research, gain experience with particular disability groups, or gain exposure to particular clinical settings should consult with their faculty advisor.

## MALPRACTICE INSURANCE

Students should obtain and maintain a professional malpractice insurance policy prior to engaging in any practicum and internship activities. See Professional Conduct Guidelines.

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## CERTIFICATION AND INTERNSHIP PLANNING GUIDELINES

### ELIGIBILITY FOR INTERNSHIP

To be eligible for internship you must accomplish the following:

1. Complete all course and practicum work required by the Specialist in School Psychology, with at least a 3.0 GPA, prior to the semester in which you wish to intern. (Note: Students who have no more than one course remaining may petition the faculty to be allowed to complete the course during the first semester of internship if the course does not require a practicum, and if it is offered in the fall). Practicum related courses and spring semester courses must be complete before beginning internship.
2. Provide a portfolio of assessment, intervention, and consultation work products produced during practica sufficient to demonstrate that knowledge and skill levels have been attained which support practice as an intern.
3. Sit for an oral examination by School Psychology Option faculty.
4. Sit for the School Psychology Option's written examination.
5. You must schedule to take the Praxis Series School Psychology Exam and obtain a passing score of 165.
6. Obtain internship certification as a school psychologist as described below.

### INTERNSHIP CERTIFICATION

You must complete and submit an application for internship school psychologist II certification with the State Department of Education (SCDOE). Applications may be obtained by contacting the School of Education (Room 212; telephone: 6611470). The application should be completed and sent to the SCDOE at least 4 months prior to starting internship. Please note that clearance of fingerprints by SLED takes a minimum of 12 weeks.

Steps:

1. Obtain application form from FMU School of Education or from SCDOE website: <http://www.scteachers.org/cert/certpdf/newapp.pdf>.
2. Complete application form. Retain a copy for yourself. Provide a copy to the FMU certification officer in the School of Education.
3. Request Dr. Broughton to write a letter to the SC DOE documenting your appropriate standing in the School Psychology Option.
4. Request FMU Registrar to send your transcript to SCDOE.
5. Mail your application to SCDOE.

You must obtain your internship certificate or a letter stating eligibility for certification by the SCDOE before you can engage in any direct services with students. You may receive a letter of eligibility if your fingerprint clearance has not been returned by SLED.

The SC Department of Education policy on Internship Certification of School Psychologist for purpose of internship is provided in Appendix D.

Upon completion of your internship, the Department is required to notify the SCDOE so that your internship certificate can be terminated. The internship certificate is for the purpose of internship only and cannot be used to obtain temporary or fulltime employment after internship. There are no exceptions to this. Presenting yourself as a certified School Psychologist with anything other than a regular, valid, current certificate (obtained by completion of an accredited program, internship, satisfactory scores on the specialty exam and recommendation by FMU as outlined below) is fraudulent and unethical and will call into question your very suitability for certification.

## INTERNSHIP

**You and the Internship Coordinator should meet** to discuss internship placement the summer or fall before you plan to begin your internship. You are encouraged to contact your advisor early in the summer or fall semester prior to the fall semester you plan to start your internship.

**We also encourage you to talk to districts in which you are interested in completing your internship.** Please note that while the University has fairly well established relationships with school districts in the Pee Dee and Coastal areas of SC and NC, graduate students are not automatically guaranteed internship positions within this region. However, if you are interested in pursuing an internship position with a Pee Dee area school district, the Internship Coordinator may be able to make initial contacts with that school district. If you are interested in pursuing an internship position outside of the Pee Dee area, you are encouraged to begin making your own initial contacts with the school districts in which you are interested *very early* during the fall semester prior to the fall semester you wish to begin internship. It should be noted that school districts outside of the Pee Dee area might not be familiar with FMU's school psychology program and internship guidelines and requirements. Therefore you and the Internship Coordinator will need to work together closely and provide specific information to the district.

**You should inform the Internship Coordinator before you go to the district for an interview.** When a district expresses an interest in offering you a position you would like to consider, you should contact the Internship Coordinator immediately. He will contact the district to discuss the nature and requirements of your internship placement and the required contract between the three parties. Please note that the Internship Coordinator does not negotiate salaries or employment contracts. Any employment contract you negotiate is between you and the district.

**The Department of Psychology will seek to assist you in finding funding for your internship.** We are committed to the principle that internships are both a learning and service experience and should be paid. In fact, we will not approve an internship in any district that does not agree to provide at least a stipend for the intern. All of our recent internship sites have provided salaries and benefits. There will be occasions when a student may find it necessary to travel or relocate to obtain a paid internship. Certainly in placing you at an internship site, we will give strong consideration to your expressed preferences. However, you need to be aware that internship is a training experience for which you receive university credit. The policy and primary goal of this Department is to ensure that students complete a closely supervised quality training experience. Ultimately, internship is an assignment made by the Department.

An internship must be approved by the Internship Coordinator prior to your acceptance of the position.

Once you have accepted an internship position, you may not seek or accept an offer from another district.

All paperwork required for your internship portfolio (logs, supervisor evaluations, in-service agendas and handouts, psychological reports, consultation notes, applied research project, etc.) must be submitted to the Internship Supervisor at least two weeks prior to the due date for final grades for the semester in which your internship is completed or by the date specified in the School Psychology Option Calendar.

After your portfolio and evaluations have been reviewed and a final grade assigned for the internship, a Program Exit Interview will be scheduled. The purpose of this interview is for you to share your thoughts concerning your experiences in the program and during the internship with the School Psychology Faculty.

## CERTIFICATION

Completion of your FMU program and receipt of your degree does not bring about automatic regular certification. It is your responsibility to complete several additional requirements.

1. You must schedule to take the Praxis Series School Psychology Exam (Test Code 0401) and obtain a passing score of 165 prior to embarking on internship. This test is offered several times during the year and information can be obtained from the FMU Counseling Center, the School Psychology Option Calendar, or the ETS web site. The PRAXIS II®: Subject Assessments are offered in paper-based format only. It is recommended you take it once before going on internship. Our graduates traditionally have done very well, but you should allow yourself the opportunity to retake it, if necessary, during your internship. You want to have a passing score prior to the end of your internship to expedite the certification process. PLEASE designate FMU to receive your scores as well as the SCDOE. When you receive your score report, please duplicate it front and back and place it in your internship portfolio. This information is used in institutional effectiveness and program evaluation decisions and must be received before you can be recommended for certification. Failure to provide scores to FMU on the Praxis will delay the Department's verification of your completion of program requirements.
2. You must complete all aspects of your degree program including internship, all coursework, and be eligible to graduate.
3. You must write to Dr. Broughton requesting that FMU recommend you for certification. At that point the faculty will verify that you have completed the training program and that you have a passing score on the specialty exam. Only then will the MSAP/SSP program recommend to the School of Education's Certification Officer that you be recommended by the university for certification to the SCDOE.
4. You must have an official FMU transcript, that only you can release, forwarded to the SCDOE verifying that you have finished all coursework.

If you wish to have your permanent certificate when your temporary certificate terminates, you must be graduating the semester you finish your internship, and you must have passed the specialty exam. Give careful attention to these steps and plan carefully for your internship and subsequent certification. Dates for the ETS Praxis Series examination in School Psychology are available online. Any questions you have about internship or certification should be submitted to Dr. Hester, Department Chair, Dr. Broughton, Coordinator of Graduate Studies in School Psychology or Dr. Bridger, Internship Coordinator, at your earliest opportunity.

## INTERNSHIP GUIDELINES

### GOAL

The goal of these internship guidelines is to direct the development of the internship experience and the written internship contract so as to provide for a supervised applied experience as a School Psychologist for a one academic year duration in order to prepare the student for independent practice as a specialist/sixth year (SC Level II) certified School Psychologist.

### SPECIFIC GOALS

1. To **train interns** to become proficient in: child and adolescent assessment, measurement and diagnosis; designing and implementing student interventions; consultation with teachers and other school personnel; and program planning and evaluation
2. To **train interns** to become effective members of multidisciplinary teams
3. To **promote** sensitivity to individual differences and unique developmental status
4. To **promote** sensitivity to multicultural issues and cultural diversity
5. To **train interns** to work with and be sensitive to the needs of parents, families, and children
6. To **train interns** to assume positions of leadership in various school meetings, assignments, and roles
7. To **train interns** to practice within the scope of accepted ethical and professional guidelines
8. To **train interns** in the scientist-practitioner, data-based problem-solving model in regard to all preceding goals

### TIME REQUIREMENTS

A minimum of 1200 clock hours covering two academic semesters in a public school setting over a Fall and Spring university semester is required. Students may complete up to but no more than 600 of the 1200 clock hour requirement in a setting other than a public school system if the student's career goals justify such placement (see below).

### LOCATION

Interns should be based primarily at no more than three (3) schools. Interns should gain experience in working with preschool, elementary, middle, and high school students. The location should provide experience working with a diverse population of students in regard to ethnic, cultural, and gender characteristics and disability classifications. Students with specific, well articulated career goals (e.g., residential treatment of children with autism) may seek internship placement in relevant agencies other than public school systems if satisfactory supervision is available, no more than 600 clock hours of the internship are completed in the alternative setting, and prior permission and approval of the faculty in the School Psychology program option is obtained.

## PROFESSIONAL ETHICS AND CONDUCT

The professional practice and conduct of the field-based supervisor and the intern should adhere to the NASP *Principles for Professional Ethics* at all times and under all circumstances. The supervisor should discuss ethical, professional and legal dilemmas with the intern as they arise and generally assist the intern in developing an appreciation for the professional, ethical, and legal concerns of practice.

## DEVELOPMENTAL MODEL

This internship is a training experience emphasizing a developmental model of training in which the intern progresses from an initial closely monitored stage to a more autonomous level of functioning by the end of the internship.

Suggested general guidelines for progression:

1. The intern is introduced to relevant staff and services in the district and community. This may have been accomplished previously during PSY 700E when the pre-internship practicum was completed in the same district as internship.
2. The supervising school psychologist models the procedures followed in a typical assessment, consultation, and intervention case. The intern observes the supervising school psychologist in conducting assessments, consultations, MDTs, etc. The supervisor discusses with the intern initial hypotheses, choice of assessment instruments, approaches to consultation, reasons for intervention choices, etc.
3. The intern conducts classroom observations.
4. The intern administers/interprets portions of psychological assessments and conducts portions of intervention and consultation cases. The supervisor maintains the primary responsibilities of hypothesis generation, integration of information, disseminating results to school personnel and/or parents, etc.
5. The intern conducts a psychological re-evaluation. The student is responsible for all aspects of the assessment including interviews, writing the report, and disseminating results at the Multidisciplinary Team Conference.
6. The intern assumes responsibility for pre-referral intervention and consultation cases, progress monitoring, intervention fidelity assessment, RTI procedures, etc.
7. The intern conducts an initial psychological evaluation (LD, EMD), consultation, and intervention case. The intern is responsible for all aspects of the case.
8. The intern conducts an initial ED psychological evaluation. The intern is responsible for all aspects of the case including teacher consultation, intervention development, consultation with other agency staff (Mental Health, Managed Treatment Services for Children, Continuum of Care, etc.) and counseling (if indicated).
9. The intern conducts an initial preschool evaluation. The intern is responsible for all aspects of the case, including parent interview, consultation with other agency staff (BabyNet, CRS, etc.), participation in intervention planning, development and implementation.

10. The intern assumes responsibility for a regular, limited duration, individual and group counseling caseload.
11. The intern maintains an active caseload and professional responsibilities typical of a level II School Psychologist including limited supervision of level I school psychologists or practicum students within the context of a mentoring relationship with the supervising School Psychologist and the university supervisor.

## SUPERVISION

Field supervisors must have Level II (Specialist) or Level III (Doctoral) certification as a school psychologist with a **minimum** of 2 years prior experience in a public school setting. The supervisor additionally must have a **minimum** of 1-year prior experience within his or her current school district. Only one intern normally should be supervised at a given time. Two interns may be supervised under unusual circumstances if approved by the faculty of the School Psychology Option. If an alternative, nonpublic school setting is involved, the supervisor must be a licensed doctoral level psychologist. The supervisor must provide a **minimum** of two (2) hours of face-to-face supervision weekly. Supervision must be documented in the intern's log. Supervision should encourage the continual accumulation of knowledge, refinement of skills, development of the student's professional identity, and prudent ethical practice. Attendance by the intern at scheduled internship seminars at the University is **mandatory** for academic supervision. It is a requirement of internship that the school district grant the intern time to attend the mandatory internship seminars. Field supervisors are encouraged to attend monthly seminars as possible. Field Supervisors are encouraged to communicate frequently with the University Internship Coordinator. Interns, Field Supervisors, and University Supervisors may consult via email. The University Supervisor will make a **minimum** of one on-site visit with the intern and field supervisor per semester. University supervisor visits will include a meeting with the intern and site supervisor, and a visit to at least one practice site (with relevant staff interviews or observations). Supervisors and interns should make adequate scheduling preparations for these visits.

## SUPERVISED ACTIVITIES

### ASSESSMENT

Supervised experiences in psychological assessment should include intellectual, academic, socio-emotional, behavioral and curriculum-based assessment, assessment of adaptive functioning, report writing, and disseminating assessment results to the multidisciplinary team. Interns are expected to complete a **maximum** of 25 evaluations during the first semester and a **maximum** of 35 evaluations during the second semester of internship, with related reports and staffings, in order to allow adequate time for other required activities.

### CONSULTATION

Supervised experiences in consultation should include experiences in pre-referral consultation with teachers and other school personnel. Interns should be given the opportunity to refine further consultative skills in: establishing the consultative relationship, maintaining flexibility in the consultation approach, problem identification, problem analysis, applying psychological principles to problem solving, and designing, implementing and evaluating interventions within a collaborative framework. Interns are expected to complete a **minimum** of 10 consultation cases during each semester. Interns are expected to become involved in interagency contacts and consultation in cases where such contacts are indicated (e.g., BabyNet with

preschool referrals, Department of Mental Health or Continuum of Care with ED cases, Department of Disabilities and Special Needs in cases of mental retardation, autism, or head and spinal cord injury).

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## BEHAVIORAL INTERVENTIONS

Supervised experiences should include designing and implementing behavioral interventions based on the individual needs of students. Interns are expected to engage in behavioral assessments, and applied behavior analytical approaches to the development of functional behavioral assessments and behavior intervention plans. Collection of progress monitoring data and documentation of teacher consultation sessions is expected. Interns are expected to complete a minimum of 10 behavioral intervention cases during each semester. These may overlap to some extent with consultation cases depending on the nature of the required intervention.

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## ACADEMIC INTERVENTIONS

Supervised experiences should include designing and implementing academic interventions based on the individual needs of students. Interns are expected to engage in academic assessments, employing CBM and related assessment strategies, and applied behavior analytical approaches to the development of academic intervention plans. Collection of progress monitoring data and documentation of teacher consultation sessions is expected. Interns are expected to complete a minimum of 10 academic intervention cases during each semester. These may overlap to some extent with consultation cases depending on the nature of the required intervention.

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## COUNSELING/THERAPY

Training and supervision in a range of direct-service individual and group interventions (e.g. behavioral, cognitive-behavior, social skills training), through individual and group counseling are required. Interns are expected to complete a minimum of 10 counseling/therapy cases during the period of internship.

