# SCHOOL PSYCHOLOGY
# PH.D. STUDENT HANDBOOK

## 2024-2025 Academic Year Revision



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**WELCOME!**

Welcome to the School Psychology Program at the University of Oregon. We are pleased that you have joined us in our nationally recognized program, and we look forward to working with you. Our program has a long and distinguished history of making major contributions to the fields of psychology and education, both nationally and internationally. We are particularly proud of our tradition of training leaders and innovators in our field, and of the success of our graduates. We also value greatly the collegial, collaborative, and supportive climate that exists in our program. You have been selected as a student in our program because of your prior distinguished record of accomplishments and because of our confidence in your potential to become a successful part of the legacy that the UO program has created and enjoyed.

Our doctoral program is fully accredited by the American Psychological Association (APA) and has full program approval from the National Association of School Psychologists (NASP).

The children of our nation represent our future, and their education is of paramount importance. In the UO School Psychology Program you will have the opportunity to obtain the knowledge, skills, and tools necessary to make significant contributions to the education of our children, at the local, regional, and national levels. Through our behaviorally oriented, prevention and intervention-focused training model we aim to provide our students with cutting-edge experiences in their coursework, practicum and internship experience, and through their participation in research teams.

This handbook is designed to assist you in having a successful experience in our program. It describes the key elements of our Ph.D. program in School Psychology including training objectives, coursework requirements, evaluation plans, procedural issues, and timelines. In addition, the degree requirements for the Ph.D. in School Psychology are included in Appendix A. These materials are an essential tool that you should become very familiar with as you navigate your graduate school experience.

In addition to this handbook, our SPSY canvas community page provides additional information regarding the program, such as news, faculty profiles and contact information, and resources. All the forms and related resources that are described in this handbook are available online in the canvas community page.

I am glad that you have joined us, and I look forward to working with you during your time as a graduate student.

Regards,

Billie Jo Rodriguez, Ph.D., NCSP, BCBA-D
Senior Lecturer 1 & Director, School Psychology Program

## INTRODUCTION

### Mission and Values

The primary mission of the University of Oregon School Psychology Program is to prepare our students to become *leaders and innovators* in the field of school psychology. Our program is intervention-focused, with an emphasis on prevention and early intervention. We seek to recruit and train students who have the desire to make a substantial impact in the fields of school psychology and education at the state, national, and international levels. We are particularly known for and seek to maintain our strong emphasis on state-of-the-art applied research and development efforts in the field of education. Through these efforts, our faculty, students, and alumni help to improve systems of service in schools, and to improve outcomes for children, youth, and their families. Our scientist-practitioner program values linkages across disciplines and systems, and opportunities for such linkages are built into the program requirements. We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. We also value the empowerment of our students, and the perpetuation of a highly collegial program environment, where we strive for positive and cooperative professional relationships among faculty, among students, and between faculty and students.

### Program Philosophy

We are behaviorally influenced in our theoretical and philosophical orientations, meaning we focus on observable relations that require *low-level inferences*. Within this general framework, our individual theoretical orientations range from behavior analytic to social-interactional theory. From these perspectives we strive to train school psychologists as scientist-practitioners, with a *data-oriented problem-solving* emphasis. Our program is intervention-focused, training graduate students to conduct and evaluate research and to deliver evidence-based academic and behavioral interventions to children and youth in schools and in related settings within a *behaviorally oriented perspective* and at a variety of levels. These levels of service delivery and intervention include (a) with individuals, (b) within small groups and classrooms, and (c) across entire schools and systems. Although the program prepares graduates to provide effective evidence-based services to individuals and groups who have a wide variety of needs, problems, or deficits, we particularly value *primary prevention* and *early intervention* approaches, which seek to provide universal screening and prevention services to all students in school settings, and to detect and intervene early before problems become severe. This emphasis supports an *outcomes-driven* model of service delivery, which is focused on health rather than pathology, and is focused on desired outcomes rather than on problems.

### Program Overview

The doctoral program in School Psychology at the University of Oregon includes an individualized plan of study with 160 quarter credits minimum, culminating in an original research dissertation, a pre-doctoral internship, and the Doctor of Philosophy (Ph.D.) degree. The doctoral program is accredited by the American Psychological Association[1] (APA) and approved by the National Association of School Psychologists[2] (NASP) and the Oregon Teacher Standards and Practices Commission (TSPC)[3]. This program prepares students to qualify for Oregon Board of Psychology licensure as a professional psychologist, as well as licensure as a school psychologist through Oregon TSPC. Students who complete this program are eligible to apply for the Nationally Certified School Psychologist (NCSP) credential offered by the National Association of School Psychologists (NASP).

Students are not required to earn a master's degree as they progress toward their Ph.D. but may elect to do so through completion of a M.S. degree in Special Education. Students interested in pursuing a concurrent M.S. degree in Special Education should work with their SPSY Advisor and the SPED Program Director to develop a program plan. Please be aware that additional coursework in special education is required.

**Professional Licensure Disclosures**

In compliance with the U.S. Department of Education and the Oregon Higher Education Coordinating Commission ([HECC](#)) for participation in the National Council for State Authorization Reciprocity Agreement ([NC-SARA](#)), the University of Oregon (UO) provides information pertaining to professional licensure for applicable programs. UO academic programs are designed to prepare students to apply for licensure or certification in Oregon. Completion of a UO program may not meet educational requirements for licensure or certification in a state other than Oregon. Before beginning a program of study with the intent to be professionally licensed for employment within a U.S. state or territory other than Oregon, please contact [coelicensure@uoregon.edu](mailto:coelicensure@uoregon.edu).

The UO makes every effort to ensure information about educational requirements for licensure or certification is current; however, state requirements may change. Separate from educational requirements, state licensure boards may require applicants to complete professional examinations, background checks, years of professional experience, residence requirements, jurisprudence exams, training, etc.  It is strongly recommended that you contact the appropriate licensing entity in that state to seek information and guidance regarding licensure or certification requirements before beginning an academic program.

**Clinical Practices University Clearance**
The University is committed to ensuring the protection of minors and other vulnerable populations. As a result, students must have a *clear and current background check* prior to enrolling in any licensure course that requires students to:
- Act as a practicing professional (i.e., counselor, teacher, therapist, case manager, music educator etc.) or
- Be responsible for the care, custody, or control of minors and/or other vulnerable populations.

To support this, candidates in TSPC licensure programs must clear a TSPC clinical practices clearance, prior to entering their assigned placement. SPSY students are expected to provide evidence of TSPC clinical practices clearance prior to the start of their first term of enrollment and must maintain current background checks throughout the duration of their time in the program.
- A *clear* background check is determined by the program in accordance with its standards.
- A *current* background check is defined as within 3 years of the initial clearance date.

**A. TSPC Clinical Practices Clearance**
- Apply for *Clinical Practices Clearance* through TSPC e-Licensing system ([https://apps.oregon.gov/TSPC/eLicenseLinks to an external site.](https://apps.oregon.gov/TSPC/eLicense))
- Include your UO email and UO Program information. TSPC Clinical Practices application is $76.
- TSPC sends automated e-mail with instructions and specific codes for fingerprinting process (fingerprinting fee $12.50)

- Complete finger printing at Field Print office, prints are sent directly to TSPC.
- TSPC's FBI and Oregon State Police results take approximately four weeks. Candidates are notified of clearance via email
- Candidates must upload evidence of TSPC clearance email (including name, date, & TSPC #) to the College of Education at http://bit.ly/TSPCClearanceLinks to an external site.

Please direct any questions about these processes to the Licensure and Field Services Team at coeplacement@uoregon.edu

**Tk20 Assessment System**
The College of Education utilizes Tk20, a comprehensive data system that allows programs to serve students better by providing tools for managing field placements, distributing and maintaining field assessments and evaluations, and gathering data for ongoing program improvement and accreditation purposes. Tk20 is provided to students currently enrolled in College of Education degree programs; candidates pursuing degrees outside the COE will be notified by their programs as to when and how to access a Tk20 account.

To access Tk20, log in using your Duck ID and password at https://tk20.uoregon.edu/

Questions & Support: UO Ticket System Tk20 Support Request.
https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=50922

TK20 FAQ: https://blogs.uoregon.edu/fieldservices/assessment-management-tk20/

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[1]Commision on Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; (202) 336-5500; www.apa.org

[2]National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, MD 20814; (301) 657-0270; http://www.nasponline.org

[3]Oregon Teacher Standards and Practices Commission, 250 Division Street NE, Salem, OR 97301; (503) 378-3586; http://www.oregon.gov/tspc

**PROGRAM OBJECTIVES AND COMPETENCIES**

**Objectives**

Upon completion of doctoral training in school psychology at the University of Oregon, students will be prepared for a variety of careers in the field including careers in university teaching, research, leadership, and provision of school psychological services. This preparation involves completion of eight objectives that are reflective of our mission, values, and program philosophy. Each objective is linked to specific competencies that delineate specific behaviors students will engage in to demonstrate mastery of an objective. As doctoral students in the school psychology program at University of Oregon, students will:

1. Master basic foundational knowledge in the fields of psychology and education.
2. Develop expertise in planning and conducting applied research in psychology and education.
3. Demonstrate proficiency in professional writing and scholarly analysis.
4. Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.
5. Demonstrate skill in teaching, at both the university pre-service level and the professional in-service level.
6. Develop skills in supervision of school psychology services.
7. Demonstrate skills in leadership and professional service.
8. Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

**Competencies**

As students progress through the program, they develop competencies in several key areas, described next. Students document their progress toward competencies in an annual activities summary and portfolio which is reviewed by program faculty each year. The School Psychology faculty view the following competencies as key skill areas to be attained by all students in the program prior to graduation.

1. *Students will master basic foundational knowledge in the fields of psychology and education.*
   a. Receive a passing grade (B- or higher) on all courses listed in the Psychological and Educational Foundations domain of the program requirements.
   b. Obtain a passing grade on a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student (please include a copy of the paper in your portfolio and the faculty member's feedback on your paper).
   c. Document satisfactory understanding and competence in APA required core content areas.

2. *Students will develop expertise in planning and conducting applied research in psychology and education.*
   a. Obtain a passing score on research proposal section of comprehensive examination. Please include. Please attach a copy of any documentation you received upon successful completion of your research comprehensive examinations. Only include information regarding the outcome of this exam.
   b. Successful completion (score of 80% or higher) of the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research. (Place a copy of the CITI certificate in your portfolio).

3. *Students will demonstrate proficiency in professional writing and scholarly analysis.*
   a. Receive a passing score on a written review of at least two professional publications. Reviews must either have received a grade of B- or better in a course or scored by a school psychology faculty member. Please turn the reviews in with your portfolio along with any grading rubrics or faculty feedback.
   b. Receive a passing score on at least one comprehensive scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. If not completed as part of a course, indicate the approving faculty member. Please turn in the paper along with the completed grading rubric or faculty feedback.
   c. Receive a passing score on the case comprehensive examination. Please attach a copy of any documentation you received upon successful completion of the case comprehensive examinations. Only include information regarding the <u>outcome</u> of this exam.

4. *Students will develop proficiency in delivering psychological services in school settings, including assessment, intervention, and consultation skills.*
   a. Receive passing scores on at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please include copies in your portfolio—use pseudonyms or black out identifying information.
   b. Receive a passing score on a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem, including pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) above.
   c. Receive a passing score on a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Your report must include pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.
   d. Receive a passing score on a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school, school system, classroom system, or agency. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.
   e. Successfully complete practicum and internship experiences. Submit evaluation reports from all practicum supervisors.

5. *Students will obtain experience and develop skills in teaching, at both the university pre-service level and the professional in-service level.*
   a. Successfully prepare and give at least two lectures in undergraduate or graduate level courses. Please turn in your lesson plan and supporting materials (e.g., Powerpoint slides) with your portfolio. Also turn in a written evaluation (1-2 pages) of your teaching completed by your supervisor in the course.
   b. Successfully plan and conduct at least one in-service training program for professionals or parents. Please include supporting materials (e.g., Powerpoint slides) with your portfolio. Also, please include a brief (1-2 page) analysis of the in-service. Describe the purpose of the

in-service, what you think went well, and areas you could improve. Include this analysis in your portfolio.

    c. Submit evaluations from all individuals who supervised your teaching.

6. ***Students will obtain experience and develop skills in supervision of school psychology services.***

    a. After successfully completing the first two years of practicum and coursework and the SPSY 609/626 school-based practicum, demonstrate satisfactory skills in the provision of supervision of a student enrolled in practicum or practicum-related course, for at least one quarter, while enrolled in SPSY 602 Supervised College Teaching. The Foundations of Clinical Supervision course is a pre-requisite for this experience. You must receive a grade of at least satisfactory in SPSY 602. Also, please write a brief (1-2 page) analysis of your experience. Describe what you think went well, and areas you could improve. Include this analysis in your portfolio.

    b. Submit evaluations for all individuals who oversaw your supervision.

7. ***Students will obtain experience and develop skills in leadership and professional service.***

    a. Successfully participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPS or OSPA board, student member of admissions or search committees). Also, please write a brief (1-2 page) analysis of your experience. Describe the purpose of the committee and the extent to which committee goals were met, in your view. What did you find especially worthwhile about this experience and, if you directed the committee, what might you change about the process?

8. ***Students will develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.***

    a. Attend at least two professional conferences or conventions (at least one of which is national), and present a paper, poster, workshop, or participate in a symposium during at least one of these meetings.

    b. Satisfactorily reflect upon a professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation (note this could be documented as well in 5b). Please write a brief (1-2 page) analysis of your experience. Describe the purpose of the professional training opportunity. What did you find especially worthwhile about this training opportunity? How might this experience impact your professional behavior?

## PROFESSIONAL BEHAVIOR

Our students must exhibit professional behavior in all courses and field sites, demonstrating their ability to interact appropriately and effectively as they work with individuals across varied settings. It is imperative that students can communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff at the university and at field placement sites. More specifically, the program draws on four areas to define these professional standards:

1. Students are expected to meet all the personal and professional criteria that are required to become licensed educational professionals. These criteria are grounded in the National Association of School Psychologists (NASP, 2020) standards for professional work characteristics, including:

- Effective interpersonal skills,
- Responsibility,
- Adaptability,
- Initiative,
- Dependability,
- Technological competence,
- Advocacy skills,
- Respect for human diversity,
- Commitment to social justice and equity.

2. Students are expected to display the general personal and managerial skills that they will need to function effectively as school psychologists, including the following:

- Self-awareness,
- Identifies limits of competency/Seeks and uses supervision effectively,
- Responsive to supervision and feedback,
- Commitment to ongoing professional development,
- Identifies with the profession of school psychology/Conducts oneself as a professional.

3. Students are expected to follow the UO Student Conduct Code (http://dos.uoregon.edu/conduct), which applies to all UO students. It should be noted that our definition of communication includes verbal, written, and other forms of digital/electronic communications.

4. For school psychology students, the criteria for professional behavior also include adherence to the ethical conduct standards of the American Psychological Association and National Association of School Psychologists. These ethical conduct codes are available on the websites of the two organizations, located at www.apa.org and www.nasponline.org, respectively.

