

Student Handbook

Ph.D. in School Psychology

Fall 2016*

* The Commission on Accreditation of the American Psychological Association is transitioning to new Standards of Accreditation that will take effect on January 1, 2017. There will be change to our doctoral program in accordance with these standards. These changes will affect our program goals and objectives, some coursework requirements, measurement of student competencies, and other program procedures. To make this transition as seamless as possible, this version of the student handbook will be in effect for fall 2016 only. A separate revision that incorporates the new Standards of Accreditation will be made available in January 2017.

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PROGRAM OVERVIEW PH.D. SCHOOL PSYCHOLOGY

This Handbook provides information about policies and procedures for the management and completion of the Ph.D. program in school psychology housed in the Department of School Psychology at the University of Northern Colorado. Students are responsible for familiarizing themselves with all information in this handbook as well as in the UNC Catalog (see UNC website <http://unco.smartcatalogiq.com/current/GraduateCatalog.aspx>) that may have relevance to their program of study. We hope this guide will serve you well in addressing frequently asked questions concerning the completion of your school psychology degree.

Program Description and Philosophy

The Ph.D. program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to:

Commission on Accreditation

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street NE

Washington, DC 20002

Phone: (202) 336-9799

E-mail: apaaccred@apa.org, Web: www.apa.org/ed/accreditation

The program is also approved by the National Association of School Psychologists according to the Commission on the Recognition of Specialties in Professional Psychology (CRSPP) Specialty Description of School Psychology, school psychology is the science and practice of psychology with children, youth, families, learners of all ages and the schooling process (CRSPP, 2012). School psychologists are prepared to provide a range of psychological diagnosis, assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families and other systems (CRSPP, 2012; <http://www.apa.org/ed/graduate/specialize/school.aspx>).

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must have their credentials reviewed by the NCSPA (administered by NASP). NSCP certification requires ongoing professional development credits.

American Board of Professional Psychology (ABPP) After completing the doctoral degree and obtaining licensure as a psychologist, UNC graduates may apply for board certification in the area of school psychology. This certification requires a review of credentials, practice samples, and an oral examination.

School Psychology Faculty

Dr. Michelle Athanasiou

Student Admissions, Outcomes, and Other Data

These data reflect the status of the Ph.D. School Psychology program through the end of Summer 2016. This information is updated each year by October 1.

Time to Completion For All Students Entering the Program

Outcome	Year in which Degrees were Conferred		
	2009-2010	2010-2011	2011-2012

Ph.D. School Psychology
Program Goals, Objectives and Competencies

Coursework and field experiences within the doctoral program in School Psychology are designed to assist students in developing the appropriate knowledge and skills to meet the program goals and objectives outlined below. Evaluation of students throughout the program ensures that upon graduation, students have attained the competencies corresponding to the objectives.

Goal 1: Students will have a broad and general understanding of the theoretical and conceptual foundations of psychology.

Objective 1.1: Students will have a broad understanding of foundational scientific principles

Objective 3.1: Students will demonstrate knowledge and skill using a variety of formal and

5.3a: Demonstrate commitment to ongoing professional preparation and leadership through association memberships, participation in additional professional development activities, and

General Program Information

Academic Information

Length of Program: The Ph.D. program in school psychology is designed to be completed in 5 calendar years (including the first two summer semesters). Individual program lengths will vary, but students should plan on dedicating 5 years to the school psychology program

be compatible with the student's program and must be approved by the program requirements, including transfer work, must be completed within the time limits of the program (6 years for the specialist degree or 8 years for the doctoral degree).

Course Waivers In some instances, students who bring extensive coursework (e.g., Ed.S. in School Psychology) are eligible for course waivers. These classes are not considered part of your program, instead the student typically has fewer required courses to take, depending on the number of courses waived. Certain courses may not be waived. Complete information on this policy is available in the Course Waiver Policy section of the Handbook.