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## IN-SERVICE PRESENTATIONS

Interns are required to plan, implement, and evaluate one in-service training program for teachers per semester. Topics of the in-service presentations should be based on and address school or district needs. An In-service Evaluation form is included in Appendix H with the internship forms.

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## APPLIED PROJECT

District or School Systems-Level Intervention or Program Evaluation: Interns are required to complete one system's level intervention or program evaluation. Topics for the project should be based on school or district needs. The project should be conducted according to best practices in regard to applied research design and analysis. Results of the systems intervention/program evaluation will be presented to appropriate school personnel in a presentation or written format. A poster or paper presentation also is expected. Interns should consult the Applied Project Guidelines. It is expected that completed projects, when exhibiting appropriate quality and results, will be submitted for state, regional or national presentation (SCASP, SEPA, NASP, etc.)

## DOCUMENTATION

### PORTFOLIO MAINTENANCE

It is the responsibility of the intern to maintain a file or notebook containing copies of the internship contract; daily log; work samples such as evaluation reports, intervention reports, and consultation contact notes; agenda, handouts, and evaluations from in-service presentations; and report of applied project.

Field Supervisor Evaluation: Field Supervisors should feel free to contact the University Supervisor regarding the intern or the internship experience at any time during the internship via phone, e-mail, or letter. The on-site supervisor will formally evaluate the intern twice during the internship experience (end of semester for each semester of internship). Field Supervisors should mail the completed *School Psychology Field-Based Experience Evaluation Form* to the University Supervisor indicated on the Internship Contract at:

Department of Psychology and Sociology  
Francis Marion University  
P. O. Box 100547  
Florence, SC 29501-0547

Additionally, at the end of the internship, the Field Supervisor will be asked to evaluate the internship experience and level of support from the University via an informal interview with the University Supervisor. This interview will not be conducted until after the intern has graduated from the program and is for the purpose of improving the program and internship experience, not as an additional evaluation of the intern.

### INTERN EVALUATION

Likewise, the intern will be asked to participate in an Exit Interview with the School Psychology Faculty the week before they graduate. The interview will be conducted after all grades are submitted and the student has been approved to graduate, but before graduation. It will be an opportunity for the graduating intern to discuss openly his or her experiences with the faculty as colleagues rather than students, and to elicit information concerning the internship, program, and the student's suggestions regarding how the program may be improved.

### SALARY

An internship is a training and a service experience. It is fully expected that interns will be paid commensurate with their experience and ability to contribute. Ultimately, the contract is between the intern and the district. Interns will be asked anonymously to disclose their salary amounts for the purpose of maintaining a database on internship salary experience. No salary will be identifiable with a given intern or school district.

## APPLIED RESEARCH PROJECT GUIDELINES

### DESCRIPTION

The applied research project is conducted during the internship. It is intended to provide the intern with the experience of conducting research, needs assessments, empirically evaluated group or systems-level interventions, and/or program evaluations in an applied setting. The project should address needs of the school system or provide results that will enhance the system's programs. While not meant to be of the same intensity as a thesis, it is expected that the project will involve hypotheses, a research design or project plan, operationalized measures, data collection and analysis, and a written report. It also is expected that the nature and results of the project should prove to be of benefit to the school system, programs, or a significant population of students. The results of the project will be presented to the school system as requested or prescribed by the system, and will be presented to peers, faculty, and the university community at the spring university-wide research poster fair.

### SUPERVISION

Students completing applied projects may seek advising and supervision from any member of the Department of Psychology. During negotiation of a topic for the project or as soon as possible after a topic is chosen, a faculty supervisor with appropriate interests and background should be recruited. The faculty supervisor will consult with the intern regarding any necessary component (see below) of the project in order to insure that the project is a quality effort that results in a meaningful benefit to the school system.

### DEADLINES AND DURATION OF THE APPLIED PROJECT

Interns should begin exploring potential topics for the applied project within the first two to three weeks of internship. The field supervisor and appropriate administrators of the school system should be consulted to determine the system's needs for information and a relevant topic for the project.

- A project topic should be selected no later than midterm of the first semester of internship.
- The basic literature review and design of the project should be completed no later than the end of the first semester of internship.
- Implementation of the project and data collection should begin no later than the beginning of the second semester of internship.
- Data collection should be complete no later than midterm of the second semester.
- The data analysis and written report should be submitted to the school system and project advisor as soon thereafter as possible, but in no case later than three weeks prior to the end of the internship. A presentable professional report and poster are required for the university-wide research poster fair. Additionally, the final report should be included in the portfolio.

## COMPONENTS

The applied project should involve:

- a basic review of the relevant literature;
- a statement of the problem or research hypothesis;
- an experimental, quasi-experimental, within-subject or correlational research design or plan appropriate for the problem or research hypothesis;
- data collection involving operationalized or standardized measurements of demonstrated or demonstrable reliability and validity;
- appropriate statistical treatment of the data for the research hypothesis and design;
- graphic or tabular presentation of the data and an analysis and discussion of the results;
- recommendations for the school system that flow from the results and analysis of the project.

## PRESENTATION

The applied project should be conducted with sufficient rigor, and the written report prepared with sufficient professionalism that it would be appropriate for presentation as a poster or paper session at a state, regional, or national conference. Students are encouraged to submit their work for state and regional conference presentation. All students are required to present for the university-wide research poster fair.

During the internship, students who wish to present their projects at a state or regional conference should be alert for "calls for presentations" and submission deadlines of relevant conferences. This may be accomplished by maintaining close contact with the faculty supervisor of the project. Interns who submit their projects for presentation should be aware that date(s) of conferences may occur after completion of the internship. Interns who have had their projects accepted for presentation are expected to attend the conference and present their projects regardless of the date(s) of the conference and should plan accordingly.



APPENDIX A

COURSE CHECKLIST

STUDENT \_\_\_\_\_

DATE \_\_\_\_\_

I. BASIC CORE COURSES

- \_\_\_ PSY 602 Biological Basis of Behavior
- \_\_\_ PSY 605 Personality and Social Psychology
- \_\_\_ PSY 632 Quantitative Psychology
- \_\_\_ PSY 634 Developmental Psychology
- \_\_\_ PSY 635 Learning and Cognition

II. APPLIED CORE COURSES

- \_\_\_ PSY 600A Professional Psychology Practicum
- \_\_\_ PSY 615 Child/Adolescent Psychopathology
- \_\_\_ PSY 700E Pre-Internship Practicum
- \_\_\_ PSY 799F Internship: School Psychology
- \_\_\_ PSY 799S Internship: School Psychology

III. APPLIED ASSESSMENT COURSES

- \_\_\_ PSY 600B Psychological Assessment Practicum
- \_\_\_ PSY 600B Psychological Assessment Practicum
- \_\_\_ PSY 606 Psychoeducational Assessment: Intelligence, Abilities, & Achievement
- \_\_\_ PSY 616 Psychoeducational Assessment: Diagnosis Of Learning and Behavioral Disorders
- \_\_\_ PSY 700B Advanced Psychological Assessment Practicum
- \_\_\_ PSY 706 Advanced Topics in Child and Adolescent Assessment

III. APPLIED SPECIALTY COURSES

- \_\_\_ PSY 601 Psychology of Intellectual and Neurodevelopmental Disabilities
- \_\_\_ PSY 650 Professional and Ethical Issues in School Psychology
- \_\_\_ EDUC 616 Public School Curriculum and Organization, K-12
- \_\_\_ EDUC 620 Foundations of Education or EDUC 721 Family, Community, and Early Childhood Education

IV. APPLIED INTERVENTION COURSES

- \_\_\_ PSY600B Psychological Intervention Practicum
- \_\_\_ PSY 604 Behavioral Assessment and Intervention
- \_\_\_ PSY700B Advanced Psychological Intervention Practicum
- \_\_\_ PSY700B Advanced Psychological Intervention Practicum
- \_\_\_ PSY700C Advanced Psychological Consultation Practicum
- \_\_\_ PSY 704 Academic Assessment and Intervention
- \_\_\_ PSY 714 Child Counseling and Psychotherapy
- \_\_\_ PSY 749 Psychological Consultation in School and Agencies
- \_\_\_ PSY 759 School-Wide Prevention, Intervention, and Crisis Programs

V. INSTRUCTIONAL PROCEDURES: ONE OF THE FOLLOWING

- \_\_\_ EDUC 742 Procedures for the Divergent Learner
- \_\_\_ EDUC 744 Quantitative Processing and the Divergent Learner
- \_\_\_ EDUC 745 Teaching Reading and Written Lang. to Divergent & Ex. Learners

## APPENDIX B

### COURSE DESCRIPTIONS

**600A Professional Psychology Practicum (1)F, S, SU.** This practicum serves two purposes. 1) All school psychology students must complete an Introduction to the Schools practicum during the Fall Semester of their first year of study. This practicum involves shadowing a practicing school psychologist and participating in various activities related to school psychology, school organization and operation. 2) Any master's degree student in psychology may work with a psychology faculty member to develop a field experience involving research or practice that is relevant to their program of study.

**600B Psychological Assessment Practicum (1) F, S, SU.** Students enrolled in PSY 606, PSY 616, and PSY 706 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**600C Psychological Intervention Practicum (1) F, S, SU.** Students enrolled in PSY 604, PSY 714, and PSY 704 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**601 Psychology of Intellectual and Neurodevelopmental Disabilities (3) SU.** Critical analysis of the current literature in assessment, diagnosis, learning characteristics, and social and emotional adjustment of individuals with mental retardation and related developmental disabilities. Review of education and training, school and community programs, current legislation and regulations.

**602 Biological Basis of Behavior (3) F.** Survey of basic neuroanatomy and physiology of the nervous system. Emphasis on ways in which the environment affects behavior via the nervous system. Current research relevant to biological basis of behavior is reviewed.

**604 Behavioral Assessment and Intervention (3) S.** Review of functional behavioral assessment procedures and behavioral intervention strategies, especially manipulation of antecedent conditions and contingency management; program evaluation using single case research designs; computerized expert systems and data analysis; statute, case law and ethical issues involved with behavioral intervention. Special emphasis on behavioral intervention with children and adolescents in the school setting. Coverage of direct intervention and indirect intervention through consultation with parents, teachers, and paraprofessionals. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**605 Personality and Social Psychology (3) F.** Survey of the basic areas of personality and social psychology with coverage of contemporary research issues in social psychology as well as the classic theories of personality.

**606 Psychoeducational Assessment: Intelligence, Abilities, and Achievement (3) F.** Review of measurement statistics, psychometric theory and examination of frequently used intelligence, ability, adaptive behavior, and achievement tests. Skill development in test administration, scoring and interpretation of test results and psychological report writing. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**615 Child/Adolescent Psychopathology (3) (Prerequisite: 531) F.** Concentration on child/adolescent disorders as they relate to the school setting. Examination of current DSM and educational diagnostic criteria. Emphasis will be placed on linking assessment data to psycho-educational diagnosis and treatment.

**616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3) (Prerequisites: 531 and 621) S.** Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**632 Quantitative Psychology (3) (Prerequisite: 302 or equivalent) S.** Basic course in data presentation and analysis. Includes descriptive statistics, correlation, and regression, as well as inferential statistics. Emphasis on matching appropriate statistics to experimental design and psychometric theory.

**634 Developmental Psychology (3) SU.** Survey of current topics and research methods in life span developmental psychology. Implications of research results to community-based interventions with children, adolescents, and the aged.

**635 Learning and Cognition (3) SU.** Review of traditional topics in learning as well as topics of current interest in cognition. Selection of topics from perception, attention, memory, thinking, and language. Functional disorders of memory and language.

**650 Professional and Ethical Issues in School Psychology (3) SU.** Survey of the history of school psychology with emphasis on the development of the profession, the changing roles and alternative service delivery models of the field. In-depth review and analysis of current professional roles, the impact of state and federal legislation! regulation and professional standards, school organization and inter-professional relationships, best practices and ethical issues, educational reform issues, professional issues such as level of training, licensure, and the influence of technologies on practice.

**700B Advanced Psychological Assessment Practicum (1) F, S, SU.** Students enrolled in PSY 706 must be enrolled concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or school system. A minimum of 50 clock hours is required per practicum.

**700C Advanced Psychological Intervention Practicum (1) F, S, SU.** Students enrolled in PSY 704, and PSY 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**700D Advanced Psychological Consultation Practicum (1) F, S, SU.** Students enrolled in PSY 749 must be enrolled concurrently in this practicum. This practicum involves experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. A minimum of 50 clock hours is required per practicum

**700E Advanced Pre-Internship Practicum (1) S.** (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the pre-referral intervention team, the referral to special education, the Psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined.

**704 Academic Assessment and Intervention (3) (Prerequisite: 604) SU.** Linking of direct classroom behavioral and curriculum-based assessment results to academic interventions with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**706 Advanced Topics in Child and Adolescent Assessment (3) (Prerequisite: 616) F.** Developmental neuropsychology; issues and best practices in infant, preschool and family assessment; cultural influences in preschool and family assessment; assessment of low incidence handicapping conditions and syndromes, traumatic brain injury. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**714 Child Counseling and Psychotherapy (3) S.** Child, parent and teacher interview techniques; brief child/adolescent individual and group therapy and short-term counseling strategies for common child and adolescent disorders; crisis and suicide intervention and prevention strategies at the individual and systems level. Ethical issues involved in counseling and psychotherapy with children and adolescents. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**749 Psychological Consultation in Schools and Agencies (3) (Prerequisite: 636 or 714) S.** Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, and best practices and ethical consideration in the use of consultation. Consideration is given to how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model. Must be concurrently enrolled in Psychology 600D, Psychological Consultation Practicum.

**759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: 704, 706, and 749) S.** This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis interventions skills.

**799-F Internship: School Psychology (3) (Prerequisite: Permission of Department) F.** A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

**799-S Internship: School Psychology (3) (Prerequisite: Permission of Department) S.** A practical experience utilizing applied skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

## APPENDIX C

### MALPRACTICE INSURANCE APPLICATION

Information and an Application about the Malpractice Insurance can be found at <http://www.americanprofessional.com/student/index.htm>. You can download a copy of the application as well as information about the policy.

## APPENDIX D

### SC DEPARTMENT OF EDUCATION

#### INTERNSHIP CERTIFICATE

South Carolina Code of Regulations  
(Unannotated)

Current through State Register Volume 29, Issue 10, effective October 28, 2005.

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#### INTERNSHIP CERTIFICATE

1. The Internship Certificate will be issued to individuals who are currently enrolled in a State Board of Education approved teacher education program in South Carolina and have completed all academic and bachelor's degree requirements, with the exception of the teaching internship, as well as all certification examination requirements. The certificate will be issued for up to one year, and must be requested by the employing school district. Upon completion of the teaching internship and verification by the college or university that all approved program requirements have been met, the internship certificate will be converted to an initial certificate.
2. The Internship Certificate will also be issued to any individual who is serving the required internship for certification as a School Psychologist I or II under the supervision of a certified School Psychologist II or III, or who is serving the required internship for School Psychologist III under the supervision of a certified School Psychologist III.