## COMMUNICATION WITHIN THE PROGRAM

*It is the practice of the program faculty and staff to use email messaging as the primary means of communication within the program*, such as for making announcements, contacting students, setting appointments and meetings, and so forth. All students in the program should secure access to UO email services, check their messages frequently (at least once per day is recommended), and respond to messages in a timely manner. Although students may also have email addresses outside of the UO system, *we request the use of UO email addresses as the primary means of communication within the program, so that student contact information may be easily located on the UO website directory*. Students should be aware that email is not a confidential means of communication. Thus, students should not disclose identifying information regarding clients or research participants over email. Any technology support requests, including those involving email, should be submitted through the UO Service Portal: https://service.uoregon.edu/TDClient/2030/Portal/Home

## STUDENT ADVISING

### Model of Advising

The School Psychology Program employs a "strong student-strong advisor" model of student advising. This model assumes that although students ultimately make most decisions regarding their program, advisors are actively involved in the decision-making process. For example, although students are not required to have their advisor's pre-registration approval on coursework, advisors

provide information and guidance regarding the proposed coursework within the framework of each student's individual goals, and requirements of the School Psychology Program and UO Division of Graduate Studies.

**Initial Assignment to an Advisor**

Upon acceptance into the School Psychology Program, students are assigned to faculty advisors. In making these assignments, the faculty consider several factors for doctoral students, including students' stated interests and preferences, and we strive to make sure an assignment is a good match. However, this initial assignment need not be permanent, nor does it symbolize or guarantee compatibility of interests or philosophies.

**Formalizing the Advisor/Advisee Relationship**

During their first year in the program, doctoral students identify their advisor in a more formal manner and determine whether the initial advising assignment should continue beyond the first year. This decision is bilateral, based upon the matching of student and faculty interests, philosophy, and/or working compatibility. Students should talk with their potential advisor about their current interests and long-term plans.

**Changing Advisors**

Because student or faculty goals and interests may change over time, and because people may have stylistic "mismatches," it is important to note that the advisor-advisee relationship may change based upon initiative from either participant. Before this change takes place formally, or another advisor is secured, we encourage both participants to discuss the matter. This initial step facilitates the professional treatment of these matters and precludes miscommunication by other parties. If it is determined that the student should make a change in advisor from their initial first year assignment, students should talk with a potential new advisor about their current interests and long-term plans. The student should reach an agreement with a prospective new advisor, discuss the change with the initial advisor, and submit a Change of Advisor Qualtrics form as found in the SPSY Canvas Community site. The Change of Advisor form is subject to SPECS Department Head approval. Students may reach out to [spsy@uoregon.edu](mailto:spsy@uoregon.edu) if they have questions about this process.

**Content and Timelines of Advising**

Students should meet at least *quarterly* with their advisor to plan coursework, review their Competencies Portfolio, work on professional growth assessment, and discuss long-term goals. The content of these meetings is meant to be *consultative* regarding future planning and *evaluative* in terms of student experiences and competencies to date. These quarterly meetings are to be formative in nature; that is, evaluation is designed to improve the student's skills, not be a complete summative evaluation.

**Advisor Obligations**

Advisors are role models for their advisees and serve as a valuable resource to students' professional and scholarly development. Advisors maintain open communication with their advisees and treat their advisees with respect and professional courtesy. Advisors are to be available to meet and do so at least *quarterly* to review the student's performance within the goals and guidelines of the School

Psychology Program, the College of Education, and UO Division of Graduate Studies requirements. Advisors monitor the progress of the student with respect to timelines from these three groups and participate in an annual formal review and evaluation process for each of their advisees. Unless there are extenuating circumstances, program faculty will respond to student (both advisee and non-advisee) emails within 48 hours (excluding weekends).

**Advisee Obligations**

Advisees should initiate regular meetings with their faculty advisor. Students should email their advisors to schedule quarterly advising meetings (more frequent meetings should be scheduled if needed). Advisees should come prepared to advising meetings and have a list of questions and topics for discussion. Advisees understand that they are ultimately responsible for most decisions regarding their graduate programs and seek out the necessary information and resources to make informed decisions. Advisees understand that advising meetings are meant to be consultative regarding future planning and evaluative in terms of student experiences and competencies. Advisees treat their advisors with mutual respect and professional courtesy. Advisees agree to communicate openly with their advisor and seek additional support and assistance with professional and personal development, if needed. Although advisors serve an important function in the professional development of students and serve as the student's "point person" for professional and academic development, advisees understand that additional support and information may be obtained through other mechanisms. For example, advisees may seek out necessary support and information from the School Psychology Program (e.g., support from the Program Director, Academic Program Coordinator), Department (e.g., Department Head), College (e.g., Student Academic Services, Dean's Office, HEDCO Learning Commons), or other University resources (e.g., UO Division of Graduate Studies, University Counseling and Testing Center, Center on Diversity and Community, Teaching and Learning Center).

**Secondary Advisors**

All students will select a secondary advisor by the end of the second quarter of their first year of graduate studies. The secondary advisor serves an informal role and may provide a range of academic, research, and professional support to the student during graduate school. The secondary advisor does not replace the role of the primary advisor; rather, the secondary advisor provides additional support to the student as desired. Students will complete a Secondary Advisor Form (available on School Psychology Community Canvas page and from the Academic Program Coordinator) at some point during the first two quarters of their first year of graduate studies. This form indicates the student's selection of a secondary advisor and the faculty member's agreement to serve as secondary advisor. The student will submit the form after consulting with their secondary advisor. The Academic Program Coordinator will share a copy of the form with the student and advisors, then file the form and place it in the student's permanent academic file. The process for changing a secondary advisor is identical to the process of changing advisors (see earlier section).


**COURSEWORK OVERVIEW**

Specific coursework requirements and related requirements for the Ph.D. degree in School Psychology are found in the appendices to this handbook. Foundation courses for the School Psychology Program are divided into several basic domains based on recommendations by APA and by NASP for doctoral training. In addition to completing the basic required academic courses,

doctoral students complete practicum experiences, internship, and two supervised college teaching experiences. All courses are selected by students in consultation with their advisor. A general description of each of the basic domains of the School Psychology doctoral program curricula is as follows:

## Domains

### Psychological and Educational Foundations

Coursework in this domain is designed to provide the student with exposure to foundational areas of the field of psychology in general and school psychology more specifically. Students are exposed to the following areas: theories of learning and instruction, history of psychology; individual differences in behavior; human development; psychopathology, biological aspects of behavior; cognitive aspects of behavior, and social aspects of behavior.

### Measurement and Assessment

The focus in this area is on the collection of systematic information about individuals, groups, and systems; and interpretation of this information for (a) developing effective interventions for individuals and for systems, and (b) enhancing understanding of human behavior. This domain also includes measurement theory and procedures for the collection and interpretation of objective data. Although measurement and assessment is identified as a separate domain, the School Psychology faculty view assessment as linked inextricably to intervention. Hence many of the assessment courses discuss intervention and vice-versa.

### Statistics and Research

This domain focuses on the use of quantitative methods to understand and predict behavior, and the use of empirical research methods to forward the science and practice of school psychology. In addition to coursework, this domain includes opportunities for applying research skills directly via research team experience and the doctoral dissertation.

### Practice of School Psychology

Courses and experiences in this domain include knowledge of intervention research and practices with students of all ages, including those identified as meeting criteria for disabilities. Core elements include interventions designed to decrease learning and social-behavioral problems, including emotional problems in school settings. These courses emphasize the acquisition of skills that are designed to produce significant and positive changes for individual students as well as across entire systems such as specific settings within a school or an entire school or district.

Coursework in this area is designed to prepare students for work in the field of school psychology and thus includes courses in consultation (for individual students as well as for systems), academic and social behavioral interventions, teaching and supervision (described next), and professional standards and ethics. In addition, students complete applied field study and practicum experiences designed to help students apply what they have learned.

**Supervised College Teaching and Supervision**

Doctoral students gain experience in teaching and in supervision via two courses. One experience focuses on graduate or undergraduate teaching and is fulfilled by successful completion of SPSY 691 Supervised College Teaching (SCT). The second provides students the opportunity to gain experience in the process of supervising others and is fulfilled by successful completion of an additional SPSY 691 Supervised College Teaching experience that involves supervision of others in field experiences or other applied courses. SPSY 662 Foundations of Clinical Supervision is a prerequisite course that must be completed prior to enrolling in a supervised college teaching experience involving supervision of others. See the Teaching Opportunities section of this handbook for additional information on SCTs.

## Concurrent Master's Degree in Special Education

Doctoral students in School Psychology may obtain a concurrent master's degree (M.S.) in Special Education during their programming here at the University. For more information about this optional degree, students can get materials from the Academic Program Coordinator and their advisor in school psychology. Students should also contact the Special Education Program Director to develop an approved Program Plan. Students should complete the Program Plan by the end of their second school year to develop the sequence of courses and/or activities that fits within SPSY requirements and meets the SPED M.S. requirements. Students should be aware that additional coursework and activities are required.

## Internship Experience

Consistent with the standards of the American Psychological Association and the National Association of School Psychologists, students complete an internship of one full-academic year equivalence. This requirement may be completed on a full-time basis for one year or on a half-time basis for two years. School-based internships are typically 9-10 months in duration. Clinic-based internships may last 12 months. These experiences are typically paid, and supervision is the primary responsibility of the internship settings. Numerous settings are available within Oregon and nationally. Doctoral students must complete at least 1,500 clock hours of internship experience, with at least 600 hours occurring in school-based settings.

## PRACTICUM TRAINING

Along with courses in core concepts, theory, and specialized techniques, students participate in practicum experiences that provide supervised applications of their skills. Students should refer to the current SPSY Practicum Handbook for additional information and guidance related to practicum training.

Doctoral students complete a 33-week integrated practicum delivering school psychological services to K-12 students in a local school district (360+ clock hours). During school-based practicum, students receive supervision from a university supervisor in conjunction with a field supervisor who is a licensed school psychologist, a board licensed psychologist, or other appropriately credentialed professional.

In addition, doctoral students may complete advanced practicum related to the student's professional goals and specialization interests. Advanced practicum must be approved by the SPSY practicum coordinator. During advanced practicum, students receive supervision from an on-site field

supervisor who is a licensed school psychologist, a board licensed psychologist, or other appropriately credentialed professional. Across practicum experiences, students may work at a variety of settings, such as public-school settings and university-based clinics.

**SPSY 698 School-Based Practicum (360 Clock Hours, 9 credits)**

For each of the three academic quarters during Year 2, doctoral students are placed in a public-school setting under the supervision of a licensed school psychologist. Springfield, Eugene 4J, Bethel and South Lane school districts are the primary sites for the school-based practicum. All placements must be approved by the School Psychology practicum coordinator.

Students complete approximately 12 practicum clock hours a week, which includes approximately 9 hours at their practicum site(s) and approximately 3 hours in campus-based supervision. Supervision is provided as follows. Students receive 2.5 hours of group supervision and instruction by the School Psychology practicum coordinator each week. Students receive at least 1 hour of individual supervision each week, including 30 minutes of individual supervision provided by the on-site field supervisor and 30 minutes provided by a doctoral-level university faculty supervisor. Total number of clock hours earned during the school-based practicum is a minimum of 120 per quarter.

During winter quarter prior to enrolling in School-Based Practicum (typically year 1 for students taking practicum in year 2), students complete a practicum application that is reviewed by the school psychology practicum coordinator. To enroll in practicum, students must (a) be a student in good standing, (b) have completed core school psychology program courses (SPSY 630 Introduction to Consultation, SPSY 663 Professional Ethics, SPSY 661 Principles and Practices, SPSY 671 Behavioral Assessment, SPSY 674 Educational Assessment, SPSY 672 Intellectual Assessment, SPED 528 Law and Special Education, and SPED 540 Early Literacy for Diverse Learners) with a B-grade or better; (c) have completed additional coursework as specified by the student's academic advisor, and (d) be recommended by their academic advisor for placement.

As part of the application process, each student applies with the following materials to the practicum coordinator during winter of the year before beginning practicum (date may vary, depending on when the COE placement office requests materials):

- Personal Statement (which includes description of background information and relevant experiences, goals for practicum experiences)
- Professional curriculum vita (updated to include relevant professional experiences/skills)

The School Psychology Program faculty reserve the right to preclude students who have not made sufficient progress within the program from participating in practicum and to make exceptions on a case-by-case basis. Individualized planning in conjunction with the advisor is highly recommended to discuss timelines, previous experiences, financial constraints, and long-term goals with respect to practicum timing and placements.

Placement decisions are made collaboratively by the practicum coordinator and personnel from participating school districts, with input from the student and School Psychology faculty, and particularly the student's academic advisor. Final decisions regarding enrollment for the school-based experience are made prior to the beginning of the following fall quarter.

**Advanced Practicum (Year 3-4: Optional; 340+ hours are recommended)**

School psychology doctoral students are strongly encouraged to complete advanced practicum training during their third and/or fourth year of the program. The goal of the advanced practicum is to allow students to gain expertise in a specific area of applied practice of interest to them. Students choosing this option should plan on completing at least 340 hours to be competitive for APPIC internships (which typically expect at least 1,000 supervised practicum hours).

Advanced practicum opportunities are made available in a variety of ways and may change from year to year. At least once per year, the SPSY program will provide information about approved advanced practicum experiences, including general description of the practicum experience, expected commitment, name of the designated site-based contact person, application process and deadline (if applicable). Students are responsible for contacting the site's designee and applying for practicum experiences of interest. Examples of recent advanced practicum sites include the UO Child and Family Center, Oregon Health Sciences University Child Development and Rehabilitation Center, and UO College of Education HEDCO Comprehensive Diagnostic Assessment Clinic.

Occasionally, advanced practicum opportunities are available outside of these sites. If other program-approved opportunities become available during the academic year, information will be shared with all SPSY students by email.

Advanced practicum experiences must be approved by the SPSY Program faculty to be offered as SPSY 606 Advanced Practicum, which requires evaluation to determine consistency with CDSPP standards. Advanced practicum must be approved on the student's doctoral program plan and supported by the student's academic advisor. Once a student has been accepted to a program-approved advanced practicum experience, they should reach out to the SPSY practicum coordinator to arrange registration as instructed below.

Registration for Advanced Practicum
If the advanced practicum is offered through CPSY or PSY and has an associated course CRN, the student should register as instructed by the department offering the experience.

If the advanced practicum does not have an associated course CRN, the SPSY practicum coordinator is responsible for oversight and student registration for SPSY 606 Advanced Practicum credits and will serve as the Instructor of Record. To receive authorization to register, the student must provide documentation of the following to the SPSY practicum coordinator **at least one week prior to the start of the term**:
- Description of the practicum (e.g., written practicum plan, handbook, link to program website, etc.) that outlines the practicum goals, expected experiences, expected clock hours and credits, supervision plan, and evaluation methods.
    - Clock hours: provide the practicum coordinator with a copy of the log form that will be used to track clock hours, along with a description of the expected total hours, and % of hours that will involve direct service to clients. Registration for SPSY 606 Advanced Practicum will be based on 1 credit per 40 hours (4 hrs/week).
    - Supervision: Supervision must be provided by an on-site doctoral-level psychologist who holds the appropriate license/credential for the setting. The supervision plan should outline the total hours of supervision that will be provided per week (group and individual), along with the expected total hours of practicum per week.
    - Evaluation: provide the practicum coordinator with a copy of the evaluation form(s)

that will be used by the on-site supervisor to evaluate student performance on at least a quarterly basis. If the site does not have a required evaluation form, the on-site supervisor may evaluate student performance using the SPSY Quarterly Evaluation of Professional Behavior and Work Characteristics.

Grades will be assigned as P/NP. A grade of P will be awarded upon receipt of logs (signed by supervisor) showing completion of required clock hours and supervision, and a copy of all evaluation forms (signed by supervisor). These materials are due to the SPSY practicum coordinator **by 5pm on Friday of finals week,** or a grade of NP or I will be assigned.