Sign-Up Sheets Some courses in the program have very limited enrollment. Students will be placed in these classes using one of two procedures. First, some classes will have signs placed in the hall across from the student resource center at the midterm of fall and spring semesters. Students wishing to register for these classes sign up on the sheets. Priority is given to students 1) for whom the course is required; and 2) who are nearer to the completion of their program. Once the lists are posted (indicating who is in the class), students have two weeks to decide whether to take the class. If the student drops and there are no alternate students signed up for the course (meaning the class is now under enrolled), the student who dropped loses priority for the following semester. For some required classes, it is more efficient to assign students to sections of the course. Students will be assigned to sections of APCE 644, 646, 648, and 618 when there are multiple sections offered in a given year.

First day of classes and enrollment: If an enrolled student does not attend the first class meeting, he or



Grievance Procedures Grievance procedures are specifically given in the UNC Students' Rights

information about the position/scholarship, and information regarding the disposition of the letter once it is complete. Please note that faculty will not recommend a student for a position for which he or she is not qualified.

Professional Membership In order to encourage a commitment to lifelong professional development, Ph.D. students are required to be members of NASP and APA, and are strongly encouraged to join the Colorado Society of School Psychologists and the student organization Division 16 (SASP).

Other Information

Student Support Services A range of services are available to students to facilitate progress through the program. Students are encouraged to visit www.unco.edu/current/ for links to services including Disability Support Services, GLTBA, legal assistance for students, the Writing Center, Women's Resource Center, etc.

Financial Aid: The Office of Financial Aid offers a variety of funding options including grants, scholarships and loans. Students must have a UNC Universal Scholarship Application completed in December/January in order to be eligible for a number of different scholarships.

Currently the library has approximately 230 copies of psychological tests. There are multiple copies of academic, cognitive, and personality instruments. Other vocational and neuropsychological measures are also available. Students are able to purchase protocols from the DML, as well as check out pertinent tests. A graduate assistant staffs the library on a regular basis for checking materials in and out. Priority for purchasing and checking out materials is given to those students in the assessment/intervention and/or practicum course sequences.

School Psychology Student Leadership Positions

Except in unusual circumstances, no student in the program should hold more than one of these positions simultaneously due to the time commitment for each position. Positions are held throughout an academic year (May-May).

1. **President** The President is responsible for being the primary leader, and should be someone who is able to work well with the other officers in the SPSO. The President is responsible for leading group meetings, helping organize activities and events, and communicating with all officers regarding various objectives of meetings. The President communicates with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and received from the University. The President and Vice President are jointly responsible for financial accounts.
2. **Vice President** The Vice President is primarily responsible for assisting the president in leading and organizing meetings and events for the SPSO. The Vice President assumes the duties of the President in his/her absence. The Vice President may also assign work groups for various school psychology and community service projects.
3. **President-Elect** The President-Elect assists the President, Vice President, and other officers in planning events, organizing meetings, and facilitating communication. The President-Elect may also assume the duties of the President and/or Vice President in the event of their absence. The President-Elect position is held for one academic year, and then the student in the position becomes President for the subsequent academic year.
4. **SASP Representative** The Student Affiliates in School Psychology (SASP) Representative communicates information to the SPSO and all students regarding APA and Division 16 news and events. The Representative works with other SASP representatives from other universities to help share SASP materials and information with students, encourage student involvement at APA conferences, attend SASP meetings, and plan activities for School Psychology Awareness Week (November). The Representative may also write a column from *Science to Practice*, SASP's newsletter, or submit proposals to SASP's Research Forum at APA. The Representative encourages other students to submit to these as well.
5. **NASP Representative** The National Association of School Psychologists (NASP) Representative

responsible for initiating and maintaining a mentorship program for all incoming students to the program.

Programs in School Psychology Policies

NOTE: The policies in this handbook are binding. Exceptions to these policies must be granted in writing by the school psychology faculty. All students are to sign and return a form indicating they have received a copy of this handbook and agree to abide by the policies herein

School Psychology Employment Policy

Students engaging in and receiving remuneration for school psychological services before being

Internship Acceptance Policy

Verbal acceptance of an internship is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethic and unprofessional. In extenuating circumstances, students can petition the faculty for permission to change internships. This does not apply to students participating in the APPIC match. All APPIC matches are binding.

September 1997

Etiquette for Committee Meetings Policy

Students should not bring food or drinks for committee members to oral comprehensive examinations or proposal/dissertation defenses.