The applicant for the Internship Certificate in School Psychology must submit official written verification from the college or university that he or she is currently enrolled and working toward full certification as a school psychologist, and that the internship is being served through a State Board of Education approved training program. The Internship Certificate may be renewed once on the basis of written documentation from the director of the school psychology program that the applicant is a full-time student in the program during the second year of the renewed certificate.

3. The Internship Certificate will also be issued to any individual who holds the Certificate of Clinical Competence in Speech-Language Pathology issued by the American Speech-Hearing Association (ASHA) or who has completed a master's degree that includes the academic and clinical requirements for the ASHA Certificate of Clinical Competence and has achieved the minimum qualifying score on the required certification examination(s). The certificate will be effective for one academic year and must be requested by the employing school district. The Internship Certificate may be converted to a professional certificate upon verification of a successful evaluation of the individual's performance during the initial year of employment.

Obtained from the South Carolina Department of Education Web site at [www.scstatehouse.net/coderegs/c043.htm](http://www.scstatehouse.net/coderegs/c043.htm).

## APPENDIX E

### PRACTICUM LOG

#### MSAP/SSP PRACTICUM LOG INSTRUCTIONS

1. Each time a professional activity is completed, it should be logged on the form.
2. Record the date and setting where the activity is completed. Refer to the legend for appropriate setting codes. For example, if you completed an assessment at a public school on December 14, 2007, the date would be recorded as 12/14/07 and the setting code would be 8.
3. Next record the gender, race, age, and disability of the client. Refer to the legend for this information under the headings Gender, Race, and Disability. For example if you worked with a 13-year-old African American male with a visual impairment, your code would be 2 for gender, 5 for race, 13 for age, and 2 for Blind/Visually Impaired.
4. For each completed activity, under the Activity Heading, record the nature of the activity you were involved in. If you gave a specific measure include this information as well as the specific school setting you were in (e.g., you gave a K-ABC-II at Southside Middle School). Other examples might include
  - discussion of evaluation case with supervisor.
  - review of cases seen this week with supervisor.
  - psychoeducational evaluation
  - counseling session who has adjustment difficulties due to change to new school
  - training/modeling session with parents regarding implementation of behavioral intervention plan (note: all consultation activities should note the role of the consultee [e.g., parent, teacher], grade level if a teacher, and the phase of the consultation [e.g., problem identification, problem analysis, plan implementation, plan monitoring, plan evaluation]).
5. Next record the Activity Code. Use the codes under the heading Activity Code to complete this column. For example, since you were giving an assessment to this adolescent, you would record 2 for an activity code.
6. Under the support code, locate the appropriate Activity on the legend under the Support Code Heading. Since you were giving a psychological evaluation, you would look under the Assessment Subheading and place a 2 in this column for Test Administration.
7. Finally, record the number of hours consumed by the activity. For activities that occupied part of an hour, record the hours as decimals and, round the time to the nearest quarter hour (e.g. 30 minutes Equals .5, one hour and 15 minutes equals 1.25, one hour and 5 minutes equals 1, two hours and 50 minutes equals 3, etc.).
8. **Print out the entire workbook.**
9. Have the practicum supervisor review, initial, and date the forms.



**LEGEND:**

**Setting:**

- 100 – Practice Administration
- 1 – Child Guidance Clinic
- 2 – Medical Clinic/Hospital
- 3 – Community Mental Health Center
- 4 – Department Clinic
- 5 – Forensic/Justice Setting (e.g., Jail, Prison)
- 6 – Inpatient Psychiatric Hospital
- 7 – Outpatient Psychiatric Clinic/Hospital
- 8 – Schools or Daycares
- 9 – VA Medical Center
- 10 – University Counseling/Student Mental Health Center
- 99 – Other (Describe)

**Gender:**

- 1 – Female
- 2 – Male
- 3 – Transgendered

**Race:**

- 1 – Native Hawaiian
- 2 – American Indian/Alaskan Native/Aboriginal
- 3 – Asian or Pacific Islander
- 4 – Hispanic or Latino (-a)
- 5 – Black or African American
- 6 – White
- 99 – Other including bi-racial (Describe)

**Disability:**

- 1 – Physical/Orthopedic Disability
- 2 – Blind/Visually Impaired
- 3 – Deaf/Hard of Hearing
- 4 – Learning/Cognitive Disability
- 5 – Developmental Disability/Mental Retardation
- 6 – Autism
- 7 – Serious Mental Illness
- 99 – Other (Specify)
- 100 – None

**Activity Code:**

- 1 – Direct Intervention
- 2 – Assessment
- 3 – Supervision
- 4 – Support Activities
- 5 – Consultation
- 99 – Other (Describe)

**Support Code:**

*Intervention*

- 1-Individual Therapy
- 2-School Counseling Interventions
- 3-Career Counseling
- 4-Group Counseling
- 5-Family Therapy
- 6-Couples Therapy
- 7-Sport Psychology/Performance Enhancement
- 8-Medical/Health-Related Interventions
- 9-Substance Abuse Interventions
- 10 - Consultation
- 11 - Behavioral Intervention
- 12 - Academic Intervention

*Assessment*

- 1-Intake Interview/Structured Interview
- 2-Test Administration
- 3-Scoring Protocols
- 4-Assessment Interpretation and Report Writing
- 5-Direct Observation
- 6-Functional Behavioral Assessment & Development
- 7-Curriculum Based Measurement Assessment & Development

*Supervision*

- 1-One-on-One Supervision
- 2-Group Supervision
- 3-Peer Supervision
- 4-Student Supervision
- 5-Video-Audio-Digital Recording Review

*Support Activities*

- 1-Chart Review
- 2-Writing Progress Notes
- 3-Treatment Planning
- 4-Didactic Training
- 5-Case Conferences
- 6-Outcome Assessment of Programs

*Consultation*

- 1 - Program Development
- 2-Outreach Programming
- 3-Systems Intervention
- 4-Outcome Assessment of Programs
- 5 - Case Management
- 99-Other

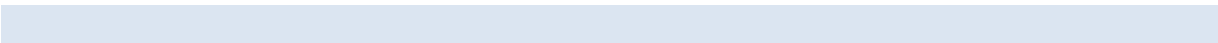
<b>1. DIRECT INTERVENTION</b>	<b>0.00</b>
a. Individual Therapy	0.00
1) Older Adults (65+)	0.00
2) Adults (18-64)	0.00
3) Adolescents (13-17)	0.00
4) School-Age (6-12)	0.00
5) Pre-School Age (3-5)	0.00
6) Infants/Toddlers (0-2)	0.00
b. School Counseling Interventions	0.00
1) Consultation	0.00
2) Direct Intervention	0.00
c. Career Counseling	0.00
1) Adults (18-64)	0.00
2) Adolescents (13-17)	0.00
d. Group Counseling	0.00
1) Adults (18-64)	0.00
2) Adolescents (13-17)	0.00
3) Children (12 and under)	0.00
e. Family Therapy	0.00
f. Couples Therapy	0.00
g. Other Psychological Interventions	0.00
1) Sport Psychology/Performance Enhancement	0.00
2) Medical/Health - Related Interventions	0.00
3) Intake Interview/Structured Interview	0.00
4) Substance Abuse Interventions	0.00
5) Consultation	0.00
6) Behavioral Intervention	0.00
7) Academic Intervention	0.00
8) Systems Intervention	0.00
9) Other Interventions	0.00
<b>2. PSYCHOLOGICAL ASSESSMENT EXPERIENCE</b>	<b>0.00</b>
1) Psychodiagnostic test administration	0.00
2) Functional Behavioral Assessment	0.00
3) Curriculum Based Measurement	0.00
4) Neuropsychological Assessment	0.00
<b>3) OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS</b>	<b>0.00</b>
1) Supervision of other students performing intervention and assessment activities	0.00
2) Program Development/Outreach Programming	0.00
3) Outcome Assessment of programs or projects	0.00
4) Systems Intervention/Organizational Consultation/Performance Improvement	0.00
5) Other:	0.00

<b>4) SUPERVISION</b>	<b>0.00</b>
1) Individual	0.00
2) Group	0.00
3) Peer	0.00

<b>5) SUPPORT ACTIVITIES</b>	<b>0.00</b>
1) Case Conferences	0.00
2) Case Management/Consultation/Treatment Planning	0.00
3) Didactic Training/Seminars/Grand Rounds	0.00
4) Progress Note/Clinical Writing/Chart Review	0.00
5) Psychological Assessment Scoring	0.00
6) Assessment Interpretation and Report Writing	0.00
7) Behavioral Intervention Development	0.00
8) Academic Intervention Development	0.00
9) Video-Audio-Digital Recording Review	0.00

<b>TOTAL HOURS</b>	<b>0.00</b>
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		TOTAL
SETTING	Practice Administration	0
	Child Guidance Clinic	0
	Medical Clinic/Hospital	0
	Community Mental Health Center	0
	Department Clinic	0
	Forensic/Justice Setting	0
	Inpatient Psychiatric Hospital	0
	Outpatient Psychiatric Clinic/Hospital	0
	Schools or Daycares	0
	VA Medical Center	0
	University counseling/Student Mental Health Center	0
	Other	0
GENDER	Female	0
	Male	0
	Transgendered	0
RACE	Native Hawaiian	0
	American Indian/Alaskan Native/Aboriginal	0
	Asian or Pacific Islander	0
	Hispanic or Latino (-a)	0
	Black or African American	0
	White	0
	Other including bi-racial	0
DISABILITY	None	0
	Physical/Orthopedic Disability	0
	Blind/Visually Impaired	0
	Deaf/Hard of Hearing	0
	Learning/Cognitive Disability	0
	Developmental Disability/Intellectual Impairment/Mental Retardation	0
	Autism	0
	Serious Mental Illness	0
	Other	0



## APPENDIX F

### PRACTICUM COMPETENCY ASSESSMENT FORMS

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#### MSAP/SSP PRACTICUM COMPETENCY ASSESSMENT FORMS

1. At the end of each semester for which you have completed a practicum, you should receive a copy of a Practicum Competency Assessment Form that has been completed and signed by your supervisor.
2. Please review the form and sign it if all information is correct.
3. Please make a copy for your practicum portfolio and return the original to the psychology department's administrative associate, Jennifer Taylor, to be placed in your permanent record.
4. These forms can be completed online, if your practicum supervisor so desires. These websites will be forwarded at the end of each semester to your onsite supervisor by your university supervisor.

**PSYCHOLOGY PRACTICUM STUDENT  
ASSESSMENT  
COMPETENCY ASSESSMENT FORM**

Student: \_\_\_\_\_ Training Supervisor: \_\_\_\_\_

**ASSESSMENT METHOD(S) FOR COMPETENCIES**

<input type="checkbox"/> Direct Observation <input type="checkbox"/> Review of Written Work <input type="checkbox"/> Videotape <input type="checkbox"/> Review of Raw Test Data	<input type="checkbox"/> Audiotape <input type="checkbox"/> Discussion of Clinical Interaction <input type="checkbox"/> Case Presentation <input type="checkbox"/> Comments from Other Staff
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**COMPETENCY RATINGS DESCRIPTIONS**

A	Advanced skills comparable to autonomous practice. Rating expected at completion of internship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.
HI	High Intermediate/Occasional supervision needed. A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
I	Intermediate/Should remain a focus of supervision. Common rating throughout internship and practica. Routine supervision of each activity.
E	Entry level/Continued intensive supervision is needed. Most common rating for practica. Routine but intensive, supervision is needed.
R	Needs remedial work. Requires remedial work if trainee is in internship.
NA	Not applicable for this training experience/Not assessed during training experience

**GENERAL PROFESSIONAL COMPETENCIES**

1. **SUPERVISION:** Seeks consultation or supervision as needed and uses it productively.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **POSITIVE COPING STRATEGIES:** Demonstrates positive coping strategies to manage personal and professional stressors and challenges. Maintains professional functioning so that quality client care continues uninterrupted.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **RESPONSIBILITY/DOCUMENTATION:** Demonstrates responsibility for key clients care tasks (e.g., phone calls, letters, case management), completes tasks promptly and autonomously. All client contacts, including scheduled and unscheduled appointments and phone contacts are well documented. Records include crucial information.

A	HI	I	E	R	NA
5	4	3	2	1	0

4. **TIME MANAGEMENT:** Demonstrates efficient and effective time management skills. Keeps scheduled appointments and arrives to meetings on time. Keeps supervisor aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT**

1. **ETHICS/LAW:** Demonstrates good knowledge of ethical principles and laws that affect influence, facilitate, and limit school psychology practice. Consistently and prudently applies these appropriately, seeking consultation as needed.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **PARTICIPATION IN PROFESSIONAL ACTIVITIES:** Participates in the school psychology community through membership and participation in state and national professional organizations

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
DIVERSITY IN DEVELOPMENT AND LEARNING**

1. **RAPPOR:** Consistently achieves a good rapport with clients and their families.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **SENSITIVITY TO CLIENTS DIVERSITY:** Sensitive and responsive to the cultural and individual diversity of clients. Committed to providing culturally sensitive services.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND:** Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

A	HI	I	E	R	NA
5	4	3	2	1	0

<b>COMPETENCE IN DATA-BASED DECISION MAKING</b>
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1. **DIAGNOSTIC SKILL:** Demonstrates competent diagnostic skills, including interviewing, problem identification/diagnostic formulation, and triage/disposition. (expect A/H) administers assessment techniques (e.g., neurocognitive assessment, assessment of emotional/behavioral functioning, and relational assessment) used in his/her area of practice.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **SELECTION OF ASSESSMENT STRATEGIES:** Selects appropriate strategies/measures in keeping with evidence-based practices and with sensitivity to cultural and individual differences.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **ADMINISTRATION:** Demonstrates competence in administration.

A	HI	I	E	R	NA
5	4	3	2	1	0

4. **INTERPRETATION OF ASSESSMENT:** Proficiently interprets results of assessments (e.g., neurocognitive assessment, assessment of emotional/behavioral functioning, and relational assessment) used in his/her area of practice.

A	HI	I	E	R	NA
5	4	3	2	1	0

5. **REPORT WRITING SKILLS:** Writes well organized diagnostic evaluation and assessment reports. Reports answer referral and/or treatment planning question clearly and provide specific and useful recommendations.

A	HI	I	E	R	NA
5	4	3	2	1	0

6. **COMMUNICATION OF FINDINGS/FEEDBACK:** Plans and implements effective feedback regarding diagnostic impressions, assessment findings, and recommended treatment plan. Explains findings and recommendations in terms clients and/or caregiver can understand. Communicates findings with sensitivity and thoughtfulness. Facilitates referrals as needed.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
PROFESSIONAL CONSULTATION AND COLLABORATION**

1. **CONSULTATION ASSESSMENT:** Performs an assessment of the clients referred for consultation, incorporating mental status exam, interview techniques or assessment, as needed, to answer the referral question.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **CONSULTATIVE GUIDANCE:** Provides appropriate level of guidance when providing consultation to other health care professionals and school personnel, taking into account their level of knowledge about psychological theories, methods, and principles.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **COORDINATED/COLLABORATIVE CARE:** Reliably coordinates care and works effectively with the multiple providers and systems affecting children (including functioning effectively as collaborative member of evaluation/treatment teams).