**SPSY606 Advanced Practicum in School-Based Internship (Meets School-Based Experience)**
Advanced practicum experiences must be approved by the SPSY Program faculty to be offered as a SPSY 606 Advanced Practicum in School-Based Internship, which requires evaluation to determine consistency with CDSPP standards and ensure the practicum will provide at least 600 hours of appropriate school-based internship experiences. These experiences should be obtained similarly to regular internship experiences in that students can apply for opportunities advertised by the school site (students should not attempt to "create" their own advanced practicum experience). Advanced practicum must be approved on the student's doctoral program plan, approved by the internship coordinator, and supported by the student's academic advisor. Once a student has been accepted to a program-approved advanced practicum school-based internship experience, they should reach out to the SPSY internship coordinator to arrange registration. The internship coordinator is responsible for registration for SPSY 606 Advanced Practicum in School Based Experience and for oversight and student registration for SPSY 606 Advanced Practicum credits and will serve as the Instructor of Record. To receive authorization to register, the student must provide documentation on the Internship Agreement Document signed by the student and an appropriate professional from the school-based internship site hosting the experience to the SPSY internship coordinator **at least one week prior to the start of the term**. Registration for SPSY 606 Advanced Practicum in School-Based Experience will follow the usual internship registration process (i.e., 3 credits per term). Students and supervisors will participate in all required internship supervision, experience, and evaluation procedures (e.g., supervision, didactic activities, feedback forms, mid-term meetings, case studies, logs). Grades will be assigned as P/NP for Advanced Practicum. *This experience does not provide actual internship hours but meets the requirement for 600 school-based hours and allows a doctoral student to pursue a 1500-hour internship in a clinic setting without school-based hours.*

**Practicum Evaluation Process**

Detailed practicum evaluation procedures are provided to students in the SPSY Program Practicum Handbook, available on the website or from the program's practicum coordinator. Students provide on-going documentation of their practicum-related activities and submit a practicum portfolio at the end of each quarter. Students' performance in practicum is evaluated throughout each practicum experience using a multiple source evaluation process that includes course assignments, case studies, on-site observations by field and university supervisors, and formal evaluations by field and university supervisors. The School Psychology Program faculty conduct a formal annual review of student progress during spring quarter, which includes an examination of each student's practicum performance.

**Remediation Contract**

Should there be areas of concern in a practicum student's skills or performance, the university practicum coordinator, the field and university supervisors, and the student may develop a

remediation contract. This contract will include input from the student's academic advisor and may include input from other faculty. The university practicum coordinator has primary responsibility for designing, implementing, and monitoring the contract. If the contract includes increased on-campus supervised activity, coursework, or additional practicum hours, the student's advisor and the School Psychology Program faculty must approve the contract. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Students may be placed on probation until remediation contracts are fulfilled. The decision about whether a student is placed on probation is made in collaboration with School Psychology faculty. Primary considerations for whether to place a student on probation include, (a) the nature of remediation required, and (b) student responsiveness to prior feedback.

## INTERNSHIP TRAINING

This section includes a brief overview of the School Psychology Program's internship guidelines at the time of publication. When students enroll in internship, they should refer to the current SPSY Internship Handbook for the year in which they plan to complete internship for up-to-date guidance related to internship training and requirements.

Consistent with the standards of the American Psychological Association and the National Association of School Psychologists, doctoral students must complete an internship equivalent to one full-academic year, either on a full-time basis for one year, or on a half-time basis for two consecutive years. The doctoral internship typically occurs during the fifth year of the program.

School-based internships are typically 9-10 months in duration. Clinic-based internships may last up to 12 months. Doctoral students must accrue at least 1,500 clock hours of internship experience, with at least 600 hours of internship in school-based settings. These experiences are typically paid, and the internship site is responsible for providing the primary supervision. Numerous internship settings are available throughout the United States.

### Internship Registration

Students in the doctoral program must enroll for a minimum of 3 credits of SPSY 699 Internship so that internship is reflected on their transcript. Registration for SPSY 699 occurs once students secure an internship and begin working with the SPSY Internship Coordinator on development of an internship agreement. This is typically Spring or Summer term of the 4th year, prior to beginning on-leave status (see below). Students who choose to complete a half-time internship over two years, must enroll for internship credits during each year they are enrolled in internship. International students who have completed the minimum internship requirements (3 credits of SPSY 699) but need to be enrolled for credits to obtain a work visa (and thus cannot be "on leave" status) while on internship can work with the internship coordinator to determine appropriate registration options. Grades are assigned based on supervisor evaluations, completion and quality of internship assignments, adequate progress completing goals and objectives associated with the internship experience, including the required number of hours of internship experience and supervision. See Internship Handbook for detailed information about current requirements.

Please note that in addition to passing 3 credits of SPSY 699 Internship, doctoral students must complete all program requirements, including internship clock hours, consultation case studies, and exams (e.g., Praxis School Psychologist Exam), to meet graduation requirements. If all other coursework and program requirements have been completed, interns will be eligible to graduate during the term in which their internship contract with the internship site is successfully completed.

For example, a 12-month APPIC internship contract with an end date in August will be eligible for summer term graduation after confirmation from the field site that the internship contract has been successfully completed.

The UO Division of Graduate Studies allows doctoral students who have successfully defended their dissertation and received an internship assignment to apply for On-Leave status during internship. During these terms, students will not be required to pay tuition or fees. **If students are eligible for On-Leave status because they have successfully defended their dissertation and received an internship assignment, they are not required to register for 3 credits of Dissertation (SPSY 603) during the term in which they graduate.**

Doctoral students who have not successfully defended their dissertation prior to embarking on an internship must continue to register for a minimum of 3 credits of Dissertation (SPSY 603) until they successfully defend their dissertation. Once they have defended their dissertation, they become eligible for On-Leave status as described above.

Students are also responsible for complying with all other applicable UO Division of Graduate Studies deadlines and requirements related to dissertations and graduation. The On-Leave terms associated with the internship requirement are in addition to the six terms of leave that are available to all doctoral students. Students should be aware that being "On-Leave" or being enrolled at less than a half time level (5 credits) has implications for eligibility for new student loans and repayment of previous student loans. Once a doctoral student is advanced to candidacy, they are considered full-time when registered for 3 dissertation credits.

EXAMPLES:

*Student A defends her dissertation in Spring Term prior to the internship year. She can be On Leave for up to three terms. The student should also have completed 3 credits of SPSY 699 Internship in spring of the year prior to internship.*

*Student B defends his dissertation during the winter term of his internship year and will complete the internship during the following summer term. He will register for 3 credits of Dissertation during fall and winter terms, be On Leave for spring and summer terms. The student should also have completed 3 credits of SPSY 699 Internship in spring of the year prior to Internship.*

*Student C defends their dissertation in the spring term, which is the last term of their internship year. They will register for 3 credits of Dissertation during fall, winter, and spring terms. The student should also have completed 3 credits of SPSY 699 Internship in spring of the year prior to Internship.*

Please direct any questions about internship registration to Dr. Billie Jo Rodriguez, who serves as the program's Internship Coordinator.

Students on internship must also be aware of the UO Division of Graduate Studies policy on registering for dissertation credits: Students must be enrolled for a minimum of three (3) credits of Dissertation (SPSY 603) during the term of the oral defense.

**Internship Stipends**

Internship experiences are typically paid with a stipend or salary. *We do not encourage or advise our students to accept unpaid internships*. There is great variability in compensation for interns. Interns

in school psychology may occasionally receive a stipend of .50 to .75 of what an entry level psychologist at that site would earn. In some cases, internship stipends may be the same as full-time staff members and include fringe benefits. The stipend for APPIC internships is often less than school-based internship stipends. The specific terms of financial and other remuneration for the internship experience are between the intern and the employing agency. The more flexibility you have geographically, the more likely it will be that you find an internship that not only provides good training but also a reasonable stipend.

**Expectations and Selection Procedures for Doctoral Internship Sites**

As an APA-accredited and NASP-approved program, we expect that our doctoral students will complete their internships at sites that are compatible with our program's philosophy and training objectives, that provide the highest level of training and supervision, and that meet the doctoral internship training standards for APA and NASP. Doctoral students are encouraged to apply for internships at sites that are part of the Association of Psychology Postdoctoral and Internship Centers (APPIC) system (see www.appic.org for more details).

Because there are fewer APPIC internships available for doctoral students than the number of students seeking these internships nationwide, we recognize the need for some flexibility in this requirement. In situations where a student is not able to obtain an internship at an APPIC-member site or where their training interests or personal circumstances cannot be realistically met through available APPIC sites, students are expected to pursue internship placements at sites that have formal internship programs that meet the basic elements of the Council of Directors of School Psychology Programs (CDSSP) internship training standards. The CDSSP policy is available at https://sites.google.com/site/cdspphome/2012guidelines.

Doctoral students who wish to have an internship approved that involves an exception from these guidelines must make a formal written request to their advisor and Internship Coordinator, who will take the request to a faculty meeting for approval by a majority vote of the faculty. The written request must describe the proposed internship, how it deviates from APPIC/CDSSP internship standards, and why it meets their unique internship training need. In all instances, interns must receive a minimum of 2 hours per week of individual supervision by a licensed psychologist or licensed/certified school psychologist and include a minimum of 600 hours in a K-12 school setting. Doctoral students who have previously completed a specialist-level school psychology internship in a K-12 setting or who have completed an approved 600 hour advanced practicum school-based internship experience will be considered to have already met the 600 school-based hour requirement (and thus can be approved for an internship that does not contain school-based hours), and should discuss their individual situation with the SPSY Internship Coordinator.

**General Expectations for Selection of Internships**

Doctoral students seeking internships through the APPIC process should begin their site screening and application preparations during the summer or early fall of the year prior to their planned internship. The APPIC application deadline and timelines are posted at www.appic.org. The APPIC process generally includes application deadlines in early November, with interviews early winter and the match process concluding in late February.

Selection of internship sites that are not part of the APPIC system generally occurs on a later timetable than the APPIC process. For these internships, prime time for recruitment, applications, and candidate selection is generally from January through April. Many of these non-APPIC

internships are advertised by direct recruitment through contacts with our program faculty, by participation in the online NASP Career Center, or through personal contacts and recruitment at the annual NASP convention in winter or early spring each year. Students may also apply directly to specific school districts where they may be interested, through their standard personnel selection processes.

Although internships are sometimes available in the Eugene-Springfield area, there is no guarantee that local internships will be possible. Therefore, *students admitted to our program should understand that an internship out of the local area will likely be necessary*. Students who desire to complete their internship experience locally should typically begin the process during Winter quarter prior to the internship year. Students in this situation should contact local school district personnel (typically, special education directors) to express their availability and interests.

Most internships require an application packet containing an updated curriculum vita, transcripts, letters of recommendation, and a letter describing the applicant's background, professional interests, and kinds of experiences they seek as part of their internship. School districts and other types of internship sites, including those that are members of the APPIC system, conduct their own interview process. Students must comply with each site's timelines for confirmation of their acceptance or rejection of an internship offer, and their internship must be approved *in advance* by submitting an internship agreement form to the program's Internship Coordinator, prior to formal acceptance of the internship offer.

The internship must be distinct and clearly unique from students' prior practicum and fieldwork experiences. Students are encouraged to pursue internship experiences in systems other than where they completed their practicum training requirements. If a student desires to conduct part or all their internship within a local school district where they have completed prior practicum training, then the internship plan must make clear how the internship provides the student with a unique advanced professional training experience.

Because of the inherent potential for conflicts of interest, difficulties in receiving appropriate supervision, and the necessity in some cases of going through a complicated petition process for approval of dual status (faculty-student), *University of Oregon staff positions or GE positions, including positions in academic departments or the College of Education's research and outreach units, are generally not appropriate for internships, and will likely not be approved.*

**Internship Supervisors**

Field supervisors of doctoral interns must hold a doctoral degree in psychology, and in accordance with APA and APPIC Internship Guidelines, must be appropriately credentialed psychologists (e.g., board licensed or state department of education certified). Internship supervisors from sites that are not APPIC accredited must be approved by the Internship Coordinator and verification of their training and credentials may be required. History of supervision of University of Oregon school psychology interns and compliance with university supervision and evaluation procedures is weighted heavily in approving internship supervisors.

The supervisor is required to provide **at least two hours of individual, face-to-face supervision per week**. If the student's internship plan specifies that they will have two supervisors, it is acceptable for the individual supervision to be split between the two supervisors. Additional supervision beyond the two required hours may be desirable at times at the discretion of the employing internship site and field supervisor. In addition, we require at least **two additional hours per week beyond the individual**

*supervision for purposes of supervised didactic training and professional development*. These additional two hours could be group supervision, case presentations, seminars, observing the supervisors, attending staffing meetings, or other appropriate activities that are specified as part of the intern's written plan.


**Written Internship Plan**

Following initial approval of the internship agreement and within the first week of the internship, the intern, in conjunction with their on-site supervisor, develops an internship plan that specifies objectives, goals, and activities to complete during the internship year. The program's Internship Coordinator gives final approval to the internship plan. See the current Internship Handbook for instructions and timelines related to development of the written internship plan. Generally, the plan must be submitted to the Internship Coordinator, signed by the field supervisor and intern, *no later than the first week of internship or the beginning of fall quarter classes, whichever is first*. The written internship plan is different from an employment contract, which is usually issued by the employing agency, and specifies conditions of the appointment rather than the types of activities in which the intern will be engaged.

Each internship plan or contract should be unique and individualized according to the training interests of the intern, the opportunities, rotations, and demands of the internship site, and the specific assignment of the field supervisor. There is no language template that all internship plans must follow. All internship plans must include information on the following (please place this information in separate sections with appropriate headings):

- General description of internship site
- Start and end dates of the internship
- Compensation
- General goals for the internship year
- Specific goals for each academic quarter if rotations or placements change
- Specific, quantifiable objectives for the internship (e.g., types of services provided, populations and problems to gain expertise with, activities to engage in)
- Supervision: who will provide supervision (name, degree, professional licenses held – e.g., TSPC license, NCSP, psychology licensure), hours of supervision per week, and types of supervision (e.g., individual, group)
- Specification of educational or training components of the internship, such as supervision, groups, in-service training opportunities, research opportunities, etc.
- If applicable, specification of how much time per week will be released from service activities to allow the intern to work on their thesis or other professional development
- A statement regarding procedures and timelines for evaluation of the intern's performance
- A statement of the requirement to complete required case studies (see below)
- A statement of the requirement to take and pass the School Psychology Praxis Exam
- If applicable, a statement of any other requirements to complete the program that take place during internship year (e.g., additional coursework, releases for dissertation defense)

An Internship Plan Addendum should be submitted to the Internship Coordinator for students completing internships with multiple rotations (e.g., two 6-month rotations). At the beginning of the student's second rotation, an addendum to the Internship Plan should be submitted to the Internship Coordinator that reflects additional information regarding the intern's training goals, objectives,

activities, and supervision. Sample internship plans may be viewed by contacting the program's Internship Coordinator.

**Internship Evaluation Process**

An intern's performance is evaluated regularly using multiple processes and products. The internship evaluation process is primarily between the student and the on-site supervisor, and it is not appropriate for UO faculty to serve as field supervisors for internship work.