April 2004

School Psychology Doctoral Dissertation Manuscript Policy

The Department of School Psychology is dedicated to the development of doctoral graduates who make both applied and scientific contributions to their professional areas of study. These students are expected to submit a summary of their doctoral dissertations to the department.

reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of the paper. Referencing is done according to APA Style. Regarding class projects, you are not to use the bulk of your presentation the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given an OFO in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed

will be expected to complete his or her Ph.D. program in accordance with Graduate School requirements and deadlines.

October 2014

Licensed Psychologist Instructor Policy

Consistent with APA's policy on practicum supervision by licensed psychologists, students who take APCE 694 (Practicum in Family Therapy) or APCE 617 (Play Therapy) ~~where~~ **where** one OTHER THAN a doctoral level psychologist teaches ~~are~~ **are** required to also attend APCE 776 (Externship in School Psychology). This course, which is taught by a licensed psychologist, will be used as an opportunity for students discuss clinical cases with a licensed psychologist. Students only have to attend. They DO NOT have to register/pay for or complete any outside assignments for APCE 776.

Spring 2015

Diagnostic Materials Library Policy

1. The checkout period is 48 hours. Specific due dates are posted on the DML door. Late returns will affect your ability to check out material in the future.
2. Scoring templates have a 24-hour check out period. Templates MUST stay in McKee Hall; they may not leave the building for any reason.
3. Students are responsible for all materials checked out to them. If something is missing from a kit, inform the librarian within 24 hours of checkout.
4. All material missing from a kit upon return will be attributed to the last person to check out the kit. Registration for the following semester of the responsible student will be held until all items are replaced.
5. All transfer of materials must take place in the DML.

For questions about the status of your application, please call (970) 351-2831 or email gradsch@unco.edu

Once your application has been sent to the Department of School Psychology, any further correspondence should be sent to Diane Greenshields (greenshields@unco.edu)

School Psychology Ph.D. Applied Behavior Analysis Emphasis

School psychology students have the option to complete the general program or to complete the Ph.D. with an Applied Behavior Analysis (ABA) emphasis. The Department of School Psychology and School of Special Education have collaborated to offer coursework in ABA for the purpose of allowing students the option of pursuing the Board Certified Behavior Analyst (BCBA) credential upon completion of the doctoral program. Related coursework is approved by the Behavior Analyst Certification Board (BACB®).

The BACB-approved course sequence includes six online behavior analysis courses:

APCE 628 Concepts and Principles of Applied Behavior Analysis (3)
 APCE 629 Measurement and Experimental Design in Applied Behavior Analysis (3)
 EDSE 630 Applied Behavior Analysis I (3)
 APCE 631 Applied Behavior Analysis II (3)
 EDSE 632 Ethics in Applied Behavior Analysis (3)*
 EDSE633 Application of Applied Behavior Analysis (4)*

Students should note that APCE 628 and APCE 629 are required for all school psychology students,

COURSEWORK & PROGRAM REQUIREMENTS

Plan of Study

1. An approved Plan of Study filed in the Graduate School is required of all doctoral students. Your Plan of Study should be submitted to the Graduate School early in your program and no later than the end of your second semester of enrollment.
2. After your approved Plan of Study has been submitted to the Graduate School, any changes must be requested in writing from your program advisor to the Graduate School. A memorandum from your

Practicum Core D16-17 semester hours		
Course Prefix	Course Name	Credit Hours

PLAN OF STUDY
 Department of School Psychology
 Ph.D. in School Psychology: ABA Emphasis

Name: _____ Bear Number: _____

Address: _____ Advisor's Name: _____

Telephone _____ Email: _____

REQUIRED COURSEWORK: 134-135 semester hours

School Psychology Core 12 semester hours		
Course Prefix	Course Name	Credit Hours
APCE 640	Schoolbased Psychological Consultation	3
APCE 667		3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	

Course Prefix	Course Name	Credit Hours
APCE 644	Assessment I: Cognitive & Academic	5
APCE 646	Assessment II: Social, Emotional & Behavioral	3
APCE 648	Assessment III: Early Childhood	5

Course Waiver Policy

1. Students must meet with their advisor to request waiving a class, whether it is a foundational or clinical course. Course waivers are considered for students who enter the doctoral program with graduate coursework

UNC School Psychology Course Waiver Form

Name: _____ Bear number: _____

Advisor: _____ Date: _____

Students must meet with their advisors to request waiving a class. Course waivers are considered for students who enter the doctoral program with advanced degrees obtained in the previous 5 years. It is incumbent upon the student to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected to make available graduate transcripts as well as previous syllabi, if such materials are requested.