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS**

1. **KNOWLEDGE OF HUMAN DEVELOPMENT:** Demonstrates knowledge of the scientific principles and theories of human development including the impact of systems on children's behavior, emotions, and social interactions.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **DEVELOPMENT AND APPLICATION OF PRINCIPLES OF HUMAN DEVELOPMENT:** Implements empirically sound interventions that account for differences in and facilitate children's behavioral, social, emotional, and personality development.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **ASSESSMENT AND MONITORING:** Interventions provided for direct or indirect services to facilitate children's development are appropriate and monitored based using outcome evaluation strategies.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
HOME/SCHOOL/COMMUNITY COLLABORATION**

1. **KNOWLEDGE OF SYSTEMS THEORY:** Demonstrates knowledge of the empirically supported models of family systems and methods to involve families in education and mental health services. This includes knowledge of the various methods used to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **APPLICATION OF SYSTEMS THEORY:** Implements empirically sound interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development and academic success.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
RESEARCH AND PROGRAM EVALUATION**

1. **KNOWLEDGE/APPLICATION OF EMPIRICAL BASES OF PRACTICE:** Demonstrates knowledge of the empirical bases of clinical practice and appreciation of the clinical value of research.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
INFORMATION TECHNOLOGY**

1. **KNOWLEDGE OF INFORMATION TECHNOLOGY:** Demonstrates knowledge of sources of technology relevant and necessary for effective school psychological practice.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **APPLICATION OF INFORMATION TECHNOLOGY:** Demonstrates critical thinking skills in evaluation of information sources, utilizing only relevant empirical literature in the provision of quality services to children, youth, families, and communities.

A	HI	I	E	R	NA
5	4	3	2	1	0

**SUPERVISOR COMMENTS**

SUMMARY OF STRENGTHS

AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION, INCLUDING RECOMMENDATIONS:

**CONCLUSIONS**

*REMEDIAL WORK INSTRUCTIONS: In the rare situation when it is recognized that an intern needs remedial work, a competency assessment form should be filled out immediately, prior to any deadline date for evaluation, and shared with the intern and the director of training. In order to allow the intern to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.*

A	Advanced skills comparable to autonomous practice at the certification level.
HI	High Intermediate/Occasional supervision needed.
I	Intermediate/Should remain a focus of supervision.
E	Entry level/Continued intensive supervision is needed.
R	Needs remedial work.

**\*\*Competency Goal for all intern evaluations conducted prior to 12 months:** All competency areas will be rated at a level of competence of I or higher. No competency areas will be rated as R or E.

**\*\*Competency Goal for all intern evaluations done at 12 months:** At least 80% of competency areas will be rated at level of competence of HI or higher. No competency areas will be rated as R or E.

\_\_\_\_\_ The intern HAS successfully completed the above competency goal. We have reviewed this evaluation together.

\_\_\_\_\_ The intern HAS NOT successfully completed the above competency goals. We have made a joint written remedial plan as written below, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**EXTERN COMMENTS REGARDING COMPETENCY EVALUATION (IF ANY):**

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Student \_\_\_\_\_

Date \_\_\_\_\_



**FMU PSYCHOLOGY PRACTICUM STUDENT  
INTERVENTION  
COMPETENCY ASSESSMENT FORM**

**Student:** \_\_\_\_\_ **Training Supervisor:** \_\_\_\_\_

**ASSESSMENT METHOD(S) FOR COMPETENCIES**

<input type="checkbox"/> Direct Observation <input type="checkbox"/> Review of Written Work <input type="checkbox"/> Videotape <input type="checkbox"/> Review of Raw Test Data	<input type="checkbox"/> Audiotape <input type="checkbox"/> Discussion of Clinical Interaction <input type="checkbox"/> Case Presentation <input type="checkbox"/> Comments from Other Staff
--	---

**COMPETENCY RATINGS DESCRIPTIONS**

<b>A</b>	<b>Advanced skills comparable to autonomous practice.</b> Rating expected at completion of studentship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.
<b>HI</b>	<b>High Intermediate/Occasional supervision needed.</b> A frequent rating at completion of studentship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
<b>I</b>	<b>Intermediate/Should remain a focus of supervision.</b> Common rating throughout studentship and practica. Routine supervision of each activity.
<b>E</b>	<b>Entry level/Continued intensive supervision is needed.</b> Most common rating for practica. Routine but intensive, supervision is needed.
<b>R</b>	<b>Needs remedial work.</b> Requires remedial work if trainee is in studentship.
<b>NA</b>	<b>Not applicable for this training experience/Not assessed during training experience</b>

**GENERAL PROFESSIONAL COMPETENCIES**

1. **SUPERVISION:** Seeks consultation or supervision as needed and uses it productively.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
5	4	3	2	1	0

2. **POSITIVE COPING STRATEGIES:** Demonstrates positive coping strategies to manage personal and professional stressors and challenges. Maintains professional functioning so that quality client care continues uninterrupted.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
5	4	3	2	1	0

3. **RESPONSIBILITY/DOCUMENTATION:** Demonstrates responsibility for key clients care tasks (e.g., phone calls, letters, case management), completes tasks promptly and autonomously. All client contacts, including scheduled and unscheduled appointments and phone contacts are well documented. Records include crucial information.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

4. **TIME MANAGEMENT:** Demonstrates efficient and effective time management skills. Keeps scheduled appointments and arrives to meetings on time. Keeps supervisor aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT**

1. **SCHOLARLY INQUIRY/PRACTICE:** Demonstrates critical thinking skills in practice and demonstrates scholarly inquiry, including knowledge of current and anticipated service delivery models and methods in school psychology.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

2. **ETHICS/LAW:** Demonstrates good knowledge of ethical principles and laws that affect influence, facilitate, and limit school psychology practice. Consistently and prudently applies these appropriately, seeking consultation as needed.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN DIVERSITY IN DEVELOPMENT AND LEARNING**

1. **RAPPORT:** Consistently achieves a good rapport with clients and their families.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. SENSITIVITY TO CLIENTS DIVERSITY:** Sensitive and responsive to the cultural and individual diversity of clients. Committed to providing culturally sensitive services.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND:** Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

### COMPETENCE IN DATA-BASED DECISION MAKING

**1. DIAGNOSTIC SKILL:** Demonstrates competent diagnostic skills, including interviewing, problem identification/diagnostic formulation, and triage/disposition. (expect A/H) administers assessment techniques (e.g., neurocognitive assessment, assessment of emotional/behavioral functioning, and relational assessment) used in his/her area of practice.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. SELECTION OF ASSESSMENT STRATEGIES:** Selects appropriate strategies/measures in keeping with evidence-based practices and with sensitivity to cultural and individual differences.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. REPORT WRITING SKILLS:** Writes well organized diagnostic evaluation and assessment reports. Reports answer referral and/or treatment planning question clearly and provide specific and useful recommendations.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

### COMPETENCE IN PROFESSIONAL CONSULTATION AND COLLABORATION

**1. CONSULTATIVE GUIDANCE:** Provides appropriate level of guidance when providing consultation to other health care professionals and school personnel, taking into account their level of knowledge about psychological theories, methods, and principles.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. COORDINATED/COLLABORATIVE CARE:** Reliably coordinates care and works effectively with the multiple providers and systems affecting children (including functioning effectively as collaborative member of evaluation/treatment teams).

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS**

**1. DEVELOPMENT OF ACADEMIC INTERVENTIONS:** Effectively conceptualizes student's cognitive and academic growth. Useful case conceptualization informs treatment planning. Engages in systematic selection of supported models of learning and instruction.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. THERAPEUTIC INTERVENTIONS:** Interventions are well-timed, effective, consistent with empirically supported treatments, and sensitive to developmental and individual differences.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. ASSESSMENT AND MONITORING:** Academic interventions are appropriate and monitored based using outcome evaluation strategies.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS**

**1. KNOWLEDGE OF HUMAN DEVELOPMENT:** Demonstrates knowledge of the scientific principles and theories of human development including the impact of systems on children's behavior, emotions, and social interactions.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. DEVELOPMENT AND APPLICATION OF PRINCIPLES OF HUMAN DEVELOPMENT:** Implements empirically sound interventions that account for differences in and facilitate children's behavioral, social, emotional, and personality development.

A	HI	I	E	R	NA
5	4	3	2	1	0

**3. ASSESSMENT AND MONITORING:** Interventions provided for direct or indirect services to facilitate children's development are appropriate and monitored based using outcome evaluation strategies.

A	HI	I	E	R	NA
5	4	3	2	1	0

COMPETENCE IN PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

**1. CONCEPTUALIZATION AND TREATMENT PLANNING:** Effectively conceptualizes cases from a biopsychosocial perspective. Useful case conceptualization informs treatment planning. Engages in systematic treatment selection, appropriately set priorities, and monitors therapeutic progress.

A	HI	I	E	R	NA
5	4	3	2	1	0

**2. THERAPEUTIC INTERVENTIONS:** Interventions are well-timed, effective, consistent with empirically supported treatments, and sensitive to developmental and individual differences.

A	HI	I	E	R	NA
5	4	3	2	1	0

**3. MAINTENANCE OF THERAPEUTIC RELATIONSHIP AND BOUNDARIES/LIMITS:** Maintains therapeutic relationship, including maintaining appropriate boundaries and limits in the therapeutic/consultative relationship (e.g., appropriate management of child behavior, countertransference).

A	HI	I	E	R	NA
5	4	3	2	1	0

COMPETENCE IN HOME/SCHOOL/COMMUNITY COLLABORATION

**1. KNOWLEDGE OF SYSTEMS THEORY:** Demonstrates knowledge of the empirically supported models of family systems and methods to involve families in education and mental health services. This includes knowledge of the various methods used to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth.

A	HI	I	E	R	NA
5	4	3	2	1	0

**2. APPLICATION OF SYSTEMS THEORY:** Implements empirically sound interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development and academic success.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

#### COMPETENCE IN RESEARCH AND PROGRAM EVALUATION

**1. KNOWLEDGE/APPLICATION OF EMPIRICAL BASES OF PRACTICE:** Demonstrates knowledge of the empirical bases of clinical practice and appreciation of the clinical value of research.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. SCHOLARLY INQUIRY/PRACTICE:** Demonstrates critical thinking skills in evaluation of practice and demonstrates scholarly inquiry, including pursuing and utilizing relevant empirical literature in clinical work.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

#### SUPERVISOR COMMENTS

#### SUMMARY OF STRENGTHS

#### AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION, INCLUDING RECOMMENDATIONS:

## CONCLUSIONS

*REMEDIAL WORK INSTRUCTIONS: In the rare situation when it is recognized that an student needs remedial work, a competency assessment form should be filled out **immediately**, prior to any deadline date for evaluation, and shared with the student and the director of training. In order to allow the student to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.*

A	Advanced skills comparable to autonomous practice at the certification level.
HI	High Intermediate/Occasional supervision needed.
I	Intermediate/Should remain a focus of supervision.
E	Entry level/Continued intensive supervision is needed.
R	Needs remedial work.

**\*\*Competency Goal for all student evaluations conducted prior to 12 months:** All competency areas will be rated at a level of competence of **E** or higher. No competency areas will be rated as **R**.

\_\_\_\_\_ The student **HAS** successfully completed the above competency goal. We have reviewed this evaluation together.

\_\_\_\_\_ The student **HAS NOT** successfully completed the above competency goals. We have made a joint written remedial plan as written below, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

## EXTERN COMMENTS REGARDING COMPETENCY EVALUATION (IF ANY):

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Student \_\_\_\_\_

Date \_\_\_\_\_

**FMU PSYCHOLOGY PRACTICUM STUDENT  
CONSULTATION  
COMPETENCY ASSESSMENT FORM**

Student: \_\_\_\_\_ Training Supervisor: \_\_\_\_\_

**ASSESSMENT METHOD(S) FOR COMPETENCIES**

<input type="checkbox"/> Direct Observation <input type="checkbox"/> Review of Written Work <input type="checkbox"/> Videotape <input type="checkbox"/> Review of Raw Test Data	<input type="checkbox"/> Audiotape <input type="checkbox"/> Discussion of Clinical Interaction <input type="checkbox"/> Case Presentation <input type="checkbox"/> Comments from Other Staff
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**COMPETENCY RATINGS DESCRIPTIONS**

<b>A</b>	<b>Advanced skills comparable to autonomous practice.</b> Rating expected at completion of internship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.
<b>HI</b>	<b>High Intermediate/Occasional supervision needed.</b> A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
<b>I</b>	<b>Intermediate/Should remain a focus of supervision.</b> Common rating throughout internship and practica. Routine supervision of each activity.
<b>E</b>	<b>Entry level/Continued intensive supervision is needed.</b> Most common rating for practica. Routine but intensive, supervision is needed.
<b>R</b>	<b>Needs remedial work.</b> Requires remedial work if trainee is in internship.
<b>NA</b>	<b>Not applicable for this training experience/Not assessed during training experience</b>

**GENERAL PROFESSIONAL COMPETENCIES**

1. **SUPERVISION:** Seeks consultation or supervision as needed and uses it productively.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

2. **POSITIVE COPING STRATEGIES:** Demonstrates positive coping strategies to manage personal and professional stressors and challenges. Maintains professional functioning so that quality client care continues uninterrupted.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. RESPONSIBILITY/DOCUMENTATION:** Demonstrates responsibility for key clients care tasks (e.g., phone calls, letters, case management), completes tasks promptly and autonomously. All client contacts, including scheduled and unscheduled appointments and phone contacts are well documented. Records include crucial information.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**4. TIME MANAGEMENT:** Demonstrates efficient and effective time management skills. Keeps scheduled appointments and arrives to meetings on time. Keeps supervisor aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT**

**1. SCHOLARLY INQUIRY/PRACTICE:** Demonstrates critical thinking skills in practice and demonstrates scholarly inquiry, including knowledge of current and anticipated service delivery models and methods in school psychology.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. ETHICS/LAW:** Demonstrates good knowledge of ethical principles and laws that affect influence, facilitate, and limit school psychology practice. Consistently and prudently applies these appropriately, seeking consultation as needed.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN DIVERSITY IN DEVELOPMENT AND LEARNING**

**1. RAPPORT:** Consistently achieves a good rapport with clients and their families.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. SENSITIVITY TO CLIENTS DIVERSITY:** Sensitive and responsive to the cultural and individual diversity of clients. Committed to providing culturally sensitive services.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND:** Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

#### COMPETENCE IN DATA-BASED DECISION MAKING

**1. DIAGNOSTIC SKILL:** Demonstrates competent diagnostic skills, including interviewing, problem identification/diagnostic formulation, and triage/disposition. (expect A/H) administers assessment techniques (e.g., neurocognitive assessment, assessment of emotional/behavioral functioning, and relational assessment) used in his/her area of practice.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. COMMUNICATION OF FINDINGS/FEEDBACK:** Plans and implements effective feedback regarding diagnostic impressions, assessment findings, and recommended treatment plan. Explains findings and recommendations in terms clients and/or caregiver can understand. Communicates findings with sensitivity and thoughtfulness. Facilitates referrals as needed.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

#### COMPETENCE IN PROFESSIONAL CONSULTATION AND COLLABORATION

**1. CONSULTATION ASSESSMENT:** Performs an assessment of the clients referred for consultation, incorporating mental status exam, interview techniques or assessment, as needed, to answer the referral question.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. CONSULTATIVE GUIDANCE:** Provides appropriate level of guidance when providing consultation to other health care professionals and school personnel, taking into account their level of knowledge about psychological theories, methods, and principles.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. COORDINATED/COLLABORATIVE CARE:** Reliably coordinates care and works effectively with the multiple providers and systems affecting children (including functioning effectively as collaborative member of evaluation/treatment teams).