A beginning of the year conference between the intern and the program's Internship Coordinator must be held during the beginning (typically late summer or early fall term) of the internship year. This conference may be conducted in-person, via telephone, or through other telecommunications (e.g., Zoom, Skype). In addition, a conference between the intern, the supervisor, and the program's Internship Coordinator must be held mid-term at least twice per year that the intern is completing internship requirements. This conference is for the purpose of facilitating communication between the program and the internship site, ensuring that program standards and requirements are being met, and to support any consultation or problem-solving that is necessary for the student to have a successful experience. The mid-term conference may be conducted as a three-way conference call, a video conference, or an in-person meeting. The mid-term conference is typically scheduled sometime during weeks 4, 5, or 6 of the UO academic term. **It is the responsibility of the intern to work with their supervisor and the program's Internship Coordinator to arrange a time and place for the conference while meeting university timelines.**

In addition to supervisory meetings throughout the quarter, on-site supervisors meet at the end of each quarter to complete and review evaluations and progress. At minimum, supervisors and interns meet to complete and review evaluation forms during the end of fall and spring quarters. The Internship Coordinator may determine additional evaluation forms are required based on the results of the evaluation to ensure interns maintain successful progress toward internship completion. *All evaluation forms must be received by the School Psychology Program Internship Coordinator (via the Tk20 online portal)* **by the second day of finals week each quarter**. Summer term internship evaluation forms must be received by the Internship Coordinator (via Tk20) no later than Tuesday of the 8th week of summer session. The specific due dates for each quarter are communicated by the Internship Coordinator to interns. The Internship Coordinator reviews all internship evaluation materials, assigns grades, and is responsible for organizing the involved professionals to settle any disagreements. Grades are assigned based on supervisor evaluations, quality of internship assignments, adequate progress completing goals and objectives associated with the internship experience, including number of hours of internship experience and supervision.

Interns and their field supervisors are required to submit the materials listed below to the UO School Psychology Internship Coordinator (via the Tk20 online portal) no later than the second day of finals week for each listed academic quarter. These materials will be considered when assigning a letter grade to the intern:
- A completed UO Intern Professional Behavior Evaluation form signed/electronically verified by the intern's site supervisor (Fall/Spring Quarters).
- A completed Intern Evaluation Form signed/electronically verified by the intern's site supervisor (Fall/Spring Quarters).
- A log of the intern's clock hours, broken down by appropriate service and training categories, and electronically verified (via TK20) by the intern's site supervisor (Fall/Winter/Spring Quarters).

- An intern completed site supervisor evaluation form (Fall) and an intern completed internship site evaluation form (Spring).
- Other relevant materials, such as any evaluation notes, summary letters, or internship site evaluation forms (if applicable). These materials need not be submitted via Tk20 but would be submitted in Canvas at instructor request.
- Intern participation in peer-to-peer discussion and reflection activities as assigned on Canvas.
- For the final term of internship, a log of the intern's clock hours demonstrating a minimum of 1500 clock hours (preferably a cumulative weekly log), broken down by appropriate service and training categories by term (e.g., fall, winter, spring), and electronically verified (via TK20) by the intern's site supervisor.
- For the final term, students are required to submit two case studies (academic/cognitive and behavioral/mental health) with supporting Microsoft excel file to the Internship Coordinator on Canvas. Preliminary feedback will be provided to interns. The final case study reports and supplemental information are due no later than Week 5 during spring quarter of internship and submitted to the Internship Coordinator via Canvas and then to Tk20 once approved (usually no later than Week 7). The reports should be clearly labeled with student name and case type (academic/behavioral), include the cover page, be organized by sections from NASP rubric, contain baseline and intervention data on the school-aged student's academic/behavioral outcome and calculated standardized effect size, and include the case reflection. The specification of the target behavior and associated operational definition should be included with the Excel file as well as the calculated standardized effect size. Additional initial draft deadlines will be communicated by the instructor to ensure opportunities for feedback and remediation.
  - *Doctoral students planning to use their comprehensive case comps case for one of their two cases should submit their NASP rubric scored from the case comps process as part of their submission of the case study for internship.*
- For the final term, students are required to have taken and pass the School Psychology Praxis exam before Week 6 of spring term. Students must select UO as a score recipient when selecting to take the examination through the examination site as well as upload a copy of their score report to Canvas.

**Remediation Contracts**

Should there be areas of weakness or concern in an intern's skills or performance, the intern, the field supervisor, and the program's Internship Coordinator may develop a remediation contract. The Internship Coordinator has primary responsibility for designing, implementing, and monitoring the contract. The Director of Training and the intern's advisor must be notified and may work in cooperation with the Internship Coordinator and field supervisor to determine appropriate goals and actions to take. This contract may include more on-site supervised activity or hours. The program's Internship Coordinator and field supervisors must approve any remediation activity that would require additional school fieldwork opportunities. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Students will be placed on probation until remediation contracts are fulfilled. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student's termination from the UO School Psychology Program.

**ADVANCEMENT TO DOCTORAL CANDIDACY**

Within the UO College of Education, the purpose of advancement to candidacy includes:

1. Providing Ph.D. students with an opportunity to demonstrate their knowledge and expertise in specific areas of study.
2. Setting the occasion for Ph.D. students to integrate their knowledge and skills in professional activities related to their scholarship and teaching.
3. Evaluating Ph.D. students' competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation.

Advancement to doctoral candidate status in the school psychology program occurs after a student (a) completes their basic core program coursework, which generally requires 2-3 years of full-time study in the program, (b) has completed their integrated school-based practicum, and (c) has successfully passed their comprehensive examination.

The process for advancing a student to doctoral candidacy is set in motion by the Program Director and the Academic Program Coordinator, after the student has passed their comprehensive examination. It is the UO Division of Graduate Studies, not the program, that makes the formal determination of advancement to candidacy, following recommendation of the student by the program.

Students may not register for dissertation credits, hold a dissertation proposal meeting, or otherwise begin work on their Ph.D. dissertation until they have been advanced to doctoral candidacy.

**OTHER DEGREE REQUIREMENTS**

**Doctoral Degree Requirements Established by the UO Division of Graduate Studies**

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by the UO Division of Graduate Studies. These requirements are explained in detail on the UO Division of Graduate Studies' website (http://gradschool.uoregon.edu), and are summarized as follows:

Minimum coursework requirement. The student must complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the bachelor's degree.

Residency. At least one academic year must be spent in residence on the Eugene campus after the student has been classified as an admitted doctoral student.

Dissertation hours. The student must complete a minimum of 18 credit hours of SPSY 603 dissertation credits. Dissertation credit is recorded P/N (pass/no pass). Dissertation credit may not be earned until the student is advanced to doctoral candidacy status. The student must be enrolled for a minimum of three (3) credits of Dissertation (SPSY 603) during the term of the oral defense and in some cases, the term they graduate.

Dissertation. All doctoral candidates submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge in the field and conform to the

standards outlined in the *University of Oregon Thesis and Dissertation Style and Policy Manual*, which is available from the UO Division of Graduate Studies website.

Research Compliance. Students who engage in research that involves human participants must receive approval of their research procedures from the UO's Research Compliance Services office *before* beginning to collect data. In addition, all students must successfully complete the University's Collaborative IRB Training Initiative (CITI). CITI is a web-based training; go to https://www.citiprogram.org/ for more information and to take the CITI.

Dissertation Committee. The dissertation committee includes at least four instructional faculty members (3 inside members – including the Chair – and 1 outside member) with the rank of assistant professor or higher. The Chair and at least one core member of the committee must be on the Graduate Faculty within the Department of Special Education and Clinical Sciences. The institutional representative/outside member must be from outside the Department of Special Education and Clinical Sciences but may be from within the College of Education. The committee must be approved by the UO Division of Graduate Studies *no later than six months before the final oral defense of the dissertation.*

Dissertation Oral Defense. Formal, public defense must take place on campus at a date set by the committee Chair and approved by the UO Division of Graduate Studies. The time and place of the defense must be publicly posted. The dissertation committee must be present at the defense.

Committee Approval of Dissertation. Approval requires a unanimous vote of the committee.

Submission of Dissertation. Following approval of the dissertation, a final copy of the dissertation must be uploaded and submitted electronically to the UO Division of Graduate Studies. *At the time of submission, be sure to double-check the UO Division of Graduate Studies website for current submission requirements and procedures:* http://gradschool.uoregon.edu/

Time Limit. The required on-campus residency, passing of comprehensive examinations, and completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive exams or both are required.

Continuous Enrollment. UO Division of Graduate Studies regulations require "continuous enrollment" until all program requirements have been completed, unless on-leave status (maximum time of 6 academic terms) has been approved. To remain in compliance with the Continuous Enrollment Policy, the student must be registered for a minimum of 3 graduate credits each term. Summer session registration is not required unless the student is using university facilities or faculty or staff services (for example, doctoral students taking exams or submitting papers for advancement to candidacy). If a graduate student does register for summer session, they must register for a minimum of 3 credits. This includes students enrolled in the SPSY 606 field study at the CTL clinic, and students not in residence while writing a dissertation but using faculty assistance, university services or facilities such as sending chapters to an advisor by email for feedback. Approval of request for on-leave status guarantees the student's right to return to the program in good standing by the end of the requested time of leave. Under certain circumstances, students may petition the UO Division of Graduate Studies and request an exemption to the continuous enrollment policy. Students and advisors should work together to submit these petitions to the UO Division of Graduate Studies. Students who leave a program without approval of on-leave status or who fail to return by the end of the approved leave face two consequences:

1. The student must file a petition for readmission (UO Division of Graduate Studies general petition form). Departmental approval of the petition is not automatic; the department may deny the request or may attach other stipulations to the approval. The petition should be submitted along with the Permission to Re-Register form, which can also be found on the UO Division of Graduate Studies website.
2. Any changes in degree requirements and procedures adopted by the UO Division of Graduate Studies or the Department during the student's absence will apply to the readmitted student's program of study.

Policies and procedures related to on-leave status can be found on the UO Division of Graduate Studies website at this link (under Policies & Procedures):  http://gradschool.uoregon.edu/policies-procedures/leave.  The actual forms can be accessed via links from this page or by going to Current Students > Academic Forms on the UO Division of Graduate Studies homepage.

**Licensure Program Testing Requirements**

The School Psychology Ph.D. program is approved by the National Association of School Psychologists (NASP) and Oregon Teacher Standards and Practices Commission (TSPC). As such, the program includes testing requirements related to licensure for school psychology practice in Oregon through TSPC, and eligibility for the Nationally Certified School Psychologist (NCSP) credential through NASP.

As part of the School Psychology Ph.D. program, students are currently required to pass one exam: the Praxis II Specialty Area Test: School Psychologist. This exam must be passed prior to internship completion and graduation. Students should list the UO College of Education as a score recipient. It is recommended that students take this test at least 6 weeks prior to internship completion, because it can take up to 4 weeks for score reports to be sent to UO.

Students who do not pass a required exam may retake the exam according to instructions provided by the testing company. However, UO must receive an official score report showing a passing score before the student will advance to the next phase of the program (i.e., graduation).

**COE Licensure Intent to Complete Request**

Once you have successfully completed all academic coursework, practicum, and internship field experiences, and passing the Praxis II School Psychologist exam, you are ready to apply for your Oregon licensure.
- Submit the COE Licensure Intent to Complete Request form. A COE Recommendation for licensure will go to TSPC after program and assessments have been confirmed.
- Follow the steps at the TSPC licensure application website to complete application.
- See blog for a detailed explanation.

Upon completion of all program and licensure requirements, graduates should contact the UO College of Education Licensure Analyst/Student Records Coordinator at coelicensure@uoregon.edu for assistance in applying for their Oregon TSPC license.

Graduates are also eligible to apply for the NCSP credential; information is available from https://www.nasponline.org/.

Because licensure requirements may change from time to time and without notice, we strongly suggest that all students apply for TSPC licensure immediately upon graduation, regardless of the state in which they ultimately become employed. Having TSPC licensure in Oregon may be advantageous, or even required, when applying for other state licenses or credentials. The College of Education and School Psychology Program cannot make recommendations for out of state licenses/certificates unless students have met all Oregon TSPC licensure requirements at the time of the licensure application.

## DOCTORAL COMPREHENSIVE EXAMINATION

The primary purpose of the comprehensive examination is to evaluate a student's qualification to pursue a doctoral degree in school psychology. The examination is aligned with the scientist-practitioner model and thus consists of two projects, (1) a research proposal focused on a question of social significance and (2) oral presentation of a case with an accompanying written case study report. The purpose of the research proposal is to document a student's skill in developing a research question, synthesizing relevant literature, and designing an empirical study to answer the research question. The case presentation allows students to demonstrate skills in case conceptualization, assessment, intervention, and consultation.

Students are not admitted to doctoral candidacy until both components of the comprehensive examination have been passed. Upon successful passage of both components of the examination the faculty will recommend the student to the UO Division of Graduate Studies for advancement to doctoral candidacy. The UO Division of Graduate Studies grants doctoral candidacy status.

General Guidelines

- Role of the advisor and colleagues: The student's academic advisor will play a key role in assisting the student in developing a timeline for the comprehensive examinations and in developing a general plan for the research proposal and case presentation. Students may review research proposals and case presentations developed by other students; however, the work turned in/presented must be the student's own. Once committee approval is reached (see Composition of Examination Committees), the student will work independently on the examination. Receiving assistance from other students, from faculty, or from professional colleagues is considered a violation of academic honesty as per UO Student Conduct Code (http://dos.uoregon.edu/conduct) and may be grounds for dismissal from the program.

- Formal Proposal of Intention to Take Comps: After a date is determined to complete a portion of the examination, the student will submit a written proposal to the School Psychology Faculty ("Faculty Committee"). The proposal is designed to document that a feasible topic has been selected and that the proposed date and committee is acceptable (research proposal). The proposal is also designed to determine if the case presentation contains requisite features to meet the objectives of that portion of the examination. The Faculty Committee will provide formal feedback (approval, conditional approval with suggestions for modification, disapproval) to the student. If the proposal is approved the student may move forward. If conditional approval is received, the Faculty Committee will notify the student of the next steps and the timeframe for modifying the proposal. Students must receive formal approval of the proposal before moving forward. If the proposal is not approved, students should meet with their advisors to develop a new proposal for completing the comprehensive examination.

- Composition of Examination Committees: The committee for the case presentation portion of the comprehensive exam is comprised of a minimum of three school psychology program faculty. The committee for the research proposal portion of the comprehensive exam will consist of three tenure-line school psychology program faculty within the school psychology program (i.e., Clarke, Giuliani, McIntyre, or G. Rodriguez). With special approval from the School Psychology Faculty Committee, the third member may be a tenure-line faculty member in another program in the Department of Special Education and Clinical Sciences or in the College of Education. Students should work with advisors to identify potential committee members for their research proposal. The final determination of committee makeup is made by the School Psychology Faculty Committee and is determined based upon faculty availability and interest, faculty expertise, and faculty load (e.g., course load, other committee work). The school psychology program director notifies students of their committee upon approval of the formal Proposal of Intention to Take Comps for that portion of the examination.

- Timing of the Examination: Students may schedule their research proposal at any time after completion of their 2nd year in the program and their case presentation at any time during or after their 3rd year in the program (to have the requisite practicum experiences). Students entering with a master's degree *may* be approved to schedule their research proposal and case presentation at an earlier time. The proposed dates for the research proposal and case presentation should be included in the formal Proposal of Intention to Take Comps. Faculty will not read research proposals or score case presentations during the summer or winter break. Per program requirements, comprehensive examinations must be passed prior to (a) proposing the dissertation and (b) applying for internship.