Course to be waived	Documentation (e.g. syllabi from previous coursework)	Course Instructor Initials (if required)

Timelines

There are many ways to successfully complete your doctoral program, the proposed timelines below outline the most typical sequence and assume full attendance with a Fall start date. Overall, most students are advised to complete their coursework/comprehensives in their first two years of study. It is recommended that students complete their dissertations (or the majority of the work) during their fourth year, and pursue an APIC/APA-accredited internship in their fifth year. Most students will complete the program in 5 years (4 years if entering with an advanced degree). Note that in order to complete the program within this time frame, students will need to enroll for courses during the first two summer semesters.

Because many students enter with an Ed.S. in School Psychology or a closely related advanced degree,

Doctoral Program Requirements and Timelines Example

Brenda began the program in the fall semester having previously completed a Bachelor's degree in psychology. She had no Ph.D. coursework waived. Here is her plan:

Date	Requirement/Action	Notes
Spring Year 1	<ul style="list-style-type: none"> • Submit Plan of Study (POS) • Submit Annual Review • Research Benchmark for APCE 663 attend writing workshop, dissertation defenses, and Brown Bag seminars complete IRB training 	

Sample Course Sequence (no prior coursework)
Ph.D. School Psychology

Year 1		
Fall	Spring	Summer
APCE 763: Legal & Prof Foundations of School Psych (4)	APCE 625: Applied Developmental Science(3)	
APCE 670: Principles of Psychometrics & Assessment (3)	APCE 644: Assessment I: Cognitive and Academic Functioning (5)	
APCE 682: Biological Bases of Behavior (3)		
SRM 602: Statistical Methods I (3)		
APCE 663 Research Apprenticeship (1)		

Total: 14 cr.

APCE 779: Practicum in School Psychology (3) Total: 12 cr.	APCE 781: Evaluation of Psychological Services (3) APCE 776: Externship in School Psychology (1) Total: 13 cr.	 Total: 4 cr
Year 4		
Fall	Spring	Summer

**Sample Course Sequence with Advanced Degree (e.g., Ed.S.)
Ph.D.**

Research(4)

APCE 757: Interventions for
Severe & Low Incidence
Disabilities (3)

APCE 799 Doctoral Dissertation
(3) (must register for a total of 12
cr., but these can be divided across
semesters)

Total: 13 cr.

Total: 13 cr.

Sample Course Sequence
Ph.D. School Psychology: ABA Emphasis

Year 1		
Fall	Spring	Summer
APCE 763: Legal & Prof Foundations of School Psych (4)		
APCE 670: Principles of Psychometrics & Assessment (3)		
APCE 682: Biological Bases of Behavior (3)		

Online Coursework

The majority of our coursework is delivered through face-to-face instruction. However, there are a few classes that are completely online (APC 155, 670)

Advising Checklist
 Department of School Psychology
 Ph.D. in School Psychology

Name: _____ Bear Number: _____

Address _____ Advisor's Name: _____

Telephone _____ Email: _____

NON-CREDIT REQUIREMENTS

Date Completed

Plan of Study _____

Feedback on Annual Review _____

Permission to take Written Comprehensives _____

Appointment of Doctoral Committee (to be completed
 concurrently with permission to take written com) _____

Comprehensive Exam: National School Psychology Exam
 (scores for the exam must be received before a grade of
 "pass" for comprehensives can be submitted to the Graduate
 School. A photocopy of these scores should be given to Diane) _____

CREDIT REQUIREMENTS

Prerequisite Coursework	Semester Completed	Initial <i>If Waived</i>
Abnormal Psychology		
REQUIRED COURSEWORK		
School Psychology Core 18 semester hours		
APCE 628 Concepts & Principles of Applied Behavior Analysis (3)		
APCE 640 School-Based Consultation (3)		
APCE 667 Intervening with Trauma & Crisis in the Schools		