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS**

**1. DEVELOPMENT OF ACADEMIC INTERVENTIONS:** Effectively conceptualizes student's cognitive and academic growth. Useful case conceptualization informs treatment planning. Engages in systematic selection of supported models of learning and instruction.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. THERAPEUTIC INTERVENTIONS:** Interventions are well-timed, effective, consistent with empirically supported treatments, and sensitive to developmental and individual differences.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. ASSESSMENT AND MONITORING:** Academic interventions are appropriate and monitored based using outcome evaluation strategies.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**COMPETENCE IN SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS**

**1. KNOWLEDGE OF HUMAN DEVELOPMENT:** Demonstrates knowledge of the scientific principles and theories of human development including the impact of systems on children's behavior, emotions, and social interactions.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**2. DEVELOPMENT AND APPLICATION OF PRINCIPLES OF HUMAN DEVELOPMENT:** Implements empirically sound interventions that account for differences in and facilitate children's behavioral, social, emotional, and personality development.

<b>A</b>	<b>HI</b>	<b>I</b>	<b>E</b>	<b>R</b>	<b>NA</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**3. ASSESSMENT AND MONITORING:** Interventions provided for direct or indirect services to facilitate children's development are appropriate and monitored based using outcome evaluation strategies.

A	HI	I	E	R	NA
5	4	3	2	1	0

#### COMPETENCE IN PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

**1. THERAPEUTIC INTERVENTIONS:** Interventions are well-timed, effective, consistent with empirically supported treatments, and sensitive to developmental and individual differences.

A	HI	I	E	R	NA
5	4	3	2	1	0

**2. MAINTENANCE OF THERAPEUTIC RELATIONSHIP AND BOUNDARIES/LIMITS:** Maintains therapeutic relationship, including maintaining appropriate boundaries and limits in the therapeutic/consultative relationship (e.g., appropriate management of child behavior, countertransference).

A	HI	I	E	R	NA
5	4	3	2	1	0

#### COMPETENCE IN RESEARCH AND PROGRAM EVALUATION

**1. KNOWLEDGE/APPLICATION OF EMPIRICAL BASES OF PRACTICE:** Demonstrates knowledge of the empirical bases of clinical practice and appreciation of the clinical value of research.

A	HI	I	E	R	NA
5	4	3	2	1	0

**2. SCHOLARLY INQUIRY/PRACTICE:** Demonstrates critical thinking skills in evaluation of practice and demonstrates scholarly inquiry, including pursuing and utilizing relevant empirical literature in clinical work.

A	HI	I	E	R	NA
5	4	3	2	1	0

**SUPERVISOR COMMENTS**

**SUMMARY OF STRENGTHS**

**AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION, INCLUDING RECOMMENDATIONS:**

## CONCLUSIONS

*REMEDIAL WORK INSTRUCTIONS: In the rare situation when it is recognized that an intern needs remedial work, a competency assessment form should be filled out **immediately**, prior to any deadline date for evaluation, and shared with the intern and the director of training. In order to allow the intern to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.*

A	Advanced skills comparable to autonomous practice at the certification level.
HI	High Intermediate/Occasional supervision needed.
I	Intermediate/Should remain a focus of supervision.
E	Entry level/Continued intensive supervision is needed.
R	Needs remedial work.

**\*\*Competency Goal for all practicum student evaluations conducted:** All competency areas will be rated at a level of competence of E or higher. No competency areas will be rated as R.

\_\_\_\_\_ The student HAS successfully completed the above competency goal. We have reviewed this evaluation together.

\_\_\_\_\_ The student HAS NOT successfully completed the above competency goal. We have made a joint written remedial plan as written below, with specific dates indicated for completion. Once completed, the practicum will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

## EXTERN COMMENTS REGARDING COMPETENCY EVALUATION (IF ANY):

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Student \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX G

### PRACTICUM PORTFOLIO GUIDELINES

#### INTRODUCTION: DEFINITION AND PURPOSES OF THE PORTFOLIO

A graduate school portfolio is a collection of work-related products that are organized in a systematic manner for the purpose of communicating and demonstrating what a student has learned and achieved with respect to his / her professional discipline.

The portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional goals and competencies. It can provide data on student progress as well as provide data about the extent to which the program's goals have been met. The portfolio facilitates the assessment of and feedback about practice-related skills, which are difficult to measure through traditional comprehensive examinations. Many of the important competencies in school psychology can only be acquired through field-based experiences. The portfolio is an approach to documenting the student's development of these competencies, as well as those obtained through course work. Students will review and critique their own portfolios, as well as review their peers' portfolios.

During the first and second year of the Program, the portfolio, in conjunction with review of student grades practica evaluations, and annual oral and written examinations, will form the basis of assessing student progress and determining the student's readiness for the third-year internship. During the each year of study, passing scores on all areas of the portfolio are required prior to beginning an internship and are one of the requirements for the SSP degree.

Passing scores are ratings of 3 (performance is at an intermediate level) or higher (see portfolio rating sheet). In addition to learning and self-assessment functions, adapted versions of portfolios can be used to document the student's competencies for potential internship supervisors and employers. The portfolios also can help students develop habits and skills needed for continuous self-reflection and professional development, as well as help them understand that mastering one's profession is a life-long process.

The portfolios also will provide data on training outcomes, which can be used to assess the extent to which the Program is fulfilling its mission and attaining its goals. These data can provide important feedback in regard to how the program and curriculum should be changed. Thus, the portfolio is an important component in a performance-based approach to evaluating and improving the School Psychology Program. In this regard, our approach to the portfolio process is consistent with the National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology (2000):

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers (p. 4)

Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program (p.4)

## GENERAL PORTFOLIO DEVELOPMENT GUIDELINES

Portfolio development will occur throughout the three years of the Program. All materials selected by the student should reflect his / her best performance in the area. It is essential that students document their progress and how they have used feedback from faculty and peers to improve their knowledge and skills. For example, including a similar product (e.g., written report) from two or more periods of time might illustrate how a student has improved his / her performance. Similarly, providing two or more versions of a written paper that incorporated notable revisions might show the student progressed over time. For example, if a student received suggestions from a supervisor or professor on how to rewrite a report, the paper included in the portfolio should reflect those suggestions.

Although students are encouraged to begin the development of their portfolios during the first year of the NU's School Psychology Program, the portfolio will not be reviewed until the second year of Program. (Our experience is that first year students do not have sufficient materials to make a portfolio review a meaningful learning experience). The required portfolio elements listed below must be presented in a large notebook or other strong binder. Students should take the time to organize carefully and logically the materials in their portfolio so that elements are clearly presented and can be quickly found. The portfolio should be constructed to withstand wear and tear as a result of handling by a number of people.

### PART I: PORTFOLIO ELEMENTS

The elements in this part will provide the context for understanding the documentation included in the portfolio.

1. Cover Page
2. Table of Contents
3. Statement of Progress. Your statement of progress should reflect the mission, philosophy and goals of the program, and should address the following issues:
  - Your strengths
  - What learning experiences helped promote your professional growth or were especially meaningful to you (be sure to protect confidentiality)?
  - Areas needing improvement or further development
  - Your plan for improvement
  - Specialty areas you might want to develop (e.g., behavior management)
4. Program of Study
5. Copy of your transcript
6. Practicum Logs
7. Practicum Rating Forms
8. Other *Documentation of Progress* as indicated by the first and second year review guidelines

### PART II: DOCUMENTATION OF PROGRESS

The elements in this section will provide documentation of your progress. Be sure to remove any information that might lead to the identification of a service recipient, such as a student or parent name. Other identifying data that needs to be masked includes specific school and teacher names. If you are not sure what is appropriate to include, consult the Ethical Guidelines for School Psychologists (i.e., National Association of School Psychologists and American Psychological Association) or your advisor.

Multiple examples of documentation are listed for each element. The examples are for illustrative purposes, and do not encompass all possible ways of documenting progress. Each student should select portfolio examples that best illustrate his / her performance relative to the area being evaluated. For further guidance, you can consult the rubrics that will be used in scoring the different portfolio areas. There is no need to duplicate the same documentation in more than one place in your portfolio. If you want to use the same documentation to demonstrate your performance in two different areas, please indicate this and be sure to explain how the documentation meets both areas. Also, clearly indicate where in your portfolio the documentation can be found. In regard to field supervisors' ratings, place the ratings in the appropriate sections of your portfolio.

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## WRITTEN CASE STUDIES ON CONSULTATION AND CURRICULUM-BASED ASSESSMENT

All students must provide the completed case study from the course on consultation and academic intervention. In addition, students need to include at least interim reports on their case studies from the school based counseling, and curriculum-based assessment courses. After completing their school-based counseling and curriculum-based assessment cases, students are expected to replace their interim reports with their final, graded report. In the case studies, rationales should be provided for the decisions made (e.g., selection of intervention strategies). The case studies will be reviewed for both content as well as writing and communication skills. The case studies should encompass the following issues:

1. Clarification of the problem within ecological context with
  - a clear and precise behavioral definition of the problem
  - relevant cultural, social, biological, and other contextual factors
  - data collection methods and results of data collection
  - discrepancy between current level of behavior or performance and desired level
  - hypotheses about relevant causes or functions of the problem
  - strengths and interests of the student
2. Development of intervention plan
  - collaborative approach with student, parents, professionals, and relevant others
  - the link(s) between problem clarification and intervention plan
  - goals of intervention plan
  - description of intervention plan
3. Implementation
  - roles of individuals
  - strategies used to facilitate implementation
4. Evaluation
  - Extent to which plan was implemented
  - Goal attainment
  - Related effects and individual's reactions
  - Plan modification

Consistent with the aforementioned NASP Standards, the cases provide you with an opportunity to document your positive impact on one or more students or teachers. If situational constraints prevented you from being as effective as you wanted to be with the case, please describe these constraints either within the report or in your introduction to the relevant section of the portfolio.

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## PROGRESS AREAS

At the beginning of each portfolio section, write a summary statement that provides an overview of all documentation contained in that section. It should be very clear to the reader how the documentation relates to the competency areas. In addition, documentation in each area should reflect the student's understanding of the ecological perspective, including cultural issues, as well as the student's ability to collaborate successfully with colleagues. Finally, documentation should provide evidence of the student's communication skills, particularly his / her writing skills. The progress areas are listed below. These areas should be included in the Table of Contents of the portfolio. Please carefully review the rubric that begins on page 8 to understand the minimum requirements for each area.

1. Professional Identity and Professional Behavior
2. Assessment
3. Intervention: Counseling
4. Intervention: Consultation and Collaboration
5. Intervention: Prevention
6. Culture and Diversity
7. Ethical and Legal Issues
8. Program Evaluation and Applied Research
9. Communication and Information Technology

In addition to the above sections of the portfolio, the student's (a) writing skills, and (b) overall organization of the portfolio also will be evaluated. A major facet of school psychology is written communication. This is exemplified in many ways, probably most notably in psychological reports.

Therefore, it is critical that school psychologists be able to write well. Examples of the student's writing include many of the aforementioned products, including reports, case studies, and course assignments.

Please see the rubric for portfolio for further guidance on how to organize your portfolio.

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## ASSESSMENT PROCESS

Students will review and adapt their portfolios continually throughout the second year of the program.

Students also are required to update their portfolios during the internship year. Each student will be paired with another second year student for the purpose of providing each other with feedback and suggestions on how to improve their skills and knowledge.

The first draft of the portfolio is due in on April 1<sup>st</sup>. Each portfolio will be reviewed and rated by a school psychology faculty member. The following rating scale will be used: 5 = advanced intermediate level, 4 = above intermediate level, 3 = intermediate level, 2 = below intermediate level, 1 = much below intermediate level. After the faculty have reviewed and rated the portfolio, students must schedule a feedback session with a faculty member to review the ratings. At this session, the student and faculty member will discuss (a) the student's

areas of strengths and areas needing improvement (b) the student's preparation of the portfolio, and (c) improvement plans.

The second draft of the portfolio is due to Dr. Hill-Chapman prior to your oral exam. Students should prepare a detailed cover letter indicating how the portfolio has been changed and updated, and how feedback regarding the first draft was incorporated into the second version. To ensure continuity of feedback, the same faculty member who reviewed a student's first draft also will review that student's second draft. The same 1 to 5 scale will be used for all versions of the portfolio. Students must earn a score of 3 (intermediate level) or above in a competency area, in order to pass that area. Before beginning their internship, students need to receive a rating of 3 (intermediate level) or higher in all competency areas. Students who fail one or more competency areas in the spring, will have an opportunity to resubmit the portfolio in the following September. After the faculty have reviewed and rated the second version of the practicum year portfolio, students are encouraged to schedule a feedback session with a faculty member to review the ratings. At this session, the student and faculty member will discuss (a) the student's areas of strengths and areas needing improvement (b) the student's preparation of the portfolio, and (c) improvement plans.



## RUBRICS FOR SCORING THE PORTFOLIO

### KEY:

- 5 **Advanced skills comparable to autonomous practice.**  
Rating expected at completion of studentship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.
- 4 **High Intermediate/Occasional supervision needed.** A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
- 3 **Intermediate/Should remain a focus of supervision.** Common rating throughout internship and practica. Routine supervision of each activity.
- 2 **Entry level/Continued intensive supervision is needed.** Most common rating for practica. Routine but intensive, supervision is needed.
- 1 **Needs remedial work.** Requires remedial work if trainee is in studentship.

Students need to attain a rating of three (3) or higher in each of areas assessed by means of the portfolio in order to successfully complete the portfolio requirement of the program.

### PROFESSIONAL IDENTITY AND PROFESSIONAL BEHAVIOR

1 = Portfolio lacks at least two of the following: (a) evidence of belonging to at least one professional / student association or group, (b) clear and well-written personal statement, (c) resume (vitae), and (d) passing scores on written exam, and (e) intermediate level or higher ratings from supervisor in this area.

2 = Portfolio lacks at least one of the following: (a) evidence of belonging to at least one professional / student association or group, (b) clear and well-written personal statement, (c) resume (vitae), and (d) passing scores on passing scores on written exam, and (e) intermediate level or higher ratings from supervisor in this area.

3 = Evidence of (a) belonging to at least one professional / student association or group, (b) clear and well-written personal statement, (c) resume (vitae), (d) passing scores on passing scores on written exam, and (e) intermediate level or higher ratings from supervisor in this area.

4 = Evidence of (a) belonging to at least one professional / student association or group and, (b) clear and well-written personal statement, (c) resume (vitae), (d) attendance at least one professional workshop, and (e) passing scores on passing scores on written exam, and (e) high intermediate or advanced level ratings from supervisor in this area.

5 = Evidence of (a) belonging to at least two professional associations with volunteer work within one of the them, (b) clear and well-written personal statement that indicates reflection on strengths and weaknesses, (c) resume (vitae), (d) attendance at a professional workshop, and (e) passing scores on written exam, and (f) "advanced" intermediate level ratings from supervisor in this area.