- Evaluation: Students will receive a score and written feedback on the completed portion of the comprehensive examination within 2 weeks of submission or presentation. (If a research proposal is completed during summer or other break, the score will be provided within 2 weeks of the start of the subsequent term). Evaluation criteria exist for each portion of the examination and the research proposal and case presentation are scored separately. Committees will attempt to reach a unanimous decision regarding scoring of the examination. If the decision of the committee is not unanimous then the score of most members will be used. The final score and written feedback will be provided to the student and to the School Psychology Faculty Committee. The grading scale used for comprehensive examinations consists of Meritorious (outstanding, beyond what is expected), Pass (meets expectations), Conditional Pass (additional clarification needed), and Fail (major revisions are needed). Both Meritorious and Pass are considered passing scores. Students who receive a Conditional Pass will be expected to address areas of concern as delineated for each portion of the examination. Students who receive a score of Fail will need to redo that portion of the examination. A score of Conditional Pass will be awarded only once, revisions will be scored as either Pass or Fail. If a student fails any portion of the comprehensive examination twice this may be grounds for dismissal from the program.

**Comprehensive Examination: Research Proposal**

Overview
The purpose of the research proposal is to document a student's skill in developing a research question, synthesizing relevant literature, and designing an empirical study to answer the research question as it relates to the scientific study of school psychology. Skills to be documented include the ability to (a) articulate a research question of applied importance within the field of school

psychology (b) synthesize the literature to document the need for the proposed research, (c) delineate and operationalize the independent and dependent variables, (d) describe key features of the proposed study including participants and setting, measurement of relevant variables, and procedures to be implemented, (e) propose a relevant empirical design, designed to test the effect of the independent variable upon the dependent variable, and (f) describe how data would be analyzed, including any statistical or visual analyses.

The proposed study must meet the following criteria:
- It is original in that the student has not discussed the idea extensively with another person (e.g., the study cannot be what the student is considering for his or her dissertation) and the study has not been conducted already (systematic replications are appropriate; however, simply manipulating one small component of a published study, such as changing a schedule of reinforcement for reading from every 3 correct words to every 5 correct words while holding everything else constant, would not be acceptable).
- It contributes to the theoretical basis of the field
- The study is methodologically sound and focuses on the collection of original data (not archival data)
- The independent variable must be manipulated in either a group or single case design to test the effect of the IV on the DV.
- Uses an appropriate design to test the research question(s).

Procedure

1. The first step in the process is for students to meet with their advisor to discuss whether the core knowledge needed to successfully pass this portion of the examination is obtained. Students should consult with their advisor regarding coursework taken in methodology and design and discuss additional experiences in the design of research projects (e.g., on research teams). Students and their advisors will identify 3-5 potential areas for a research proposal. These should be broad areas of interest to the student. Examples could include assessment of social-emotional interventions, interventions to increase non-verbal communication of children with autism, increasing parent involvement in schools, secondary interventions for literacy, functional behavior assessment, etc. It is not important that students *have* conducted research in the identified areas but rather that students are interested in the areas and would look forward to delving further into the research in any one of these areas.
2. Submit the *Formal Proposal of Intent to Take Comprehensive Exam: Research Portion* to the School Psychology Faculty Committee. The School Psychology Faculty Committee will consider advisor and student input when selecting a 3-person committee to score the research proposal.

   The research comps committee will determine whether they will be able to provide feedback within 2 weeks after submission of the proposal, and if not, will work with the student to identify alternate dates to begin the examination. Faculty will not read research proposals during the summer or winter break. Once a date has been selected the proposal will be accepted.
3. On the first day of the 2-week period, the Academic Program Coordinator will send the student's research questions via email and place a copy in the student's campus mailbox, if necessary. Questions will be emailed to students no later than 9:00am. Students will receive two research questions/topics and both will be from the list submitted to the School

Psychology Faculty Committee. Students will select one topic/question within which to build the proposal.

4. The proposal will consist of the following sections:
   a. Introduction: Written as an introduction to a published research paper (e.g., APA style, scientific language, appropriate citations), the introduction will succinctly summarize relevant research and end with a "Statement of the Problem" identifying how the proposed study adds to extant literature. Study goals, research questions, and hypotheses should be articulated.
   b. Method: The method section also mirrors published research articles in that participants and setting are articulated, the independent and dependent variables are defined, the measurement system is articulated, and the procedures to be used are clear. In other words, the student must provide details sufficient for the committee to gauge the extent to which the study could be feasibly conducted as written.
   c. Data Analysis and Results: This section describes the data analytic procedures (single-subject or group design) to be used and discusses how results would be depicted, analyzed, and interpreted.

Scoring

The research proposal will be scored by the committee using the following criteria:

| *Meritorious* | Exceptional proposal, the study could be conducted as designed with minimal or no modifications. |
|---|---|
| *Pass* | Key features of a research proposal are present and the study could be conducted with minimal modifications |
| *Conditional Pass* | Some aspects of the proposal are not clearly defined, but needed revisions are straightforward and small in number |
| *Fail* | Significant areas of weakness in the research proposal that could not be addressed in a minor revision |

Students who receive a *Meritorious* or *Pass* have successfully completed this component of the comprehensive examination for admission to doctoral candidacy.

Students who receive a *Conditional Pass* will identify a week to complete revisions. The student will notify the Committee Chair of the proposed week for revisions, and the Chair will ensure that the proposed timeframe is feasible for committee members. The student will be notified via email of acceptance of the proposed week for revisions.  On the first day of the identified week, the student will meet with the Committee Chair to receive feedback. The Chair will identify area(s) that were addressed inadequately and will stipulate flaws; however, specific instructions for how to rectify errors will not be provided. The student will then have one week to make revisions. The revised research proposal should be submitted to the Academic Program Coordinator by no later than 4:00 pm 7 days from the proposed start date. At this point, the question will either receive a Pass or a Fail; Conditional Pass is not an option.

If a student receives a grade of *Fail*, the student will schedule a meeting with the Committee Chair to receive detailed feedback including a thorough description of flaws in the proposal and suggestions as to how these flaws might have been rectified. The student will work with his or her advisor and other school psychology faculty to develop a plan (if needed) to address any skill deficits in the areas of research design. When the student is ready to retake this portion of the examination he or she will

submit a *Formal Proposal of Intent to Take Comprehensive Exam: Research Portion* to the School Psychology Faculty Committee.

The scoring matrix used by the faculty is below. For each area, individual faculty will assign a rating of *Exceptional, Adequate, Substantive Weakness,* or *Egregious Weakness*. Committee members will independently reach an overall score of *Meritorious, Pass, Conditional Pass,* or *Fail.* The committee will then come together to assign a final score based on individual feedback from each member of the committee.

| Area | Score |
|---|---|
| Relevant literature summarized adequately and a gap in the literature identified | |
| Research questions are articulated | |
| Participants and setting defined; sample size is adequate for proposed design/methodology | |
| Independent and dependent variables defined in measurable terms | |
| Measurement of independent and dependent variables articulated clearly. Proposed measures are appropriate for the research question and psychometric properties (if appropriate) are provided | |
| Design is appropriate for the research question. Advantages and limitations of the design are discussed | |
| Plan for data analysis is articulated and is appropriate for the research question and experimental design | |

**Comprehensive Examination: Case Presentation**

Overview

The purpose of the case presentation component of the comprehensive examination is to document student skill/competence in service delivery as a school psychologist. Skills to be documented include the ability to conceptualize a case from a coherent theoretical orientation and to use that orientation to (a) articulate the problem, (b)  conduct assessments useful in identifying possible intervention strategies, (c) develop an evidence-based intervention linked to assessment, (d) provide adequate consultation to change agents throughout the assessment and intervention process, and (e) collect data to document assessment outcomes, intervention effects, and fidelity of implementation. The case presentation will be supplemented with a written case study following the NASP guidelines for case studies used for the NCSP application. **The written case study document should be submitted to school psychology faculty a minimum of one week before the scheduled oral case presentation.**

The case presentation consists of a 60-minute presentation to the School Psychology Program faculty. Students are expected to prepare a 30-minute oral presentation of the case; the remaining time is allotted to discussion. The case presentation format allows for a dynamic discussion of (a) the relation between theory and applied practice (including behavioral theory, theories of human intelligence, and design of instruction), (b) group and individual differences in behavior, (c) legal and ethical issues, (d) assessment practices in schools (e.g., traditional assessment, curriculum-based measurement, functional behavior assessment), (e) school-based intervention (e.g., consultation practice and process, academic intervention, social behavioral intervention), and professional school psychology (e.g., current and historical professional issues).

Procedure

1. Students should first select an appropriate case for presentation. Students should consult with their advisor and University practicum supervisor(s) in this process. Students should be sure to select a case that allows them to demonstrate their skills in assessment, intervention, and consultation. Students do not need to select the "perfect case" as there is no perfect case; however, at minimum, the case should allow documentation of skills in conducting an adequate assessment and developing an intervention linked logically to the assessment. Ideally there would be consultation data that guides implementation as well as treatment integrity data that elucidates the fidelity of implementation. Intervention effectiveness and high fidelity of implementation are not criteria upon which students will be judged, however it is important that students are able to discuss limitations and possible solutions to those problems. If students have not had a consultation case in which they were able to fully implement and evaluate an intervention, then students will be expected to discuss the intervention they would have recommended and how they would have progress monitored outcomes and treatment integrity.

2. Submit the *Statement of Intent to Take Comprehensive Exam: Case Presentation Portion* (1-2 pages, single-spaced; See Appendix C) to the School Psychology Faculty Committee documenting key features of the case and how this case allows documentation of skills as a school psychologist. Case presentations will occur on pre-determined dates during the Fall, Winter, and Spring quarters. Students must submit their proposal the quarter before they wish to take their case presentation portion of the examination. Dates for case presentations will be announced in the quarter prior and will not conflict with course times. When the proposal is accepted, the student will be notified of the time of the case presentation.

3. The case presentation will be scheduled for a 60-min block. Students should plan a case presentation that lasts no longer than 30 minutes; the remainder of the time will be devoted to question/answer and discussion. Students should prepare a visual presentation (e.g., using PowerPoint) highlighting the following:
   a. Background and context
   b. Description and analysis
   c. Goals linked to data
   d. Specific description of the intervention developed and how the intervention was linked to the assessment and goals
   e. Collaborative efforts
   f. Outcome data and discussion of results (effects, fidelity, consultation process)

**Written Case Study (due 1 week before oral case presentation)**

Submit via email a written case study report to the School Psychology Program faculty no later than 1 week before the oral case presentation. The written case study will be used as a supplement to the oral presentation and should include details of the case in the following six areas: 1) Background and context, 2) Description and analysis, 3) Goals linked to data, 4) Specific description of the intervention, 5) Collaborative efforts, and 6) Outcome data and discussion of results. This format follows the NASP guidelines for the case study for the NCSP application and allows for a systematic and structured description of a case using a problem-solving framework. The written case study will

be reviewed and scored using the NASP Consultation Case Study Rubric (2020). This same framework should be used when preparing your oral case presentation. Additional details about this framework and the six areas can be found below and is taken from the NCSP application tips for preparing for a case study. *Students planning to submit their case comprehensive exams for one of their internship case studies should submit the completed NASP rubric (indicating passing the required components) from the comprehensive exam as part of their internship case study documents during internship year.*

1) **Background and Context**
   - Describe the presenting problem or referral question.
   - Provide a description of the problem in observable measurable terms.
   - Briefly describe the current level of performance and the expected level. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc., depending on the referral question.
   - Provide baseline data that is directly related to the identified problem.
     - The data collected must be collected in a reasonable manner along relevant dimensions.
     - Remember that the goal is to compare outcome data to the baseline data at the end of the intervention.

2) **Description and analysis**
   - Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking an answer to the identified problem.
   - Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about "why" the behavior is occurring as well as consider factors contributing to the problem. Intervention can only be developed when hypotheses are developed.

3) **Goals linked to data**
   - Develop the goals for the intervention using the data and your hypotheses. Goals and interventions should be planned so that they can be implemented and have a high probability of success.
   - The areas of intervention and goals must be consistent with the problem analysis (described in area 2). The goals should be stated in explicit, measurable terms.

4) **Specific description of the intervention**
   - Describe the intervention related to each goal in area 3.
   - The intervention steps must be manageable and realistic given the available resources.
   - Specify how the intervention was implemented.
   - Provide a description of how the intervention was monitored.

5) **Collaborative efforts**
   - Describe how relevant members of the student's environment were included in the case.
   - Describe the role of each participant and what supports were in place for the participants.
   - If attempts at collaboration were partially successful or unsuccessful, provide an explanation of the attempts made and the potential effects.

6) **Outcome data and discussion of results**
   - Provide data on procedural fidelity/treatment integrity with a discussion of factors that may have influenced fidelity.
   - Provide data to illustrate the success of the intervention in addressing each goal.
   - Provide data that is directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.
   - Describe the progress, how it was monitored, factors that may have impeded progress, possible modifications and whether the problem has been solved or requires further or different interventions.

Scoring of Oral Case Presentation

The case presentation will be scored by the faculty using the NASP Consultation Case Study Rubric (2020) (Appendix D) and the following criteria:

| *Meritorious* | Exceptional presentation, exceeds expectations for a case presentation |
| *Pass* | Expectations are met |
| *Conditional Pass* | Overall, the case presentation was adequate, but one area was substantively flawed—in presentation and in follow-up discussion |
| *Fail* | Broad and substantive areas of weakness in the presentation and in follow-up discussion or a single egregious violation of best practice. |

Students who receive a *Meritorious* or *Pass* have successfully completed this component of the comprehensive examination for advancement to doctoral candidacy. Students who receive a *Conditional Pass* will receive written feedback from the committee documenting areas of weakness. The student will address the areas of weakness in an abbreviated case presentation to be scheduled on the case presentation date in the subsequent term. The revised presentation will be scored as either *Pass* or *Fail*. Students who receive a grade of *Fail* (either on the initial presentation or after a *Conditional Pass*) will work with the advisor to develop a written plan of action delineating how areas of weakness identified by the committee will be addressed. Steps could include (but are not limited to) submitting a written product or providing a new case presentation. The School Psychology Faculty Committee will review the plan and provide formal approval. Once approved the student has 3 months to complete the proposed steps. A second failing grade may result in dismissal from the program.

The scoring matrix used by the faculty is below. Within this matrix faculty will assess (a) general knowledge within each domain and (b) case-specific content. For each area, individual faculty will

assign a rating of *Exceptional, Adequate, Substantive Weakness,* or *Egregious Weakness*. Together the faculty will assign an overall score of *Meritorious, Pass, Conditional Pass,* or *Fail.*

| Area | Score |
|---|---|
| Clear presentation and understanding of theory as relevant to specific case | |
| Relation between theory and applied practice (in general) articulated | |
| Rationale for use of assessment tools (and link to intervention) clearly articulated and defended | |
| Intervention decisions clearly articulated and defended | |
| Potential and theoretical ethical and legal issues approached within a clear framework that guides decision-making | |
| Professional practice issues relevant to the case and to the field of school psychology articulated and defended | |

## DOCTORAL DISSERTATION

The requirement for the Ph.D. dissertation is one of the culminating or capstone experiences of the school psychology doctoral program. This section provides some useful details regarding timelines and policies for preparing the dissertation proposal and the final defense of the dissertation.