Years 1 &2 Rationale: We believe it is important for our graduates to build a foundation in a wide range of research and evaluation methodologies that are consistent with the nature of school psychology (e.g., singlecase research).Through APCE 663, we assist students in learning the basics of research including participating in CITI training, learning how to use search tools, evaluating published works, and attending dissertation defenses. As students progress through this course (taken each fall and spring for the first two years of the program), they are expected to become more independent in their research

instrumentation and procedures. This document does not need to be the final research plan; it is intended

Annual Student Review

Students are reviewed at least annually by all School Psychology faculty with input from other affiliated faculty (e.g. ASRM, Counseling Psychology, etc.). Each spring, students will be asked to complete an Annual Student Review Form that will be used by faculty to review student progress in the program,

Please answer the following questions based on the summer, fall, and spring semester of the previous year:

During the year, were you a member of a professional or research society?

Membership Numbers

APA Membership Number:

NASP Membership Number:

CSSP (yes or no, no membership number required)

•

•

2. From the feedback you have received from faculty, coursework, and peer

Confidential Affiliated Faculty Feedback Form
Department of School Psychology

Student Name: _____ Program: _____ Ph.D. _____ Ed.S

Program Advisor: _____ SEMESTER _____ 20 _____

Programs in School Psychology Annual Student Review Feedback Form

STUDENT'S NAME: _____ **PROGRAM: PH.D.** ____ **ED. S.** ____

PROGRAM ADVISOR: _____ **SEMESTER:** _____ **20**____

This form is to be provided to the student during the Annual Ad Faculty Review Meeting which occurs in late spring/early summer semester. One copy of this signed form should be provided to the student for his or her records, and one should be placed in the Student's Cumulative file.

	Below Expectations	Meets Expectations	Above Expectations
Professional Dispositions			
1. Academic Performance	1	2	3
2. Contributions to Class	1	2	3
3. Interpersonal Skills			

questions are available at www.ets.org/praxis

15) Students may take their written exams twice. A student's degree program may be terminated if the

**PERMISSION TO TAKE
WRITTEN COMPREHENSIVE EXAMINATION
PH. D. SCHOOL PSYCHOLOGY PROGRAMS**

Name: _____ Bear #: _____

Address: _____ Phone: _____

Study Guide Written Comprehensive Exams
(Updated Fall 2012)

GOAL 1:

- Signs of suicide and how to assess the degree of suicide risk
- Signs of school-based violence

- Minimizing cultural, linguistic, and socioeconomic bias in assessment
- Crosscultural variables that impact the assessment of psychopathology
- Acculturation
- Theories of multicultural counseling, theories of identity development, and multicultural competencies
- Understanding of the terms: cultural self-awareness, cultural social justice, advocacy, and conflict resolution
- Strategies for eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- Effects of racism (including institutional), discrimination, sexism, power, privilege, and oppression
- Advocacy and public policy as related to multicultural issues
- Historical and current political climate regarding immigration, poverty, and welfare
- Biases of commonly used diagnostic tools with multicultural populations
- Cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in

Scoring Rubric of Ph.D. Written Comprehensive Exams

ID # of student: _____ RATER _____

Rating Scale Guidelines

Oral Comprehensive Examination

1.

minimum competencies outlined above, the oral exam will be scored **Fails** and the student will be permitted to retake the exam in the following semester. If the student does not pass the retake, the

16. In presenting the results do the authors present them clearly enough that you can easily determine which result answers which research question?
17. Where statistical tests are used, do the authors discuss assumptions prior to reporting results? If not, is there information in the paper that might suggest possible problems with assumptions, small N, dramatically unequal standard deviations, etc.?
18. Do the authors present appropriate descriptive statistics, such as means and standard deviations?
19. If tables or graphs are used are they clearly labeled and easy to follow?
20. Are statements regarding statistical significance interpreted correctly?
21. For nonsignificant results, does lack of statistical power seem to be the problem or do the authors discuss other possible reasons for the results?
22. In the discussion or conclusions section do the authors appear to correctly interpret the results? Do the conclusions seem to match the results?
23. Are the results discussed in terms of previous research? And are the results linked back to the original research questions or hypotheses?
24. Do the authors discuss possible problems or limitations with their study in terms of design, sampling, the measures, they used, etc.?
25. Do they appropriately limit their conclusions in terms of the sample used, the measures, etc. Or do they tend to "go beyond the data" in generalizing the results of the study?