## ASSESSMENT

1 = Lack of two or more of the following: (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) intermediate level or higher ratings from supervisor in this area, (c) interim (or final report) on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods. Full /comprehensive psychological assessment report is defined as a report that includes assessment of (1) cognitive abilities, (2) academic achievement/skills, visual-motor, vocational, or life skills, and (3) socio-emotional or behavioral functioning. Reports should include basic demographic data, reason for referral, background information, test administered and/or sources of information, observations, assessments results and interpretation, summary, and recommendations.

2 = Lack of one or more of the following: (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) intermediate level or higher ratings from supervisor in this area, (c) interim (or final report) on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods. Full /comprehensive psychological assessment report is defined as a report that includes assessment of (1) cognitive abilities, (2) academic achievement/skills, visual-motor, vocational, or life skills, and (3) socio-emotional or behavioral functioning. Reports should include basic demographic data, reason for referral, background information, test administered and/or sources of information, observations, assessments results and interpretation, summary, and recommendations.

3 = Evidence of (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) intermediate level or higher ratings from supervisor in this area, (c) interim (or final report) on curriculum-based assessment project; and (d) at least two well written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods. Full /comprehensive psychological assessment report is defined as a report that includes assessment of (1) cognitive abilities, (2) academic achievement/skills, visual-motor, vocational, or life skills, and (3) socio-emotional or behavioral functioning. Reports should include basic demographic data, reason for referral, background information, test administered and/or sources of information, observations, assessments results and interpretation, summary, and recommendations.

4 = Evidence of (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) high intermediate or advanced level ratings from supervisor in this area, (c) interim (or final report) on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods. Full /comprehensive psychological assessment report is defined as a report that includes assessment of (1) cognitive abilities, (2) academic achievement/skills, visual-motor, vocational, or life skills, and (3) socio-emotional or behavioral functioning. Reports should include basic demographic data, reason for referral, background information, test administered and/or sources of information, observations, assessments results and interpretation, summary, and recommendations.

5 = Evidence of (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) advanced level ratings from supervisor in this area, (c) interim (or final report) on curriculum-based assessment project; and (d) at least two well written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods. Full /comprehensive psychological assessment report is defined as a report that includes assessment of (1) cognitive abilities, (2) academic achievement/skills, visual-motor, vocational, or life skills, and (3) socio-emotional or behavioral functioning. Reports should include basic demographic data, reason for referral, background

information, test administered and/or sources of information, observations, assessments results and interpretation, summary, and recommendations.

### **INTERVENTION: BEHAVIORAL INTERVENTION PLAN**

1 = Lack of two or more of the following: (a) an introductory statement that includes the number of students who had behavioral intervention plans, the duration of the plans, and your use of evidence-based practices; (b) “intermediate level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of “B” or higher, and connects behavioral theory to practice; and (d) at least one functional behavior analysis and behavioral intervention plan.

2 = Lack of one or more of the following: (a) an introductory statement that includes the number of students who had behavioral intervention plans, the duration of the plans, and your use of evidence-based practices; (b) “intermediate level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of “B” or higher, and connects behavioral theory to practice; and (d) at least one functional behavior analysis and behavioral intervention plan.

3 = Evidence of (a) an introductory statement that includes the number of students who had behavioral intervention plans, the duration of the plans, and your use of evidence-based practices; (b) “intermediate level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of “B” or higher, and connects behavioral theory to practice; and (d) at least one functional behavior analysis and behavioral intervention plan.

4 = Evidence of (a) an introductory statement that includes the number of students who had behavioral intervention plans, the duration of the plans, and your use of evidence-based practices; (b) high intermediate or advanced level ratings from supervisor in this area, (c) one course-related paper that received a grade of “A-” or higher, and connects behavioral theory to practice; and (d) at least one functional behavior analysis and behavioral intervention plan.

5 = Evidence of (a) an introductory statement that includes the number of students who had behavioral intervention plans, the duration of the plans, and your use of evidence-based practices; (b) advanced level ratings from supervisor in this area, (c) one course-related paper that received a grade of “A”, and connects behavioral theory to practice; and (d) at least one functional behavior analysis and behavioral intervention plan.

### **INTERVENTION: COUNSELING**

1 = Lack of two or more of the following: (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, theoretical approach used in the cases, and your use of evidence-based practices; (b) “intermediate level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of “B” or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual and one group counseling case.

2 = Lack of one or more of the following: (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, theoretical approach used in the cases, and your use of evidence-based practices; (b) “intermediate level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of “B” or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual and one group counseling case.

3 = Evidence of (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, theoretical approach used in the cases, and your use of evidence-based practices; (b) “intermediate level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of “B” or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual and one group counseling case.

4 = Evidence of (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, theoretical approach used in the cases, and your use of evidence-based practices; (b) high intermediate or “advanced level ratings from supervisor in this area, (c) one course-related paper that received a grade of “A-” or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual and one group counseling case.

5 = Evidence of an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, theoretical approach used in the cases, and your use of evidence-based practices; (b) advanced level ratings from supervisor in this area, (c) one course-related paper that received a grade of “A”, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual and one group counseling case.

#### **INTERVENTION: CONSULTATION**

1 = Lack of two or more of the following (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “intermediate level” or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports from the course, Consultation and Program Evaluation, that collectively average a grade of “B” or higher.

2 = Lack of one or more of the following (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “intermediate level” or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports from the course, Consultation and Program Evaluation, that collectively average a grade of “B” or higher.

3 = Evidence of (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “intermediate level” or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports from the course, Consultation and Program Evaluation, that collectively average a grade of “B” or higher.

4 = Evidence of (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) high intermediate level or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports from the course, Consultation and Program Evaluation, that collectively average a grade of “A-”.

5 = Evidence of (a) an introductory statement that summarizes the number of consultation cases and their duration, (b) advanced level ratings from supervisor in this area, (c) comprehensive case study, including four graded reports from the course, Consultation and Program Evaluation, that collectively average a grade of “A”.

#### **INTERVENTION: PREVENTION**

1 = Lack of two or more of the following: (a) an introductory statement that summarizes the practicum student’s involvement in prevention activities either at the classroom or school level (b) “intermediate level” or higher ratings from supervisor in this area, and (c) project paper from Prevention course with a grade of “B” or higher.

2 = Lack of one of the following: (a) an introductory statement that summarizes the practicum student's involvement in prevention activities either at the classroom or school level (b) "intermediate level" or higher ratings from supervisor in this area, and (c) project paper from Prevention course with a grade of "B" or higher.

3 = Evidence (a) an introductory statement that summarizes the practicum student's involvement in prevention activities either at the classroom or school level (b) "intermediate level" or higher ratings from supervisor in this area, and (c) project paper from Prevention course with a grade of "B" or higher.

4 = Evidence of (a) an introductory statement that summarizes the practicum student's involvement in prevention activities either at the classroom or school level (b) high intermediate level or higher ratings from supervisor in this area, and (c) project paper from Prevention t course with a grade of "A-" or higher.

5 = Evidence of (a) an introductory statement that summarizes the practicum student's involvement in prevention activities either at the classroom or school level (b) advanced level ratings from supervisor in this area, and (c) project paper from Prevention course with a grade of "A".

## CULTURE AND DIVERSITY

1 = Lack of one or more of the following: (a) an introductory statement that communicates the student's understanding of how his / her own cultural background impacts his / her practice, (b) "intermediate level" or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

2 = Lack of one or more of the following: (a) an introductory statement that communicates the student's understanding of how his / her own cultural background impacts his / her practice, (b) "intermediate level" or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

3 = Evidence of (a) an introductory statement that communicates the student's understanding of how his/ her own cultural background impacts his / her practice, (b) "intermediate level" or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

4 = Evidence of (a) an introductory statement that communicates the student's understanding of how his / her own cultural background impacts his / her practice, (b) high intermediate level or advanced ratings from supervisor in this area, (c) one course-related paper that received a grade of "A-" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

5 = Evidence of (a) an introductory statement that communicates the student's understanding of how his / her own cultural background impacts his / her practice, (b) advanced level ratings from supervisor in this area, (c) one course-related paper that received a grade of "A" and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

## ETHICAL AND LEGAL ISSUES

1 = Lack of two or more of the following (a) an introductory statement that summarizes evidence presented in the section, (b) “intermediate level” supervisor's ratings in these areas, (c) a grade of "B" or higher on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

2 = Lack of two or more of the following (a) an introductory statement that summarizes evidence presented in the section, (b) “intermediate level” supervisor's ratings in these areas, (c) a grade of "B" or higher on the ethics test / requirement in the School Psychology Seminar course, and (d) (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

3 = Evidence (a) an introductory statement that summarizes evidence presented in the section, (b) “intermediate level or higher” supervisor's ratings in these areas, (c) a grade of "B" or higher on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

4 = Evidence of (a) an introductory statement that summarizes evidence presented in the section, (b) high intermediate level supervisor's ratings in these areas, (c) a grade of "A-" on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

5 = Evidence of (a) an introductory statement that summarizes evidence presented in the section, (b) advanced level supervisor's ratings in these areas, (c) a grade of "A" on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

## PROGRAM EVALUATION AND APPLIED RESEARCH

1 = Lack of two or three of the following (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "B" or higher on assignments that require the students to critique research articles or develop a research proposal; and (c) one course-related paper that summarizes the research literature relative to a specific area related to school psychology, and received a grade of "B" or higher, (d) the “evaluation” report on the consultation case earned a grade of “B” or higher, and (e) “intermediate level” or higher ratings from supervisor in these areas.

2 = Lack of one of the following (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "B" or higher on assignments that require the students to critique research articles or develop a research proposal; and (c) one course-related paper that summarizes the research literature relative to a specific area related to school psychology, and received a grade of "B" or higher, and (d) the “evaluation” report on the consultation case earned a grade of “B” or higher, and (e) “intermediate level” or higher ratings from supervisor in these areas.

3 = Evidence of (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "B" or higher on assignments that require the students to critique research articles or develop a research proposal; and (c) one course-related paper that summarizes the research literature relative to a specific area related to school psychology, and received a grade of "B" or higher, and (d) the “evaluation” report on the consultation case earned a grade of “B” or higher, and (e) “intermediate level” or higher ratings from supervisor in these areas.

4 = Evidence of (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "A-" or higher on assignments that require the students to critique research articles or develop a research proposal; (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "A-" or higher, and (d) the "evaluation" report on the consultation case earned a grade of "A-" or higher, and (e) high intermediate or higher ratings from supervisor in these areas.

5 = Evidence of (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "A-" or higher on assignments that require the students to critique research articles or develop a research proposal; (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "A-" or higher; and (d) the "evaluation" report on the consultation case earned a grade of "B" or higher; (e) high intermediate or advanced level ratings from supervisor in these areas; and (f) completion of one or more scholarly projects not required in any course (e.g., presentation at a conference, co-author of an article or chapter).

## COMMUNICATION AND INFORMATION TECHNOLOGY

1 = Lack evidence of two or more of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use of computer software to score an assessment or test, (c) use of computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, and (e) intermediate level or higher ratings from supervisor in this area.

2 = Lack evidence of one of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, and (e) intermediate level or higher ratings from supervisor in this area.

3 = Evidence of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of a computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, and (e) intermediate level or higher ratings from supervisor in this area.

4 = Evidence of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of a computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, (e) use of computer software to graph baseline and intervention phases of a case, and (f) high intermediate level or higher ratings from supervisor in this area.

5 = Evidence of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of a computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, (e) use of computer software to graph baseline and intervention phases of a case, (f) use of statistical software or spreadsheet functions to analyze data, and (g) high intermediate level or higher ratings from supervisor in this area.

## ORGANIZATION OF PORTFOLIO

1 = Portfolio has one or more of the following problems: (a) difficult to find material (e.g., supervisor's ratings) in sections; (b) not all sections are labeled; (c) not all sections have an introduction; (d) table of contents, program of study, copy of transcript, or practicum log summary are either difficult to locate or incomplete; (e) portfolio comes apart when used; and (f) original, graded course papers are omitted.

3 = It is relatively easy to locate evidence in each of the sections. All sections are labeled. All sections have an introduction. Table of contents, program of study, copy of transcript, and practicum logs are easy to locate and complete. Portfolio is sturdy. Original, graded course papers are included. For revised portfolios, a list of corrections and additions are provided.

5 = It is exceptionally easy to locate evidence in each of the sections. All sections are every clearly labeled. All sections have a clear introduction. Table of contents, program of study, copy of transcript, and practicum log summary are easy to locate and complete. Portfolio is sturdy. Original, graded course papers are included. For revised portfolios, a list of corrections and additions are provided. Portfolio is attractive.

## WRITING SKILLS (PLEASE NOTE: THIS IS NOT A SEPARATE SECTION OF THE PORTFOLIO)

1 = Papers lack evidence of two or more of the following: (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; and (e) careful editing of papers.

2 = Papers lack evidence of one of the following: (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; and (e) careful editing of papers.

3 = Evidence of (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations, (d) good use of grammar; and (e) careful editing of papers.

4 = Evidence of (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; (e) careful editing of papers, and (f) very well organized and conceptualized papers.

5 = Evidence of (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; (e) careful editing of papers; (f) very well organized and conceptualized papers; and (g) ideas being thought-provoking or original.

Student:

Reviewer:

Date:

**FIRST YEAR PORTFOLIO: RATINGS AND COMMENTS**

1	2	3	4	5
Needs remedial work	Entry level	Intermediate	High Intermediate	Advanced Skills

**PORTFOLIO REVIEW**

YES

NO

Logs show at least >250 practicum hours by end of spring

1

0

**TRANSCRIPT REVIEW**

YES

NO

Minimum of 22 hours completed

1

0

3.0 or higher Overall GPA

1

0

**RATING**

Professional Identity and Behavior

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Assessment

---



---



---

Behavioral Intervention

---



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---

Culture and Diversity

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Ethical and Legal Issues

Program Evaluation and Research

Information Technology

Writing Skills

Organization and Clarity of Portfolio

OVERALL EVALUATION

YES

NO

Ready for Advanced Courses

1

0

Student:

Reviewer:

Date:

**SECOND YEAR PORTFOLIO: RATINGS AND COMMENTS**

1	2	3	4	5
Needs remedial work	Entry level	Intermediate	High Intermediate	Advanced Skills

**PRE-INTERNSHIP PORTFOLIO REVIEW**

	YES	NO
Certificate obtained or application in process	1	0
Logs show at least 350 practicum hours by end of spring	1	

**TRANSCRIPT REVIEW**

	YES	NO
Course practicum work will be complete by internship/fall	1	0
3.0 or higher Overall GPA	1	0

**RATING**

Professional Identity and Behavior

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Assessment

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Behavioral Intervention

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Counseling

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Consultation and Collaboration

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Prevention

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Culture and Diversity

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Ethical and Legal Issues

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Program Evaluation and Research

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Information Technology

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Writing Skills

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Organization and Clarity of Portfolio

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OVERALL EVALUATION

YES

NO

Ready for Internship

1

0

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## APPENDIX H

### INTERNSHIP FORMS

1. Each time a professional activity is completed, it should be logged on the form.
2. Record the date and setting where the activity is completed. Refer to the legend for appropriate setting codes. For example, if you completed an assessment at a public school on December 14, 2007, the date would be recorded as 12/14/07 and the setting code would be 8.
3. Next record the gender, race, age, and disability of the client. Refer to the legend for this information under the headings Gender, Race, and Disability. For example if you worked with a 13-year-old African American male with a visual impairment, your code would be 2 for gender, 5 for race, 13 for age, and 2 for Blind/Visually Impaired.
4. For each completed activity, under the Activity Heading, record the nature of the activity you were involved in. If you gave a specific measure include this information as well as the specific school setting you were in (e.g., you gave a K-ABC-II at Southside Middle School). Other examples might include
  - discussion of evaluation case with supervisor.
  - review of cases seen this week with supervisor.
  - psychoeducational evaluation
  - counseling session who has adjustment difficulties due to change to new school
  - training/modeling session with parents regarding implementation of behavioral intervention plan (note: all consultation activities should note the role of the consultee [e.g., parent, teacher], grade level if a teacher, and the phase of the consultation [e.g., problem identification, problem analysis, plan implementation, plan monitoring, plan evaluation]).
5. Next record the Activity Code. Use the codes under the heading Activity Code to complete this column. For example, since you were giving an assessment to this adolescent, you would record 2 for an activity code.
6. Under the support code, locate the appropriate Activity on the legend under the Support Code Heading. Since you were giving a psychological evaluation, you would look under the Assessment Subheading and place a 2 in this column for Test Administration.
7. Finally, record the number of hours consumed by the activity. For activities that occupied part of an hour, record the hours as decimals and, round the time to the nearest quarter hour (e.g. 30 minutes Equals .5, one hour and 15 minutes equals 1.25, one hour and 5 minutes equals 1, two hours and 50 minutes equals 3, etc.).
8. Print out the entire workbook.
9. Have the practicum supervisor review, initial, and date the forms.