### Timeline for Completing Dissertation Proposal

Doctoral students are required to have their dissertation prospectus or proposal approved by their committee prior to beginning their internship. Exceptions to this policy may be made by the program faculty, upon the recommendation of the student's advisor. Students should work closely with their advisor and plan on having their dissertation proposal meeting by the end of their third year, so that they can proceed with both their dissertation and internship in a timely and compatible manner. The School Psychology Program faculty strongly encourage students to complete their dissertations prior to starting their internship.

## TEACHING OPPORTUNITIES

### Graduate Employees (GEs)

School psychology students may apply for Graduate Employee Fellowships and serve as GEs while they are graduate students at the University of Oregon (UO). GEs, their supervisor(s), and hiring unit must act in accordance with the most recent Collective Bargaining Agreement between the UO and the Graduate Teaching Fellows Federation (GTFF). The policies described therein apply to GEs who serve as instructors or instructional assistants as well as GEs who serve in other capacities (e.g., research assistant). The most recent versions of these documents are available on the UO Division of Graduate Studies website: https://gradschool.uoregon.edu/funding/ge/gdrs. Please review both documents carefully.

### Supervised College Teaching and Supervision

Doctoral students gain experience in teaching and in supervision via two courses. One experience focuses on graduate or undergraduate teaching and is fulfilled by successful completion of SPSY 691, Supervised College Teaching (SCT). The second provides students the opportunity to gain experience in the process of supervising others and is fulfilled by successful completion of an

additional SPSY 691, Supervised College Teaching experience, focusing on supervision of others. SPSY 662 Foundations of Clinical Supervision is a prerequisite course that must be completed prior to enrolling in a supervised college teaching experience involving supervision of others.

During the spring term, advanced doctoral students will be asked to submit a list of courses they are interested in completing a supervised college teaching experience. To be eligible for supervised college teaching, the student must have taken and received a passing grade for the course they would be completing their SCT. Faculty will review preferences and consider student skills/needs and will be assigned and approved in advance by school psychology program faculty. In some cases, students may be eligible to complete supervised college teaching experiences earlier in their program, based on their prior experiences or individual program plan.

Students enroll in 2 credits of SPSY 691 during each SCT experience and receive supervision from the course instructor of record. Students are assigned a grade of pass or no pass for SPSY 691. Prior to beginning the experience, the instructor of record/supervisor and graduate student SCT should complete the SPSY 691 SCT Agreement template (see syllabus), specifying the roles and responsibilities of the SCT and the instructor of record, supervision methods used by the instructor of record, and methods used to evaluate the SCT. Throughout the term, the SCT and instructor of record/supervisor should meet regularly to monitor activities and responsibilities specified in the contract. At the conclusion of the SCT experience, the instructor of record assigns the SCT's grade and completes the SCT grading rubric in the SPSY 691 syllabus.

The following should be adhered to and included in all course syllabi that include an SCT:

1. Role of the SCT: The course instructor is solely responsible for all evaluation and grading of student performance. The SCT plays an important role in assisting the instructor with various aspects of the course, including, but not limited to the following:
   - Assisting with the development of course materials
   - Coordinating submission of assignments, monitoring attendance and assignment completion
   - Holding regular office hours
   - Answering student questions related to course assignments or tasks
   - Assisting with communication between the instructor and students
   - Leading class discussions
   - Facilitating learning experiences in and out of the classroom

2. If a student enrolled in the course does not wish to have the SCT review her/his coursework, s/he should communicate that to the instructor, and the instructor will ensure the SCT does not review her/his work.

**STUDENT ACTIVITIES SUMMARY & PROFESSIONAL COMPETENCIES PORTFOLIO**

Each student is expected to demonstrate competencies in the basic content domains of the School Psychology curricula: Psychological and Educational Foundations, Measurement and Assessment, Statistics and Research, and Practice of School Psychology. In addition to the coursework content domains, students also must demonstrate proficiency in their practicum and internship experience.

Students demonstrate competency by earning passing grades (of B- or higher or "satisfactory") in all coursework and graded practicum and research experiences. In addition, students complete an Annual Activities Summary (see Appendix D) and update their Professional Competencies Portfolio.

The Student Activities Summary and accompanying Portfolio are designed to provide students the opportunity to provide quantifiable documentation of how program objectives have been met. Objectives and competencies for the School Psychology Doctoral Program are defined at the beginning of this handbook. Students turn in specific materials as part of the annual summary and these materials are compiled across years and form the Professional Competencies Portfolio.

## STUDENT EVALUATION PROCEDURES

The School Psychology Program continuously evaluates student progress and skill development. This is accomplished at various levels in terms of frequency and specificity.

### Quarterly Review

A quarterly review process is conducted within the context of student-advisor meetings. The content and materials used in these evaluations are described under *Student Advising*.

### Annual Student Review and Evaluation

Each Spring Term, the School Psychology Program faculty undertake a systematic review of each student's progress. The purpose of the evaluation is to provide feedback on student progress, identify areas where students are excelling or may need to make extra effort, and identify remedial activities or procedures that may be considered with students who are not meeting program expectations. The review focuses on general academic status and progress through the program including coursework, research team activities, practicum and internship, development of professional behaviors commensurate with practicing as a school psychologist, and future plans and is based on the student's Annual Activities Summary (see Appendix D) and Portfolio.

Student portfolios must be submitted on OneDrive, following instructions provided by the Academic Program Coordinator, no later than **May 15th** of each year. Portfolios must be organized as instructed and materials must be labeled and numbered according to the Annual Activities Summary page. Portfolios should include the following information:

- Annual Activities Summary (see form available on the program website) and supporting Portfolio Materials.
- Written statement summarizing the student's goals for the upcoming year including research and practicum activities, and student support.
- Current unofficial transcripts (may be obtained on DuckWeb).
- A copy of their graduate program plan, with any updates indicated.
- Current vita.
- Evidence of membership in APA, NASP, and preferably at least one other professional organization.
- Completed practicum or internship evaluation forms (may be part of Portfolio Materials)
- Copies of previous annual student review evaluation letters.

Students who are on internship or who have completed their internship and are working on dissertation requirements need only to submit the written self-evaluation assessment and goal statement, an updated copy of their vita, and documentation for any previously unmet competencies. This statement should include specific goals and projected timelines for completing all graduation requirements (e.g., dissertation).

**Annual Evaluation Outcomes and Notification**

After the faculty have completed a review of each student's progress, the student will receive written feedback from the faculty. Feedback will include a rating of progress in each competency area (meritorious, satisfactory progress, needs improvement, or not applicable) as well as more detailed comments and recommendations as needed. Faculty feedback will be provided in writing to students in early summer (mid- to end-of-June).

**Failure to Make Adequate Progress**

Students determined by the School Psychology Program Faculty to not have made adequate progress toward completing their degrees or obtaining necessary professional competencies receive a summative evaluation of Unsatisfactory Progress. Students in this situation are not considered to be in good standing in the program. In such instances, the annual evaluation letter will address the specific concerns noted, and specific competencies, accomplishments, or other indicators of progress that are necessary to become a student in good standing. Students who receive an unsatisfactory evaluation should meet with their advisor soon after receiving their evaluation letter to develop a plan for addressing the concerns.

In most instances, the plan for addressing the concerns which led to the unsatisfactory evaluation is accomplished through the construction of a Remediation Agreement. This agreement is developed in writing by the student and the advisor, is approved by the program co-directors and is designed to address the concerns of the School Psychology Program Faculty. Faculty concerns about knowledge competencies may be addressed through an agreement to take additional coursework in specific areas or to retake a class if a grade below B- was earned. Professional competencies such as work completion habits, or assessment skills may be addressed by removing incomplete grades or completing additional assignments within one quarter. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan, responsibilities, and timelines. Failure to satisfactorily meet the terms of the Remediation Agreement may result in receiving a non-passing grade in a course and/or termination from the School Psychology Program.

**Notification Process for Student Dismissal**

In instances where the annual evaluation process coupled with appropriate remediation procedures do not result in the student making satisfactory progress, then the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty, after a careful examination of student progress and student efforts to address concerns previously noted by the faculty. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures.

**DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES**

The faculty and staff of the UO School Psychology Program strive to create an environment of trust, respect, and collegiality. It is our hope that when disagreements, disputes, and other concerns occur, that they may be resolved informally to the satisfaction of the parties involved. We also recognize that there may be times when such disagreements, disputes, and concerns cannot be adequately resolved through informal means. The University of Oregon and the College of Education have established procedures that students may follow if they are dissatisfied with decisions of the faculty, course or progress evaluations received, interactions with faculty members or other students, or issues related to the policies and climate within the College. There are several established resources and procedures available to students to assist in resolving disputes and concerns. This section includes details on these resources and supports.

**Mediation and Conflict Resolution**

The Student Conflict Resolution Center is a private, impartial, and off-the-record problem-solving resource for effective communication, collaboration, and conflict navigation. They assist and support individuals, groups, and student organizations through conflict in identifying and exploring options, facilitating conversations and decisions, providing dispute resolution services and appropriate referrals as necessary. Their goal is to facilitate positive change through dialogue and across differences, enhancing student relationships and partnerships. For more information, visit their website: http://scrc.uoregon.edu

**Other Resources**

**Grades** If the concern pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising and Student Services (364 Oregon Hall, 346-3211) about appropriate petitioning procedures.

**Discrimination** If any student enrolled at the University of Oregon believes s/he has been discriminated against on the basis of race, color, ethnicity, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression, s/he may file a report with the UO Bias Education and Response Team, who will respond to the action within 24 hours. Reports are filed on the Bias Education and Response Team website at http://dos.uoregon.edu/bias.

**Formal Academic Grievance Procedures**

The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. If a student wishes to file a grievance, the complete text for this policy is located under "Student Grievance Policy" on the following website. You can type "Student Grievance Policy" in the search bar: https://policies.uoregon.edu/

A paper copy of these grievance procedures may also be requested from the Program Director or Department Head.

**STUDENT PARTICIPATION IN PROGRAM GOVERNANCE**

**General Student Governance**

Systematic student input into the program is handled generally by the Student Representatives. The student representatives are invited to participate in faculty meetings to discuss program concerns/issues and to attempt to problem solve through recommendations, information gathering, development of working committees, and so on. Although faculty generally meet two times per month, faculty meetings open to student representatives generally occur monthly. During faculty meetings informal rules are normally used with decisions made by consensus. In some instances, matters of particular importance to the program are brought to a formal vote, in which case, student representatives are requested to cast their votes.

**School Psychology Student Representatives**

**Composition.** A minimum of four School Psychology students (representing first year, second year, third year and beyond, and the ASPS President or designee) will be elected or nominated to serve as student representatives (SRs) of the School Psychology Program. Both M.S. and Ph.D. students are eligible to serve as SRs. The Association of School Psychology Students (ASPS) solicits nominations for SRs each fall term.

SRs may be self-nominated, nominated by their peers, or elected by their peers in the fall quarter during the first full week of classes. Each SR will typically serve from fall (after elections) through the following summer. In some cases, SRs will serve less than a full academic year. In rare situations, students may serve for more than one year.

Each SR must be a School Psychology student (a) in good standing, (b) enrolled for a minimum of 9 credits per term (full-time), and (c) in residence. When more than two students from any one year of program entry self-nominate, a student election will be held. The student at each year level who receives the most votes from their same entry level peers will be elected as SR. If no students self-nominate, current SRs will nominate students.

**Responsibilities.** SRs have responsibility for the following:
1. Attending meetings, to represent student interests and concerns, and to inform their respective cohort of relevant developments and procedures. Additional involvement and responsibility are negotiable.
2. Participating in monthly meetings with the School Psychology faculty.

SRs will <u>neither</u> attend nor have any voting power at closed administrative or student evaluation meetings.

**Student Representative to the Oregon School Psychology Association**

Student elections will be held during spring quarter for several leadership positions, including two student representatives to OSPA (one M.S. student and one Ph.D. student). A summary of the OSPA student representative criteria and responsibilities as delineated through OSPA are listed below.

**Criteria.**
- Full time student
- Not on internship

- Communicates well with peers and faculty
- Reliable, dedicated person
- Good group member

Additionally, the student representative to OSPA may not serve simultaneously as a School Psychology Program student representative.

**Responsibilities.**
- Attend OSPA board meetings
- Serve as a liaison between OSPA and the UO School Psychology Program
- Expand student involvement in the OSPA conference
- Familiarize the executive board with current "state of the science" practice
- Work with the OSPA newsletter editor to support the student column in the OSPA newsletter
- Prepare brief reports for UO School Psychology Program faculty on activities of the OSPA executive board. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

**Selection.** One M.S. student and one Ph.D. student will serve as OSPA student representatives. Students may self-nominate or nominate a peer for student representative to OSPA with elections for this (and other) positions occurring in spring term.

**Travel Compensation.** Mileage reimbursement and carpooling may be available from OSPA to the student representative to OSPA.

**Faculty Appointed Student Leadership Positions**

During spring or early fall quarter, School Psychology faculty will appoint students to serve in the following positions for the upcoming year. Only students in good standing and in residence will be considered for these positions.

COE Consortium Representative (1 M.S. or Ph.D. student)
- Participates in consortium meetings at least three times a year to collaboratively discuss the design, evaluation, and recommendations for improving the professional education programs at the UO
- Prepare brief reports for UO School Psychology Program faculty on activities of the Consortium. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

Representatives for the NASP Student Leadership Team
- Actively participates in the Student Leader Program, as directed by NASP
- Sends NASP updates as received by NASP
- Encourages NASP membership, attendance at conferences, and coordinates housing at NASP Convention
- Coordinates fall SPSY Awareness activity and spring SPSY Advocacy activity
- Provides leadership for other local initiatives, as determined by the team
- If attending the NASP convention, attends the NASP Student Leaders program meeting.
- Prepare brief reports for UO School Psychology Program faculty on activities of the NASP Student Leadership Team. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

APA Student Leader
- Actively participates in the APA/Div. 16 Student Rep program, as directed by APA
- Sends APA and SASP updates as received by national organizations
- Encourages APA membership
- Recruits student publications for *School Psychology: From Science to Practice,* the SASP newsletter
- Prepare brief reports for UO School Psychology Program faculty on activities of the APA Student Leader. Brief reports should be presented orally at program/faculty meetings or submitted in writing to be included in the faculty meeting minutes.

SPSY Admissions Committee Members (at least three student representatives – at least 1 M.S. & 1 Ph.D. student)
- Assists with recruitment events such as information sessions, campus visits or tours, and requests from prospective students to speak with current students
- Assists ASPS and Program Director with outreach efforts, such as meetings with Psi Chi, Family and Human Services, and undergraduate Psychology and related programs or groups
- Writes brief biographical sketches for applicants invited for interviews
- Assists with planning and carrying out interview day activities for M.S. and Ph.D. interview days
- Coordinates transportation, buddies, and lodging for candidates
- Summarizes student feedback for faculty

## STUDENT INSURANCE

Students enrolled in practicum, field experience, internship, or externship credits and who are completing these experiences with external sites are covered under the university's insurance. If a site needs evidence of a student's UO insurance coverage, you may go onto the UO Risk Management website (https://safety.uoregon.edu/risk-management-and-insurance) and request a certificate of insurance.

## SUPPORT SERVICES AND ACCOMMODATIONS

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found in the University of Oregon Catalog (click on 'Academic Resources' or 'Student Services'), on the general UO website, and in the governance offices of the Associated Students of the University of Oregon.

Students with disabilities may receive accommodations for their particular needs from the Accessible Education Center. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinators, their advisor, or the Accessible Education Center for more information.