Dissertation Proposal Process

The University does not set a specific timeline for completing dissertation proposals. The Department of School Psychology recommends that students have passed their written comprehensives prior to defending their dissertation proposals.

- 1) When the student is ready to begin work on the proposal, a meeting should be set with the research advisor to discuss a timeline. Students will only be released for APCE 797 Dissertation Proposal credits during the semesters in which they are actively working on the proposal.
- 2)

Dissertation Completion Guidelines

Students are required to complete 12 credit hours of Dissertation Research hours (APCE 799). These

agree to sign off on the title page with the understanding that the advisor will oversee the recommended changes
Bring multiple copies of the signature pages (

Student _____ Date: _____
Check one: Midterm Evaluation _____ Final Evaluation: _____
Supervisor: _____

Goals/Competencies	Rating
<u>Goal 4:</u> Student was able to skillfully provide evidence-based psychological services.	1

Comments

Goals/Competencies

- Returned phone calls/emails promptly 1 2 3 4 NA
- Recognized own limitations and sought advice 1 2 3 4 NA
- Adhered to site policies and procedures 1 2 3 4 NA

1. Areas of strength or competency:

2. Areas for growth or additional training.

School Psychology Ph.D. Internship Guidelines

Department of School Psychology
University of Northern Colorado
Greeley, CO 80639

The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional role of a School Psychologist. The internship is the culminating experience of graduate field-based training. The prospective candidate must complete all required practica and field-based experiences before any internship experience begins.

All students admitted Fall 2016 or later are required to apply for an APA-accredited internship. These internships have met the highest standards for the quality of the experience and level of supervision. An APA-accredited internship is 2000 hours, and there are multiple sites across the country that accept and/or prefer School Psychology candidates. Students are able to apply to sites that specialize in certain types of populations or settings. There are also school-based consortia that provide a blend of training opportunities in school and non-school settings. Completion of an APA-accredited internship is a minimum requirement for licensure as a psychologist in some states. *References: Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit (Williams*

(www.appic.org). This organization allows you to turn in one ~~form~~ application that can go to a number of different sites without filling out several applications. The second strategy is to review the

payment for services, reimbursement for travel, and additional time allotted for research and professional development. (See intern agreement form later in this Handbook.) Students who pursue an APA-accredited internship will work under the contract ~~gated~~ at their sites.

- Interns will maintain a standard of professional behavior that includes being prepared, punctual, accurate, appropriately maintaining client records and materials, maintaining a professional appearance while in the field setting, ~~resp~~ respecting the legal and ethical confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.
- Interns will adhere to all professional expectations of the site
- Interns will meet with ~~Field and University Supervisors~~ as required. For a full-time placement, at least two hours per week of individual, face-to-face supervision is required. If ~~part~~ part-time, the individual may meet with his or her ~~Field Supervisor~~ one hour per week.
- Interns will attend at least three ~~of~~ four supervisory meetings with the University Supervisor as scheduled during the term to review the placement experience. Those interns ~~of~~ in state placements will ensure that the University Supervisor has a current phone number ~~and~~ e address to facilitate monthly contact.
- Interns will maintain an accurate log of all hours spent in placement ~~related~~ activities, with a particular view to meeting the goals and objectives for school psychology interns (School Psychology Field Experience Log on ~~75~~ 75). These logs will be turned in to the University Supervisor monthly. If students are at an ~~APA~~ Accredited site, they will use the log form that is provided by the site.
- Interns will sign all reports with a title that clearly represents ~~their~~ training status, such as ~~a~~ School Psychology Intern ~~Ó~~.
- Interns will follow the schedule of the school district ~~or~~ other site in which they complete their placement unless an alternative schedule is specified in their contract.
- Serious problems, disagreements, ~~infractions~~ infractions of regulations should be brought to the attention of the University supervisor. Every effort will be made to work out conflicts to the satisfaction of all persons involved. If the problem cannot be resolved, the internship may be ~~terminated~~ terminated w

license and are eligible to receive pay with this license. This license formalizes your position as an intern both with CDE and with your district. On rare occasions, a district might prefer that you get a Temporary Teaching Eligibility (TTE) if this is the case, please notify the internship coordinator. A TTE is considered on a case by case basis. All forms are available from CDE (<http://www.cde.state.co.us/>)