**LEGEND:**

**Setting:**

- 100 – Practice Administration
- 1 – Child Guidance Clinic
- 2 – Medical Clinic/Hospital
- 3 – Community Mental Health Center
- 4 – Department Clinic
- 5 – Forensic/Justice Setting (e.g., Jail, Prison)
- 6 – Inpatient Psychiatric Hospital
- 7 – Outpatient Psychiatric Clinic/Hospital
- 8 – Schools or Daycares
- 9 – VA Medical Center
- 10 – University Counseling/Student Mental Health Center
- 99 – Other (Describe)

**Gender:**

- 1 – Female
- 2 – Male
- 3 – Transgendered

**Race:**

- 1 – Native Hawaiian
- 2 – American Indian/Alaskan Native/Aboriginal
- 3 – Asian or Pacific Islander
- 4 – Hispanic or Latino (-a)
- 5 – Black or African American
- 6 – White
- 99 – Other including bi-racial (Describe)

**Disability:**

- 1 – Physical/Orthopedic Disability
- 2 – Blind/Visually Impaired
- 3 – Deaf/Hard of Hearing
- 4 – Learning/Cognitive Disability
- 5 – Developmental Disability/Mental Retardation
- 6 – Autism
- 7 – Serious Mental Illness
- 99 – Other (Specify)
- 100 – None

**Activity Code:**

- 1 – Direct Intervention
- 2 – Assessment
- 3 – Supervision
- 4 – Support Activities
- 5 – Consultation
- 99 – Other (Describe)

**Support Code:**

*Intervention*

- 1-Individual Therapy
- 2-School Counseling Interventions
- 3-Career Counseling
- 4-Group Counseling
- 5-Family Therapy
- 6-Couples Therapy
- 7-Sport Psychology/Performance Enhancement
- 8-Medical/Health-Related Interventions
- 9-Substance Abuse Interventions
- 10 - Consultation
- 11 - Behavioral Intervention
- 12 - Academic Intervention

*Assessment*

- 1-Intake Interview/Structured Interview
- 2-Test Administration
- 3-Scoring Protocols
- 4-Assessment Interpretation and Report Writing
- 5-Direct Observation
- 6-Functional Behavioral Assessment & Development
- 7-Curriculum Based Measurement Assessment & Development

*Supervision*

- 1-One-on-One Supervision
- 2-Group Supervision
- 3-Peer Supervision
- 4-Student Supervision
- 5-Video-Audio-Digital Recording Review

*Support Activities*

- 1-Chart Review
- 2-Writing Progress Notes
- 3-Treatment Planning
- 4-Didactic Training
- 5-Case Conferences
- 6-Outcome Assessment of Programs

*Consultation*

- 1 - Program Development
- 2-Outreach Programming
- 3-Systems Intervention
- 4-Outcome Assessment of Programs
- 5 - Case Management
- 99-Other

	TOTAL
<b>1. DIRECT INTERVENTION</b>	<b>0.00</b>
a. Individual Therapy	0.00
1) Older Adults (65+)	0.00
2) Adults (18-64)	0.00
3) Adolescents (13-17)	0.00
4) School-Age (6-12)	0.00
5) Pre-School Age (3-5)	0.00
6) Infants/Toddlers (0-2)	0.00
b. School Counseling Interventions	0.00
1) Consultation	0.00
2) Direct Intervention	0.00
c. Career Counseling	0.00
1) Adults (18-64)	0.00
2) Adolescents (13-17)	0.00
d. Group Counseling	0.00
1) Adults (18-64)	0.00
2) Adolescents (13-17)	0.00
3) Children (12 and under)	0.00
e. Family Therapy	0.00
f. Couples Therapy	0.00
g. Other Psychological Interventions	0.00
1) Sport Psychology/Performance Enhancement	0.00
2) Medical/Health - Related Interventions	0.00
3) Intake Interview/Structured Interview	0.00
4) Substance Abuse Interventions	0.00
5) Consultation	0.00
6) Behavioral Intervention	0.00
7) Academic Intervention	0.00
8) Systems Intervention	0.00
9) Other Interventions	0.00

<b>2. PSYCHOLOGICAL ASSESSMENT EXPERIENCE</b>	<b>0.00</b>
1) Psychodiagnostic test administration	0.00
2) Functional Behavioral Assessment	0.00
3) Curriculum Based Measurement	0.00
4) Neuropsychological Assessment	0.00

<b>3) OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS</b>	<b>0.00</b>
1) Supervision of other students performing intervention and assessment activities	0.00
2) Program Development/Outreach Programming	0.00
3) Outcome Assessment of programs or projects	0.00
4) Systems Intervention/Organizational Consultation/Performance Improvement	0.00
5) Other:	0.00

<b>4) SUPERVISION</b>	<b>0.00</b>
1) Individual	0.00
2) Group	0.00
3) Peer	0.00
<b>5) SUPPORT ACTIVITIES</b>	<b>0.00</b>
1) Case Conferences	0.00
2) Case Management/Consultation/Treatment Planning	0.00
3) Didactic Training/Seminars/Grand Rounds	0.00
4) Progress Note/Clinical Writing/Chart Review	0.00
5) Psychological Assessment Scoring	0.00
6) Assessment Interpretation and Report Writing	0.00
7) Behavioral Intervention Development	0.00
8) Academic Intervention Development	0.00
9) Video-Audio-Digital Recording Review	0.00
<b>TOTAL HOURS</b>	<b>0.00</b>

TOTAL

SETTING		
	Practice Administration	0
	Child Guidance Clinic	0
	Medical Clinic/Hospital	0
	Community Mental Health Center	0
	Department Clinic	0
	Forensic/Justice Setting	0
	Inpatient Psychiatric Hospital	0
	Outpatient Psychiatric Clinic/Hospital	0
	Schools or Daycares	0
	VA Medical Center	0
	University counseling/Student Mental Health Center	0
	Other	0

GENDER		
	Female	0
	Male	0
	Transgendered	0

RACE		
	Native Hawaiian	0
	American Indian/Alaskan Native/Aboriginal	0
	Asian or Pacific Islander	0
	Hispanic or Latino (-a)	0
	Black or African American	0
	White	0
	Other including bi-racial	0

DISABILITY		
	None	0
	Physical/Orthopedic Disability	0
	Blind/Visually Impaired	0
	Deaf/Hard of Hearing	0
	Learning/Cognitive Disability	0
	Developmental Disability/Intellectual Impairment/Mental Retardation	0
	Autism	0
	Serious Mental Illness	0
	Other	0

# FMU PSYCHOLOGY INTERN COMPETENCY ASSESSMENT FORM

2010 -2011 TRAINING YEAR

Intern: \_\_\_\_\_ Training Supervisor: \_\_\_\_\_

**ASSESSMENT METHOD(S) FOR COMPETENCIES**

<input type="checkbox"/> Direct Observation <input type="checkbox"/> Review of Written Work <input type="checkbox"/> Videotape <input type="checkbox"/> Review of Raw Test Data	<input type="checkbox"/> Audiotape <input type="checkbox"/> Discussion of Clinical Interaction <input type="checkbox"/> Case Presentation <input type="checkbox"/> Comments from Other Staff
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**COMPETENCY RATINGS DESCRIPTIONS**

A	Advanced skills comparable to autonomous practice. Rating expected at completion of internship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.
HI	High Intermediate/Occasional supervision needed. A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
I	Intermediate/Should remain a focus of supervision. Common rating throughout internship and practica. Routine supervision of each activity.
E	Entry level/Continued intensive supervision is needed. Most common rating for practica. Routine but intensive, supervision is needed.
R	Needs remedial work. Requires remedial work if trainee is in internship.
NA	Not applicable for this training experience/Not assessed during training experience

**GENERAL PROFESSIONAL COMPETENCIES**

1. **SUPERVISION:** Seeks consultation or supervision as needed and uses it productively.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **POSITIVE COPING STRATEGIES:** Demonstrates positive coping strategies to manage personal and professional stressors and challenges. Maintains professional functioning so that quality client care continues uninterrupted.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **RESPONSIBILITY/DOCUMENTATION:** Demonstrates responsibility for key clients care tasks (e.g., phone calls, letters, case management), completes tasks promptly and autonomously. All client contacts, including scheduled and unscheduled appointments and phone contacts are well documented. Records include crucial information.

A	HI	I	E	R	NA
5	4	3	2	1	0

4. **TIME MANAGEMENT:** Demonstrates efficient and effective time management skills. Keeps scheduled appointments and arrives to meetings on time. Keeps supervisor aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT**

1. **SCHOOL PSYCHOLOGY MISSION:** Articulates the foundations, historical development, current role, and mission of school psychology.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **SCHOLARLY INQUIRY/PRACTICE:** Demonstrates critical thinking skills in practice and demonstrates scholarly inquiry, including knowledge of current and anticipated service delivery models and methods in school psychology.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **ETHICS/LAW:** Demonstrates good knowledge of ethical principles and laws that affect influence, facilitate, and limit school psychology practice. Consistently and prudently applies these appropriately, seeking consultation as needed.

A	HI	I	E	R	NA
5	4	3	2	1	0

4. **PARTICIPATION IN PROFESSIONAL ACTIVITIES:** Participates in the school psychology community through membership and participation in state and national professional organizations

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
DIVERSITY IN DEVELOPMENT AND LEARNING**

1. **RAPPORT:** Consistently achieves a good rapport with clients and their families.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **SENSITIVITY TO CLIENTS DIVERSITY:** Sensitive and responsive to the cultural and individual diversity of clients. Committed to providing culturally sensitive services.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND:** Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

A	HI	I	E	R	NA
5	4	3	2	1	0

<b>COMPETENCE IN DATA-BASED DECISION MAKING</b>
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1. **DIAGNOSTIC SKILL:** Demonstrates competent diagnostic skills, including interviewing, problem identification/diagnostic formulation, and triage/disposition. (expect A/H) administers assessment techniques (e.g., neurocognitive assessment, assessment of emotional/behavioral functioning, and relational assessment) used in his/her area of practice.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **SELECTION OF ASSESSMENT STRATEGIES:** Selects appropriate strategies/measures in keeping with evidence-based practices and with sensitivity to cultural and individual differences.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **ADMINISTRATION:** Demonstrates competence in administration.

A	HI	I	E	R	NA
5	4	3	2	1	0

4. **INTERPRETATION OF ASSESSMENT:** Proficiently interprets results of assessments (e.g., neurocognitive assessment, assessment of emotional/behavioral functioning, and relational assessment) used in his/her area of practice.

A	HI	I	E	R	NA
5	4	3	2	1	0

5. **REPORT WRITING SKILLS:** Writes well-organized diagnostic evaluation and assessment reports. Reports answer referral and/or treatment planning question clearly and provide specific and useful recommendations.

A	HI	I	E	R	NA
5	4	3	2	1	0

6. **COMMUNICATION OF FINDINGS/FEEDBACK:** Plans and implements effective feedback regarding diagnostic impressions, assessment findings, and recommended treatment plan. Explains findings and recommendations in terms clients and/or caregiver can understand. Communicates findings with sensitivity and thoughtfulness. Facilitates referrals as needed.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
PROFESSIONAL CONSULTATION AND COLLABORATION**

1. **CONSULTATION ASSESSMENT:** Performs an assessment of the clients referred for consultation, incorporating mental status exam, interview techniques or assessment, as needed, to answer the referral question.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **CONSULTATIVE GUIDANCE:** Provides appropriate level of guidance when providing consultation to other health care professionals and school personnel, taking into account their level of knowledge about psychological theories, methods, and principles.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **COORDINATED/COLLABORATIVE CARE:** Reliably coordinates care and works effectively with the multiple providers and systems affecting children (including functioning effectively as collaborative member of evaluation/treatment teams).

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS**

1. **DEVELOPMENT OF ACADEMIC INTERVENTIONS:** Effectively conceptualizes student's cognitive and academic growth. Useful case conceptualization informs treatment planning. Engages in systematic selection of supported models of learning and instruction.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **THERAPEUTIC INTERVENTIONS:** Interventions are well-timed, effective, consistent with empirically supported treatments, and sensitive to developmental and individual differences.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **ASSESSMENT AND MONITORING:** Academic interventions are appropriate and monitored based using outcome evaluation strategies.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS**

1. **KNOWLEDGE OF HUMAN DEVELOPMENT:** Demonstrates knowledge of the scientific principles and theories of human development including the impact of systems on children’s behavior, emotions, and social interactions.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **DEVELOPMENT AND APPLICATION OF PRINCIPLES OF HUMAN DEVELOPMENT:** Implements empirically sound interventions that account for differences in and facilitate children’s behavioral, social, emotional, and personality development.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **ASSESSMENT AND MONITORING:** Interventions provided for direct or indirect services to facilitate children’s development are appropriate and monitored based using outcome evaluation strategies.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH**

1. **CONCEPTUALIZATION AND TREATMENT PLANNING:** Effectively conceptualizes cases from a biopsychosocial perspective. Useful case conceptualization informs treatment planning. Engages in systematic treatment selection, appropriately set priorities, and monitors therapeutic progress.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **THERAPEUTIC INTERVENTIONS:** Interventions are well-timed, effective, consistent with empirically supported treatments, and sensitive to developmental and individual differences.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **MAINTENANCE OF THERAPEUTIC RELATIONSHIP AND BOUNDARIES/LIMITS:** Maintains therapeutic relationship, including maintaining appropriate boundaries and limits in the therapeutic/consultative relationship (e.g., appropriate management of child behavior, countertransference).