**STUDENT RECORDS**

Students have four rights under FERPA and the UO Student Records Policy: the right to inspect and review their record; the right to seek an amendment to their record; the right to restrict disclosure of their Directory Information as defined at UO, and the right to file a complaint. The processes around all of these rights are managed by the Office of the Registrar. More information can be found on the following websites:

University of Oregon Policy Library: http://policies.uoregon.edu/student-records-1

UO Registrar's Office: http://registrar.uoregon.edu/records-privacy

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Academic Program Coordinator. Advisors also receive basic information on each of their advisees. Only program faculty members and staff who have legitimate need to access student files have the authorization to do so. At the completion of the degree or licensure program, the file will be transferred to the Office of Student Academic Services.

**MATERIALS LIBRARY**

The program maintains a materials library that includes a large collection of assessment instruments, intervention materials, and training videos. These materials are used extensively in the core assessment courses of the program and in practicum training. Use of the materials is reserved for school psychology students under faculty supervision. All requests for use of materials by SPSY students or faculty should be directed to the Practicum GE. For additional detail and materials check-out procedures, please refer to the current SPSY Materials Library Policy posted on the program's blog website.

**STATEMENT ON ACADEMIC INTEGRITY**

The University Student Conduct Code (http://dos.uoregon.edu/conduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism.

The School Psychology Program has delineated its own statement on academic dishonesty to clarify expectations specific to the program. An important part of developing as a school psychologist is learning from your peers. The School Psychology faculty recognize this and expect that students will share samples of their work with other students. In fact, students are encouraged to work with other students in this manner as it promotes a spirit of collaboration while providing multiple exemplars from which students can improve the quality of their own work. This spirit of collaboration can become problematic, however, if it is overused or abused. In addition, individual faculty provide guidelines for collaborative work and sharing of materials in their classes and these guidelines

supersede general program guidelines. The following list provides an illustration of potentially problematic situations and the expectations regarding these situations.

- Students often share samples of assessment reports with each other to illustrate different styles of creating professional reports. Assuming confidentiality is maintained, it is appropriate to do this. Problems arise when a student copies a majority of another student's assessment report into their own without adding original thought or discussion. This is considered an incidence of academic dishonesty.

- Graduate students will give multiple presentations throughout their time as a student. Oftentimes, the material presented will be similar to, or will build upon the material presented by other students or faculty. It is acceptable to include other's material as part of the presentation if the following criteria are met: 1) the original author is aware that the student will be including his/her material and has given verbal assent to do so; 2) the student acknowledges the original author during his/her presentation (either with a footnote or verbally); 3) a presentation which is presented as the student's own work actually consists largely of the student's original work and is not merely a compilation of others' work.

- Students will frequently have opportunities to present work that is the result of the combined efforts of several people. For example, a student may conduct a workshop at a conference on material that was developed within a training grant. It is inappropriate to present this work without acknowledging the multiple individuals or institutions (e.g. elementary schools) who have contributed in important ways to the final product.

Standards regarding plagiarism of written work are clearly delineated on the library website referenced previously and are not rewritten here. Students are expected to be aware of the above guidelines and to act with integrity in all professional and scholarly pursuits. If a student has concerns about whether another student has engaged in academic dishonesty, the student is encouraged to discuss the matter first with the fellow student. If the matter is not resolved, the concerned student is encouraged to discuss the matter with his or her own advisor.

If an incidence of academic dishonesty occurs, the student's advisor will discuss the situation with the student. If the incident is minor, the student and the advisor will resolve the situation. If the problem continues or is of a serious nature, the School Psychology Program will follow UO procedures in handling the situation.

**Use of Generative Artificial Intelligence (GenAI)** Students are not allowed to submit any course materials (e.g., assignments, lecture slides, study guides, readings)., into GenAI unless explicit permission is obtained from the instructor. Some instructors may allow the use of GenAI (e.g., CoPilot, ChatGPT, Grammarly) to help with certain aspects of course work and assignments. Students should consider **FEAL** (Is it **Faster, Ethical, Accurate**, and the impact on **Learning**?) when determining when and how to use GenAI. Students may not submit text or other outputs generated by GenAI as if they are their own creations.

Course instructors will have specific GenAI policies, and students should be aware of each instructor's policy for courses they are enrolled. If you use an AI program to assist with aspects of your class work, you are expected to cite it like any other reference material (e.g., an article or book) according to the APA citation guidelines. Please use standard APA citation guidelines for GenAI on the APA Style Blog.

Students should be aware that the content generated by these programs may be inaccurate, incomplete, or otherwise problematic and are responsible for the accuracy of all work submitted. Also, be aware that using GenAI tools may stifle autonomous thinking and creativity and restrict learning of important skills.

In accordance with UO policy, if instructors believe submitted work is created whole or in part by GenAI in a manner that is inconsistent with this class policy, instructors may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty.


**FILING A PROGRAM PLAN**

Copies of students' program plan, signed by program faculty, must be filed with the program's Academic Program Coordinator. Program plans are used as an advising tool between advisors and students. Students should begin developing their program plan during their first year and submit the plan with the assistance of their advisor, for faculty approval by no later than the end of spring term of their second year. The following steps and regulations govern the submission and approval of student program plans:

**Step 1.** Obtain a copy of the program plan form from your advisor or the program's Academic Program Coordinator.

**Step 2.** Secure an informal copy of your most recent University of Oregon transcripts from the Registrar's office or from DuckWeb. If you are transferring any graduate credits from other universities, be sure to secure those transcripts as well. The Transfer of Graduate Credit form can be found online at https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/transfer-of-grad-credit.pdf.

**Step 3.** Meet with your advisor and discuss your program plan. Identify a general plan as to how you will meet the program's requirements. In rare instances there may be requirements that you believe are not applicable to you (e.g., due to transfer coursework, etc.). At this time, negotiate how requirements that you believe are not applicable to you will be handled through waivers and transfers.

**Step 4.** Secure approvals for transfers or waivers from faculty, if applicable.

**Step 5.** Fill out School Psychology Program Plan, noting
    a) courses taken and planned
    b) any proposed exceptions to the published program of study (waivers or transfers)

**Step 6.** Give the completed Program Plan and supporting materials including transcripts, degree requirements, and waivers to your advisor.

**Step 7.** Meet with your advisor to reach final agreement on program.

**Step 8.** Return the Program Plan to advisor.

**Step 9.** Request to your advisor that your program plan be reviewed by the faculty at a regularly scheduled faculty meeting. When a student program plan is on the agenda for the executive session of a faculty meeting, the student's advisor discusses the plan with the other faculty, who each review the plan. If there is a consensus among the faculty present regarding approval of the plan, it is signed and returned to the Academic Program Coordinator for filing. If the faculty determine that specific course proposals need revision, then it is the responsibility of the student's advisor to communicate that information to the student, and to work with the student in developing a revised program plan for resubmission to the faculty.

**Course Substitution Policy**

Students admitted to the UO school psychology program are required to complete the program requirements that are current the year they begin their matriculation at UO. If program requirements are changed after a student enrolls in the program, the student may elect to use the more recent program of study requirements. In most cases, the student's program plan should reflect exactly what is indicated in the program requirements. There are two exceptions: 1) students may substitute graduate credits earned prior to their matriculation in the UO school psychology program for UO required courses that are essentially similar, and 2) in some circumstances a student may be allowed to substitute a UO course for a required non-SPSY course. Typically, SPSY 695 Introductory Field Studies and the SPSY 698 School-Based Practicum sequence will be waived for students who enter the Ph.D. program having previously completed a NASP-approved specialist-level School Psychology Program; however, students must complete the process of petitioning to waive the course as described below.  The following paragraphs provide details and processes for such course substitutions.

***Substitution of Non-UO Graduate Credits.*** If a student earned graduate credits prior to their matriculation in the UO program, they may petition to substitute some or all these credits in lieu of required UO courses. The main criterion to be considered in making such substitutions is that the non-UO course was *essentially like* the UO course for which substitution is requested. The process for making such as substitution is that the student, in consultation with their advisor, will complete a "Petition for Course Waiver" form (available at: https://coedocs.uoregon.edu/download/attachments/144113666/Waiver_Form_FINAL_June_5_2018.pdf?version=1&modificationDate=1528496293611&api=v2) for each class in question, provide supporting evidence (transcript and course syllabus), and request that a UO faculty member who normally teaches the course in question review the request. The main criterion for the UO faculty member to consider for such requests is whether the non-UO course is essentially like the UO course in question. If the faculty member approves the request, it may be a complete substitution approval (meaning the course will be substituted as is), or it may be a modified substitution, meaning that the faculty member may require certain conditions to ensure similarity across the two courses. Examples of such modifications might include a 1-credit Reading and Conference on the course topic to cover additional materials, having the student work with the instructor in assisting in teaching the course, or asking the student to do another assignment or product related to the class. After the UO instructor approves a substitution, the student also obtains their advisor's signature of approval, and the completed forms and supporting documentation will be included with their program plan for approval by the full faculty. As a general principle, program faculty will accept approved course substitutions on the plan of study without conditions when the UO instructor and the student's advisor have approved the substitution. *It is essential that the student consult with their advisor prior to seeking a course substitution, and it is appropriate for the advisor to contact the UO course instructor prior to the student, to inform the instructor regarding this process and the advisor's recommendation.*

***Substituting a Similar UO Course for a Required Course***. In some instances, it may be allowable for a student to substitute a UO course for a program required UO course, but only when the two courses are essentially similar, or cover the same basic foundations area. Such substitutions will not be approved for SPSY courses but are only allowable for required courses taken outside the program, particularly foundations and breadth courses rather than methods or application courses. If such a substitution is sought, the student and their advisor jointly work out a plan for it, the advisor brings his or her recommendation to the next scheduled program faculty meeting, and the approval of the full faculty is sought. It may be useful to provide a justification statement or other information to clarify the purpose for the request. Approved course substitutions of this type must be clearly indicated on the student's program plan.

## SWITCHING DEGREE PROGRAMS WITHIN THE UO SCHOOL PSYCHOLOGY PROGRAM

Students are admitted to the UO School Psychology Graduate Program as either a M.S. student or a Ph.D. student. Students who wish to be considered for a different degree program (i.e., switching from the M.S. to the Ph.D. program or switching from the Ph.D. to the M.S. program) must re-apply to the School Psychology program for the degree they would like to obtain following application procedures and requirements in place for the admissions cycle in which they are applying for a degree change.

Upon receipt of admissions materials, the SPSY Faculty Committee will review materials following consistent procedures for reviewing all other applicants to the degree during the admissions cycle. The SPSY Faculty Committee will determine whether the student will be invited to interview. Only students who are interviewed will be considered for admission. Finalists will be rank ordered and offers of admission will be made based on student characteristics, program needs, and faculty availability. A completed admissions packet and interview will not guarantee the opportunity to switch degree programs. Offers of admission will be communicated to applicants using the standard channels of communication. Students admitted must notify the Program Director in writing of their decision to accept admission to a degree track by the date specified in their admission offer.

Current students who are admitted to a new degree track must develop a new program plan based on their year of admission to their new degree program and may be responsible for additional coursework and degree requirements.

# APPENDIX A
## School Psychology Program
## Doctoral Degree Course Requirements

Completion of the Ph.D. program in School Psychology at the University of Oregon requires a minimum of 160 credit hours, including coursework, practicum, and a 1,500 clock hour internship. This program typically requires four years of full-time study on campus for completion of coursework and practica, plus a full-time internship that is completed during the fifth year of the program. All students in the Ph.D. program complete comprehensive exams and a dissertation.

## PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS (33 credits minimum)

Theories of Learning and Instruction (8 credits)
EDUC 654      Advanced Applied Behavior Analysis (4)
SPED 660      Design of Instruction (4)

History of Psychology (3 credits)
CPSY 607      History and Systems of Psychology (3)
OR
CPSY 605      Reading in History and Systems of Psychology (3)

Individual Differences in Behavior (3 credits; choose one of the following)
EDLD 637 Diversity in Education (3)
SPED 515 Diversity in Special Education (3)
CPSY 615 Counseling Diverse Populations (3)

Human Development (3 credits)
CPSY 621      Lifespan Developmental Psychology (3)

Psychopathology (4 credits)
SPSY 650      Developmental Psychopathology (4)

Biological Aspects of Behavior (4 credits)
SPSY 652      Biological Aspects of Behavior (4-5 credits)

Cognitive Aspects of Behavior (4 credits)
SPSY 651      Cognitive and Affective Aspects of Behavior (4-5 credits)

Social Aspects of Behavior (4 credits)
CPSY 635      Social Aspects of Behavior (4-5 credits)

## MEASUREMENT AND ASSESSMENT (16 credits)

SPSY 671      Behavioral Assessment (4)
SPSY 672      Intellectual Assessment (4)
SPSY 674      Educational Assessment (4)
SPSY 617      Tests and Measurement in Education (4)

OR
EDLD 560    Measurement and Assessment (2) <u>AND</u>
SPSY 673    Measurement & Assessment (2)

**STATISTICS AND RESEARCH** (49 credits minimum)

<u>Statistics and Research Design</u> (23 credits)
EDUC 614    Educational Statistics (4)
EDUC 640    Applied Statistics, Design, and Analysis (4)
SPED 626    Grant Writing (3)
EDUC 650    Single-Subject Research Methods I (4)
EDUC 652    Single- Subject Research. Methods II (4)
EDUC 642    Multiple Regression in Educational Research (4)

<u>Application of Research Skills: Dissertation Research</u> (26 credits minimum)
SPSY 603    Dissertation (18 credits minimum)
SPSY 601    Research team experience or independent research (8 credits minimum)

**PRACTICE OF SCHOOL PSYCHOLOGY** (53 credits minimum)

<u>Consultation</u> (8 credits)
SPSY 630    Introduction to Consultation (4)
SPSY 632    Advanced Consultation (4)

<u>Academic and Social Behavioral Interventions</u> (15 credits)
SPSY 631    Academic and Behavioral Interventions (4)
SPED 540    Early Literacy for Diverse Learners (4)
CPSY 611    Beginning Counseling Skills (3)
CPSY 625    Child-Family Interventions (3)

<u>Teaching and Supervision</u> (7 credits)
SPSY 662    Foundations of Clinical Supervision (3)
SPSY 602    Supervised College Teaching (2)
SPSY 602    Supervised College Teaching—Supervising Applied Practicum (2)

<u>Professional Standards and Ethics</u> (10 credits)
SPSY 661    Principles and Practices in School Psychology (4)
SPED 528    Law and Special Education (3)
SPSY 663    Professional Ethics (3)

<u>PRACTICUM EXPERIENCES</u> (13 credits and 480 clock hours minimum)

<u>Field Studies</u> (2 credits; 80 clock hours minimum)
Prior to completing the Integrated Practicum, students will enroll in two terms of SPSY 695
Field Studies (one credit per term) to gain applied experience engaging in several specific
activities related to the practice of school psychology. These activities are linked to core school
psychology coursework including assessment and consultation. Students enrolled in Field

Studies are expected to work approximately 3 hours per week at their assigned site, plus one hour of group supervision (total of 4 hours per week per term).