Internship Acceptance Policy Verbal acceptance of an internship is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional and could serve as grounds for referral to the Review & Retention Committee extenuating circumstances. Interns can petition the faculty for permission to change internship sites. This does not apply to students participating in the APPIC match. All APPIC matches are binding.

September 1997
Updated Spring 2009

Please note if you interview and are enthusiastic about the position when it is offered, some schools understand this as an implicit agreement that you are accepting the position. If you are unsure or interviewing elsewhere, make it CLEAR that you need time to think about it before you can formally accept. If the school continues to move forward as if you've accepted (e.g., no subsequent

intern

Financial Aid During Internship. Some student loans require at least ~~half~~ ^{half} enrollment to qualify for deferment of payments and/or interest. Because ~~use~~ ^{use} internship is typically only 2 credits per semester during internship, you may need to contact your lender to request deferment or forbearance (your lender will make the final decision about whether to grant your request). More information can be found at <http://www.direct.ed.gov/postpone.html>

Ph.D. Clearance Form for School Psychology Internship

STUDENT NAME: _____

The courses listed below need to be completed (or currently enrolled in) before you take your comprehensive examination and/or apply for internship placement. Please note the semester and year completed (or enrolled) under the status column. If your advisor has waived a course enter a 0 or a 1 for transfer course.

<u>Course</u>	<u>Status</u>	<u>Course</u>	<u>Status</u>
School Psychology Core			
APCE 628		APCE 640	
APCE 757		APCE 747	
APCE 667		APCE 757 (or ABA emphasis)	

Broad and General Foundational Core			
APCE 622		PSY 587	
APCE 625		PSY 664	
APCE 707		APCE 758	
APCE 763		PSY 590	
APCE 623			

Research Core
SRM 700

APCE 629

Intern: _____ Evaluation Date Mid _____ Final _____

Goal 2 School psychology interns are able to implement systemic and consultative interventions

Goal 4: School psychology interns able to

--

Midterm Goals:

Ongoing Professional Development Goals: (to be completed at final evaluation)

Intern Signature and Date

Field Supervisor(s) Signature and Date

University Supervisor Signature and Date

Case Study Guidelines

During your school psychology internship, you are to complete two case studies, one for a behavioral case and one for an academic case. In these case studies, you will be expected to describe two actual cases that have been completed using systemic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case studies and will also serve as a guideline as you are developing your case studies. Each case study should be no more than 10 pages long including charts and graphs. Students who pursue their internships in hospital or other school settings should complete their case studies during their 600 hours of school-based internship.

Section 1: Provide a brief description of the student(s), the context, and the presenting issue. In this

Case Study Scoring Rubric

	Scoring Criteria
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		informal manner.	designed.
Evaluation, 4.1	Progress monitoring data are not demonstrated on a chart.	Progress monitoring data are demonstrated on a chart.	Charting includes student performance trend lines, and/or goal lines.

5.1 legal and ethical guidelines were followed in carrying out this case study (e.g., violating student's confidentiality, no attempts to involve parents).

guidelines appear to have been followed in completing this case study

guidelines, as well as best practices, have been followed in completing this case

Appendices

- Academic Integrity and Student Code of Conduct
- Student Concerns of Treatment by Faculty
- Student Academic Appeals Process
- UNC Discrimination & Sexual Harassment Policy
- Student Review and Retention: Policy and Procedures Manual

Academic Integrity and Student Code of Conduct

Academic Integrity ¶this material is copied from the Dean of Students website located at:

Student Academic Appeals Process

The University adheres to the Equal Employment Opportunity Commission's definition of sexual harassment as modified for the University setting. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, living conditions and/or an academic evaluation;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

DISCRIMINATION REVIEW

- **Purpose** These procedures are designed for the investigation and review of complaints by students, faculty, and staff of discrimination and sexual harassment arising at the University of Northern Colorado, including complaints related to campus activities or programs of the University.
- **Role and Function of the Director of Human Resources & Employee Relations (AA/EEO, Title IX Officer).** The AA/EEO, Title IX Officer has the primary responsibility of implementing the University's Equal Opportunity Policy, including antidiscrimination and sexual harassment provisions. The AA/EEO, Title IX Office is authorized to investigate all complaints of sexual harassment and discrimination, frivolous or malicious charges, and any claims of retaliatory acts alleged to have arisen from the university community.

Student Review and Retention

Policy and Procedures

Faculty and Student Manual

May 2015

Department of Applied Psychology and Counselor Education

Department of School Psychology

University of Northern Colorado

Greeley, Colorado 80639

during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in closed confidential sessions (executive sessions) at times, any questions about student behavior or performance may be raised for program faculty consideration.

Purposes of Student Evaluation

Faculty members in the APCE and the SP Departments are responsible for the evaluation of students in their respective professional training programs. Refer to the respective program handbook for program specific student evaluation methods. The purposes of student evaluations are to:

1. Determine students' appropriateness for continuation in their training program;
2. Evaluate student competence in providing professional services;
1. Provide evaluative feedback to students regarding their competence in providing professional services;
2. Monitor and evaluate student efforts to achieve acceptable standards of practice;
3. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
4. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
5. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
6. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

Faculty Recommendation Options Following Student Evaluation

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about a student(s). The program coordinator will record comments and concerns expressed by the program faculty. Although each program will determine its own process for managing student concerns, the program faculty may, if they believe it is appropriate to do so, attempt to work with the student first (e.g., engage in instructor feedback or discussion with student) prior to referring the student to the R&R Committee. For each student, the program faculty will recommend one of the following:

STUDENT REVIEW AND RETENTION PROCEDURES

3. The R&R Committee will review the faculty's recommendation and supporting materials and provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.
 - c. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
4. If the joint recommendation of the program faculty and the R&R Committee is that the

any available documentation of his or her progress in relation to the remediation plan to the chair of the R&R Committee.

10. On the date of reevaluation, the student's progress or lack thereof will be reviewed by the R&R Committee. The review will include an examination of the documentation provided by the student, and may also include documentation from the program faculty.
11. The student must complete all aspects of the plan by the date specified as well as adhere to all program requirements at all times.
12. At the R&R Committee meeting referenced in paragraph 10, above, the Committee has four recommendation options. These options are considered and recommendations made with consultation between the R&R Committee and the program faculty.
 - i. Continuation in the Program The specified concerns no longer present a significant problem. The student is allowed to continue in the program and is no longer on probationary status.
 - j. Continued Probation and Remediation Inadequate and timely progress is documented during the first evaluation, but additional time is needed to complete the plan a date is set for another reevaluation at the program faculty's discretion (see Section B).
 - k. Voluntary Resignation Recommend the student resign from the program (see Section C).
 - l. Dismissal from the Program If the student has failed to complete the remediation plan and/or program requirements and there is no expectation that he/she can reasonably complete the plan in the future (see Section D).
13. The student will be notified in writing by the Chair of the R&R Committee of the reevaluation decision.
14. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the APCE/SP main office in his/her student file.

Section B

Continued Probation and Remediation

If, in the professional judgment of the program faculty and the R&R Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress, the condition of probation and remediation may be continued. In such cases, a new reevaluation date will be set and the steps for reevaluation in Section A, above, will be followed.

Section C

his/her continuation in the training program, or the student has failed to meet program requirements despite probation and remediation, the following steps will be taken:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the Committee will be held to resolve any disagreements. If following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Com C3ss(C -- m) f52 (3)ya9 545.52 (3)sCsin(C) mC9 545.d thA (1 (P (3 (e) -

Committee that support the recommendation for dismissal from the training program.

3. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
4. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
5. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.
6. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty.

c.