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
HOME/SCHOOL/COMMUNITY COLLABORATION**

1. **KNOWLEDGE OF SYSTEMS THEORY:** Demonstrates knowledge of the empirically supported models of family systems and methods to involve families in education and mental health services. This includes knowledge of the various methods used to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **APPLICATION OF SYSTEMS THEORY:** Implements empirically sound interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development and academic success.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
RESEARCH AND PROGRAM EVALUATION**

1. **KNOWLEDGE/APPLICATION OF EMPIRICAL BASES OF PRACTICE:** Demonstrates knowledge of the empirical bases of clinical practice and appreciation of the clinical value of research.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **SCHOLARLY INQUIRY/PRACTICE:** Demonstrates critical thinking skills in evaluation of practice and demonstrates scholarly inquiry, including pursuing and utilizing relevant empirical literature in clinical work.

A	HI	I	E	R	NA
5	4	3	2	1	0

3. **DEVELOPS AND IMPLEMENTS RESEARCH PLAN:** Develops a plan for research or other professional writing or presentation to improve school services and youth outcomes.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN  
INFORMATION TECHNOLOGY**

1. **KNOWLEDGE OF INFORMATION TECHNOLOGY:** Demonstrates knowledge of sources of technology relevant and necessary for effective school psychological practice.

A	HI	I	E	R	NA
5	4	3	2	1	0

2. **APPLICATION OF INFORMATION TECHNOLOGY:** Demonstrates critical thinking skills in evaluation of information sources, utilizing only relevant empirical literature in the provision of quality services to children, youth, families, and communities.

A	HI	I	E	R	NA
5	4	3	2	1	0

**COMPETENCE IN SUPERVISION**

1. **SUPERVISORY SKILLS:** Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner, seeking consultation as needed. Builds good rapport with supervisee.

A	HI	I	E	R	NA
5	4	3	2	1	0

**SUPERVISOR COMMENTS**

SUMMARY OF STRENGTHS

AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION, INCLUDING RECOMMENDATIONS:

**CONCLUSIONS**

*REMEDIAL WORK INSTRUCTIONS: In the rare situation when it is recognized that an intern needs remedial work, a competency assessment form should be filled out immediately, prior to any deadline date for evaluation, and shared with the intern and the director of training. In order to allow the intern to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.*

A	Advanced skills comparable to autonomous practice at the certification level.
HI	High Intermediate/Occasional supervision needed.
I	Intermediate/Should remain a focus of supervision.
E	Entry level/Continued intensive supervision is needed.
R	Needs remedial work.

**\*\*Competency Goal for all intern evaluations conducted prior to 12 months:** All competency areas will be rated at a level of competence of I or higher. No competency areas will be rated as R or E.

**\*\*Competency Goal for all intern evaluations done at 12 months:** At least 80% of competency areas will be rated at level of competence of HI or higher. No competency areas will be rated as R or E.

\_\_\_\_\_ The intern HAS successfully completed the above competency goal. We have reviewed this evaluation together.

\_\_\_\_\_ The intern HAS NOT successfully completed the above competency goals. We have made a joint written remedial plan as written below, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**INTERN COMMENTS REGARDING COMPETENCY EVALUATION (IF ANY):**

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Intern \_\_\_\_\_

Date \_\_\_\_\_

# In-Service Evaluation Form

Date: \_\_\_\_\_ Topic: \_\_\_\_\_ Presenter: \_\_\_\_\_

1. The information I learned during this in-service was very useful.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

2. Compared to other in-service presenters I have heard, this presenter was well prepared.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

3. In comparison to other in-service presenters I have heard, this presenter was very knowledgeable regarding the subject matter of the presentation.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

4. The organization of this presentation contributed to my understanding of the material.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

5. The audio-visual materials used in this presentation contributed to my understanding of the material.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

6. The handouts used in this presentation contributed to my understanding of the material.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

7. Overall, this presentation was interesting, enjoyable, informative and helpful.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

8. I would like additional presentations on this topic to be made available.

1	2	3	4	5	6
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

## In-Service Evaluation Form

What did you like most about this presentation?

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What did you like least about this presentation?

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How could the presenter improve this presentation?

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What other topics would you like to see presented in the future?

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## APPENDIX I

### SOME INTERESTING AND USEFUL WEBSITES

American Association of Intellectual and Developmental Disabilities (AAIDD)

<http://www.aamr.org/>

At Health Mental Health

<http://www.athealth.com>

Federal Resource Center for Special Education

<http://www.dssc.org/frc/>

IDEA Practices Home Page

<http://www.ideapractices.org>

Individuals with Disabilities Education Act Public Law 105-17

<http://www.dssc.org/frc/idea.htm>

LD Online Learning Disabilities Information and Resources

<http://www.ldonline.org/index.html>

National Association of School Psychologists (NASP)

<http://www.nasponline.org>

National Institutes of Health (NIH)

<http://www.nih.gov/>

Office of Special Education (OSEP)

<http://www.ed.gov/offices/OSERS/OSEP>

Parents Advocacy Coalition for Educational Rights (PACER)

<http://www.pacer.org>

School Psychologist Resources Online

<http://www.schoolpsychology.net>

Section 504 and IDEA: Basic Similarities and Differences

[http://www.ldonline.org/ld\\_indepth/legal\\_legislative/edlaw504.html](http://www.ldonline.org/ld_indepth/legal_legislative/edlaw504.html)

South Carolina Association of School Psychologists (SCASP)

<http://www.scaspweb.org>

South Carolina Department of Education Home Page

<http://www.state.sc.us/SCDOE/>

Special Ed Advocate – Special Ed Law

<http://www.wrightslaw.com>

Special Education – Suite 101

[http://www.suite101.com/welcome.ctm/special\\_education](http://www.suite101.com/welcome.ctm/special_education)

Thomas- Legislative Information (Federal)

<http://thomas.loc.gov/home/thomas2.html>

US Census Bureau Home Page

<http://www.census.gov/>

APPENDIX J  
SCHOOL PSYCHOLOGY OPTION  
FACULTY DIRECTORY AND CAMPUS NUMBERS

NAME	ADDRESS	PHONE #S	EMAIL
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School Psychology Faculty

Batarseh, Gabe Adjunct Professor	324 Guildford Cir. Florence, SC 29501	H: 843-665-5107 O: 843-661-1624	<a href="mailto:gbatarse@fmarion.edu">gbatarse@fmarion.edu</a>
Bridger, Bob Internship Coordinator	1910 Hayden Court Florence, SC 29505	H: 843-601-2111 O: 843-661-1636	<a href="mailto:rbridger@fmarion.edu">rbridger@fmarion.edu</a>
Broughton, Sam Option Coordinator	1039 Wrenwood Dr. Florence, SC 29505	H: 843-662-6155 O: 843-661-1638	<a href="mailto:sbroughton@fmarion.edu">sbroughton@fmarion.edu</a>
Faykus, Sue Adjunct Professor	300 Wild Horse Road Linden, NC 28356	H: 910-484-2122 O: 843-661-1624	<a href="mailto:sfaykus@earthlink.net">sfaykus@earthlink.net</a>
Hester, John Department Chair	310 Woodland Dr. Marion, SC 29571	H: 843-423-1343 O: 843-661-1635	<a href="mailto:jhester@fmarion.edu">jhester@fmarion.edu</a>
Hill-Chapman, Crystal Assistant Professor	624 Calumet Court Florence, SC 29501	H: 843-407-6273 O: 843-661-1721	<a href="mailto:chillchapman@fmarion.edu">chillchapman@fmarion.edu</a>

Core Faculty

Herzog, Teresa		O: 843-661-1562	<a href="mailto:therzog@fmarion.edu">therzog@fmarion.edu</a>
Hernandez, Erica		O: 843-661-1734	<a href="mailto:ehernandez@fmarion.edu">ehernandez@fmarion.edu</a>
Jordan, Mike	1910 Page Court Florence, SC 29505	H: 843-664-7435 O: 843-661-4685	<a href="mailto:mjordan@fmarion.edu">mjordan@fmarion.edu</a>
Wages, Charlene	1313 Wisteria Dr. Florence, SC 29501	H: 843-665-6407 O: 661-1630	<a href="mailto:cwages@fmarion.edu">cwages@fmarion.edu</a>

## FULL-TIME PSYCHOLOGY DEPARTMENT FACULTY BACKGROUNDS AND INTERESTS

### ***Bridger, Bob***

Office: CEMC 236-B, Phone 661-1636

email: [RBridger@fmarion.edu](mailto:RBridger@fmarion.edu)

Research/Academic Interests: Legal and ethical issues in school psychology; Assessment, diagnosis & interventions with preschool children; Psychoeducational evaluations & diagnosis.

Credentials: B.S., Psychology, Coastal Carolina University; M.Ed., Educational Psychology, University of Georgia; Ph.D., Educational Psychology, University of Georgia

### ***Broughton, Samuel F.***

Office: CEMC-109B, Phone: 661-1638

email: [SBroughton@fmarion.edu](mailto:SBroughton@fmarion.edu)

Research/Academic Interests: Applied behavior analysis; learning, behavioral, and developmental disorders of children; intervention acceptability and implementation by teachers.

Credentials: B.A., Psychology, Presbyterian College; M.S., Psychology (General Experimental), University of Georgia; Ph.D., Psychology (Joint Program in Psychology and Educational Psychology with Specializations in School Psychology and Applied Behavior Analysis), University of Georgia.

### ***Herzog, Teresa Kamman***

Office: CEMC 109-F, Phone: 661-1562

email: [THerzog@fmarion.edu](mailto:THerzog@fmarion.edu)

Research/Academic Interest: Social & emotional behavior including mother-infant interaction, infant & adult attachment, facial expressions of emotion and physiological bases of socioemotional behavior.

Credentials: B.A., Psychology, Edgewood College; M.A., Psychology, University of Montana, Ph.D.; University of Montana; Postdoctoral Fellowship, University of Montana

### ***Hernandez, Erica***

Office: CEMC 109-C, Phone: 661-1634

email: [EHernandez@fmarion.edu](mailto:EHernandez@fmarion.edu)

Research/Academic Interests: Adaptive learning, marine mammal bioacoustics; measuring auditory discrimination using event-related potentials.

Credentials: B.A., Psychology, Rice University; M.A. and Ph.D., Experimental Psychology, University of Southern Mississippi

### ***Hester, John R.***

Office: CEMC 109-G, Phone: 661-1635

email: [JHester@fmarion.edu](mailto:JHester@fmarion.edu)

Research/Academic Interests: Assessment of children and adolescents; social cognition of children; consultation.

Credentials: B.A., Psychology, Clemson University; M.A., Psychology, University of South Carolina; Ph.D., School Psychology, University of South Carolina.

***Hill-Chapman, Crystal R.***

Office: CEMC 109-I, Phone: 661-1721

email: [CHillChapman@fmarion.edu](mailto:CHillChapman@fmarion.edu)

Research/Academic Interests: Development and assessment of children's social, emotional, and behavioral disorders; prevention science; family functioning of children diagnosed with neurodevelopmental and genetic disorders, including autism.

Credentials: B.A., Psychology, English, Education, Francis Marion University; M.S., Applied Psychology, Cognate in School Psychology, Francis Marion University; Ph.D., Clinical/School Psychology with cognates in Research, Measurement, and Statistics and Clinical Child and Family Psychology, with specialization in Pediatric Psychology, Texas A&M University; Clinical Internship, Texas Children's Hospital and Baylor College of Medicine; Postdoctoral Fellowship in Autism Spectrum Disorders, Texas Children's Hospital; Postdoctoral Certificate of Advanced Graduate Studies in Clinical Genetics, Simmons College.

***Hughes, Farrah M.***

Office: CEMC 236-C, Phone: 661-1642

email: [Fhughes@fmarion.edu](mailto:Fhughes@fmarion.edu)

Research/Academic Interests: Marital and family functioning, including issues such as the parenting alliance, the intersection of relational functioning and psychopathology, and factors relating to family violence.

Credentials: B.A., Psychology, Wake Forest University; M. A. Psychology, University of Tennessee; Ph.D., Clinical Psychology, University of Tennessee; Clinical Internship, Brown University and Brown Medical School.

***Jordan, J.J. (Mike)***

Office: CEMC 109-E, Phone: 661-4685

email: [MJordan@fmarion.edu](mailto:MJordan@fmarion.edu)

Research/Academic Interests: Evolutionary psychology and sexual selection; tests of the Evolutionary Environment Adaptation Model and hunter-gatherer hypotheses; romantic attachment styles; first time romantic interactions.

Credentials: B.A., Psychology, Georgia State College; M.A., Psychology, Georgia State University; Ph.D., Social Psychology, Georgia State University.

***Murphy, Ronald T. (Ron)***

Office: CEMC 109-D: 661-1643

email: [RMurphy@fmarion.edu](mailto:RMurphy@fmarion.edu)

Research/Academic Interests: Readiness to change in mental health treatment; treatment of posttraumatic stress disorder, especially among combat veterans; substance abuse treatment; academic engagement and motivation among college students.

Credentials: B.S., Psychology and Biology, Tufts University; M.S., Clinical Psychology, State University of New York at Binghamton; Ph.D., Clinical Psychology, State University of New York at Binghamton.

***Wages, Charlene***

Office: SAB 105, Phone: 661-1146

email: [CWages@fmarion.edu](mailto:CWages@fmarion.edu)

Research/Academic Interests: The role of the nervous system—particularly the hippocampus and frontal cortex—in the development of concepts of space.

Credentials: B.S., Psychology, University of Georgia; M.A., Psychology, Georgia State University; Ph.D., Psychology, Georgia State University.

*Wattles, William P.*

Office: CEMC 236-A, Phone: 661-1639

email: [WWattles@fmarion.edu](mailto:WWattles@fmarion.edu)

Research/Academic Interests: Computer Applications in Teaching Psychology, Health Psychology, and Exercise Adherence.

Credentials: B.A., Economics, Tufts University; B.A., Psychology, University of Texas; Ph.D., Clinical Psychology, University of South Carolina.

## CAMPUS PHONE NUMBERS

Academic Advising & Retention	843-661-1279
Accounting	843-661-1120
Accounting – Student Receivables	843-661-1130
Career Development	843-661-1676
Cauthen Educational Media Center	843-661-1250
Computer Center – Academic	843-661-1335
Counseling and Testing Center	843-673-9707
Counseling & Testing Center (Dr. Lawson)	843-673-1828
Dining Services	843-661-1260
Financial Assistance	843-661-1190
Housing	843-661-1330
Human Resources	843-661-1140
International Students	843-661-1185
Internship Coordinator (Dr. Bridger)	843-661-1634
Library	843-661-1300
Multicultural Student Affairs	843-661-1188
Provost Office / Graduate School Office	843-661-1281
Psychology Department	843-661-1378
Psychology Department Chair (Dr. Hester)	843-661-1635
Psychology Department Lab Coordinator (Carl Capps)	843-661-1640
Psychology Department Executive Assistant (Jennifer Taylor)	843-661-1641
Psychology Department – FAX	843-661-1628
Public Safety	843-661-1109
Registrar’s Office	843-661-1175
School Psychology Option Coordinator (Dr. Broughton)	843-661-1638
Student Health Services	843-673-9855
University Center	843-661-1180
University Store	843-661-1345
Veterans Affairs	843-661-1172