School-Based Practicum (9 credits; 360 clock hours minimum)
SPSY 698     School-Based Practicum (3) (Fall quarter) (120 clock hours)
SPSY 698     School-Based Practicum (3) (Winter quarter) (120 clock hours)
SPSY 698     School-Based Practicum (3) (Spring quarter) (120 clock hours)

Community Agency Practicum (2 credits; 40 clock hours minimum)
SPSY 609     Practicum Academic Intervention Clinic (1) (Summer quarter)


**INTERNSHIP EXPERIENCE** (9 credits and 1,500 clock hours minimum)

SPSY 605     Reading: Pre-Internship Planning & Advisement (8)
             (enrollment in year prior to internship)
SPSY 699     School Psychology Internship (1) (enrollment during final term of internship)

## APPENDIX B

Formal Proposal of Intent to Take Comprehensive Exam: Research Proposal Portion

Date Submitted: _____/_____/_____

Student: _____                Advisor: _____

- Proposed Date to receive research topics

- Proposed committee

- Topic areas to be considered

**APPENDIX C**

Formal Proposal of Intent to Take Comprehensive Exam: Case Presentation Portion

Date Submitted: _____/_____/_____

Quarter the Case Presentation will be given (circle one):   Fall     Winter     Spring

Student: _____                          Advisor: _____

- Context (e.g., clinic, middle school classroom, elementary school playground)

- Relevant background information (e.g., age, existing diagnoses, academic placement)

- Theoretical orientation guiding case conceptualization

- Presenting concerns

- Assessments completed (please note which were used to inform the intervention you developed)

- Key components of intervention developed (e.g., scaffold instruction, home-school note, point system)

- Data collection (frequency, who recorded, target responses) and data to be presented graphically in case presentation (e.g., graph of off-task behavior, graph of reading fluency)

- Documentation of intervention fidelity (how documented)

- Consultation modality (e.g., phone only, meetings) and frequency

# APPENDIX D

## NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
## REPORT ON CASE STUDY EVALUATION

**The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.**

### Section 1: Elements of an Effective Case Study

|  | **Effective** | **Needs Development** |
|---|---|---|
| **1.1** | ☐ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.). | ☐ Demographic information does not include sufficient information. |
| **1.2** | ☐ Assessment, intervention, and/or consultation practices consider unique individual characteristics. | ☐ Assessment, intervention, and/or consultation practices do not consider unique individual characteristics. |
| **1.3** | ☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process. | ☐ Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders. |
| **1.4** | ☐ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence). | ☐ The steps of the problem-solving process are not followed. |
| **1.5** | ☐ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs). | ☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data. |
| **1.6** | ☐ Personal identifying information of the case study subject is redacted from the report. | ☐ Personal identifying information is not redacted from the report. |
| RATING | ☐ **EFFECTIVE** | ☐ **NEEDS DEVELOPMENT** |

**Comments:**

## Section 2: Problem Identification

| | Effective | Needs Development |
|---|---|---|
| **2.1** | ☐ Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]). | ☐ Data are not gathered from multiple sources. |
| **2.2** | ☐ The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable). | ☐ The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity). |
| **2.3** | ☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). | ☐ Expected performance is not based on an appropriate source for comparison or is not included<br><br>OR<br><br>☐ The difference between actual and expected levels of performance is not explicitly stated. |
| **2.4** | ☐ Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison. | ☐ Baseline data are not graphed<br><br>OR<br><br>☐ Baseline data include fewer than three data points<br><br>OR<br><br>☐ Expected level of performance is not included in the graph (i.e., aimline or goal line). |
| RATING | ☐ **EFFECTIVE** | ☐ **NEEDS DEVELOPMENT** |

**Comments:**

## Section 3: Problem Analysis

| | **Effective** | **Needs Development** |
|---|---|---|
| **3.1** | ☐ The problem behavior is hypothesized as a skill or performance deficit<br><br>AND<br><br>☐ Data are used to test the hypothesis. | ☐ There is no hypothesis regarding skill or performance deficit.<br><br>OR<br><br>☐ Data are not used to test the hypothesis |
| **3.2** | ☐ Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. | ☐ Multiple hypotheses are not developed<br><br>OR<br><br>☐ Hypotheses are untestable. |
| **3.3** | ☐ Each hypothesis is stated in observable/measureable terms. | ☐ Hypotheses are not stated in observable/measurable terms. |
| **3.4** | ☐ Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis. | ☐ Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis. |
| **3.5** | ☐ A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s). | ☐ A conclusive statement formally describing the cause of the problem is not included<br><br>OR<br><br>☐ Does not lead to a logical intervention. |
| **RATING** | ☐ **EFFECTIVE** | ☐ **NEEDS DEVELOPMENT** |

**Comments:**

## Section 4: Intervention

|  | Effective | Needs Development |
|---|---|---|
| **4.1** | ☐ A single evidence-based intervention is implemented and linked to preceding sections. | ☐ Intervention is not evidence-based.<br><br>OR<br><br>☐ Is not linked to preceding sections<br><br>OR<br><br>☐ Multiple interventions are implemented simultaneously. |
| **4.2** | ☐ Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified. | ☐ Acceptability of the intervention by one or more stakeholders is not verified. |
| **4.3** | ☐ The intervention is replicable:<br><br>☐ Intervention components are clearly described (i.e., independent variable)<br><br>AND<br><br>☐ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.) | ☐ The intervention is not replicable:<br><br>☐ Intervention components are not described (i.e., independent variable)<br><br>OR<br><br>☐ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.) |
| **4.4** | ☐ A skill or performance goal is explicitly stated:<br><br>AND<br><br>☐ The goal is described using the same metric as the dependent variables<br><br>AND<br><br>☐ The goal is achievable based on research or other data. | ☐ A skill or performance goal is not explicitly stated:<br><br>OR<br><br>☐ The goal is described using a different metric as the dependent variables<br><br>OR<br><br>☐ The goal is not achievable or not linked to research or other data. |
| **4.5** | ☐ Progress is monitored and graphed for data based decision making (formative evaluation). | ☐ Progress is not monitored.<br><br>OR<br><br>☐ Progress data are not graphed. |

| | | Effective | Needs Development |
|---|---|---|---|
| **4.6** | | Treatment integrity/fidelity data are: <br><br> ☐   Collected and reported <br><br>          AND <br><br> ☐   Used in the interpretation of intervention efficacy. | Treatment integrity/fidelity data are not: <br><br> ☐   Collected or reported <br><br>          OR <br><br> ☐   Used to describe intervention efficacy. |
| RATING | | ☐   **EFFECTIVE** | ☐   **NEEDS DEVELOPMENT** |

**Comments:**

## Section 5: Evaluation (Summative)

|  | **Effective** | **Needs Development** |
|---|---|---|
| **5.1** | ☐ A single graph is depicted for the target behavior and includes the following elements:<br><br>☐ Baseline data<br><br>AND<br><br>☐ Goal/Target indicator or aim line<br><br>AND<br><br>☐ Treatment/progress monitoring data with a trend line. | ☐ A single target behavior is presented on multiple graphs, or relevant graphs are not included.<br><br>The following components are not included in the graph:<br><br>☐ Baseline data<br><br>OR<br><br>☐ Goal/Target indicator or aim line<br><br>OR<br><br>☐ Treatment/progress monitoring data with a trend line. |
| **5.2** | ☐ Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions. | ☐ Insufficient data are collected to meaningfully interpret the results of the intervention. |
| **5.3** | ☐ Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective. | ☐ Visual or statistical analyses were not used<br><br>OR<br><br>☐ The Intervention was ineffective. |
| **5.4** | ☐ Strategies for generalizing outcomes to other settings are described. | ☐ Strategies for generalizing outcomes to other settings are not described. |
| **5.5** | ☐ Strategies for follow-up are developed. | ☐ Strategies for follow-up are not developed. |
| RATING | ☐ **EFFECTIVE** | ☐ **NEEDS DEVELOPMENT** |

**Comments:**

SUMMARY: To pass the case study assignment, students must earn an overall score of "effective" on 4 of the 5 rubric sections. Information justifying such ratings must be found in the work sample products. Ratings of "not applicable" may be used at the discretion of the university supervisor in the unusual circumstance that an item does not apply for a specific case. The university supervisor may use discretion about whether to adjust the final score when a rating of "not applicable" would impact the final score of pass/no pass.

When a score of "No Pass" is earned, the university supervisor may assign additional practicum activities to support skill development and/or documentation of competencies. Additional practicum activities may include revising and resubmitting work sample materials, completing readings, completing an additional case and work sample, or similar.

| Section | Score |
| --- | --- |
| Elements of an Effective Case Study | Effective/Needs Development |
| Problem Identification | Effective/Needs Development |
| Problem Analysis | Effective/Needs Development |
| Intervention | Effective/Needs Development |
| Evaluation | Effective/Needs Development |
| Overall Score | Pass/No Pass |

# School Psychology Program (PhD) Graduate Student Annual Activity Summary

**Name: _____**

**Year Entered Program: _____**

**Academic Year Reviewed: _____-_____**

**Advisor: _____**

**Instructions: The Activity Summary is designed to be a working document, one that you update each year. Thus, by the end of your time in the doctoral program the Activity Summary will document successful completion of all competencies. Thus, when updating the Summary do not erase material from previous years, simply add to it. Do not be concerned if you do not have information for some sections; the form serves students at all levels of training. Please turn in the Activity Summary, an updated table of completed degree requirements (Appendix A in program handbook) and supporting documents to the Academic Program Coordinator by no later than May 15 of the current academic year.**

1. **Mastery of foundational knowledge in psychology and education.**
   a. **Passing grade on all courses listed in the Psychological and Educational Foundations domain of the program requirements.**

   b. **Obtain a passing grade on a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student (please include a copy of the paper in your portfolio and the faculty member's feedback on your paper).**

Date completed: ____/_____/_____                Course: _____

Topic: _____

Grade on paper or approval of faculty member: _____

   c. **Document satisfactory understanding and competence in APA required core content areas. Please submit relevant papers or assignments for each item below along with grading rubrics or the instructor's feedback on the assignment.**

*Biological aspects of behavior*

Date completed: ____/_____/_____

Paper title: _____

Grade on paper or approval of faculty member: _____

*Cognitive and affective aspects of behavior*

Date completed: ____/_____/_____

Paper title: _____

Grade on paper or approval of faculty member: _____

*Social aspects of behavior*

Date completed: ____/_____/_____

Paper title: _____

Grade on paper or approval of faculty member: _____

*History and Systems (historical paper)*

Date completed: ____/_____/_____

Paper title: _____

Grade on paper or approval of faculty member: _____

*Educational Assessment*

Educational assessment report

Date completed: ____/_____/_____

Grade on paper or approval of faculty member: _____

*Intellectual Assessment*

Administration of intellectual assessment

Date completed: ____/_____/_____

Demonstrate competency   YES   NO

*Behavioral Assessment*

Data analysis  (report part D of group project assignment)

Date completed: ____/_____/_____

Grade on paper or approval of faculty member: _____

*Individual Differences in Behavior*

Course taken: _____

Critical analysis OR written assignment title:_____

Date completed: ____/_____/_____

Grade on paper or approval of faculty member: _____

*Human Development*

Child observation assignment/adult interview project

Date completed: ____/_____/_____

Grade on paper or approval of faculty member: _____

*Dysfunctional behavior/psychopathology*

Developmental Psychopathology group scholarly paper

Date completed: _____/_____/_____

Paper title:_____

Grade on paper or approval of faculty member: _____

*Theories and Methods of Consultation*

Advanced Consultation written case report

Date completed: _____/_____/_____

Paper title:_____

Grade on paper or approval of faculty member: _____

*Theories and methods of evaluating the efficacy of interventions*

Academic and Behavioral Interventions presentation (related to intervention protocol)

Date completed: _____/_____/_____

Presentation title:_____

Grade on presentation or approval of faculty member: _____

2. **Develop expertise in planning and conducting applied research in psychology and education.**

   a. **Obtain a passing score on research proposal section of comprehensive examination. Please include. Please attach a copy of any documentation you received upon successful completion of your research comprehensive examinations. Only include information regarding the <u>final outcome</u> of this exam.**

*Research comprehensive examination*

Date completed:_____/_____/_____    Title:_____

Did you pass (report based on final outcome, even if a revision was required)  YES    NO

   b. **Successful completion of the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research (Place a copy of the CITI certificate in your portfolio).**

Date successfully completed: ___/___/___

Did you obtain a score of 80% or higher   YES   NO

3. **Demonstrate proficiency in professional writing and scholarly analysis.**

a. **Receive a passing score on a written review of at least two professional publications. Reviews must either have received a grade of B- or better in a course or scored by a school psychology faculty member. Please turn the reviews in with your portfolio along with any grading rubrics or faculty feedback.**

*Review 1*:
What did you review (select one): journal article   book   book chapter    other _____

Date completed: _____/_____/_____

Course completed as part of (if applicable): _____      Grade/Score: _____

Faculty member you completed the review with (if applicable): _____

*Review 2*:
What did you review (select one): journal article   book   book chapter    other _____

Date completed: _____/_____/_____

Course completed as part of (if applicable): _____      Grade/Score: _____

Faculty member you completed the review with (if applicable): _____

b. **Receive a passing score on at least one comprehensive scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature.  Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. If not completed as part of a course, indicate the approving faculty member. Please turn in the paper along with the completed grading rubric or faculty feedback.**

Date completed: ____/_____/_____        Course: _____ Title: _____

Topic: _____

Grade on paper or approval of faculty member: _____

c. **Receive a passing score on the case comprehensive examination. Please attach a copy of any documentation you received upon successful completion of the case comprehensive examinations. Only include information regarding the <u>final outcome</u> of this exam.**

*Case comprehensive examination*

Date completed:_____/_____/_____

Did you pass (report based on final outcome, even if a revision was required)  YES  NO

**4. <u>Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.</u>**

      **a. Receive passing scores on at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please include copies in your portfolio—use pseudonyms or black out identifying information.**

*Report 1:*
Date completed: _____/_____/_____          Course: _____ Topic: _____

Grade on paper or approval of faculty member: _____

*Report 2:*
Date completed: _____/_____/_____          Course: _____ Topic: _____

Grade on paper or approval of faculty member: _____

      **b. Receive a passing score on a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem, including pre-intervention data and data collected after implementation of the intervention. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) above.**

*Report 1:*
Date completed: _____/_____/_____          Course: _____ Topic: _____

Grade on paper or approval of faculty member: _____

      **c. Receive a passing score on a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Your report must include pre-intervention data and data collected after implementation of the intervention.  Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.**

Date completed: _____/_____/_____          Course: _____ Topic: _____

Grade on paper or approval of faculty member: _____

      **d. Receive a passing score on a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school, school system, classroom system, or agency. Report must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention report can follow assessment results used for (a) or (b) above.**

Date completed: ____/_____/_____          Course: _____  Topic: _____

Grade on paper or approval of faculty member: _____

       e.  **Successfully complete practicum and internship experiences. Submit evaluation reports from all practicum supervisors. Below list the term and supervisor for which you have submitted evaluations.**

| Term | Supervisor | Placement (e.g., school) |
|---|---|---|
| | | |

5.  **Demonstrate skill in teaching, at both the university pre-service level and the professional in-service level.**

       a.  **Successfully prepare and give at least two lectures in undergraduate or graduate level courses. Please turn in your lesson plan and supporting materials (e.g., Powerpoint slides) with your portfolio. Also turn in a written evaluation (1-2 pages) of your teaching completed by your supervisor in the course.**

*Lecture 1:*

Course and instructor: _____

Date delivered: _____/_____/_____                    Topic: _____

*Lecture 2:*

Course and instructor: _____

Date delivered: _____/_____/_____                    Topic: _____

       b.  **Successfully plan and conduct at least one in-service training program for professionals or parents. Please include supporting materials (e.g., Powerpoint slides) with your portfolio.  Also, please include a brief (1-2 page) analysis of the in-service. Describe the purpose of the in-service, what you think went well, and areas you could improve. Include this analysis in your portfolio.**

*Topic of in-service:* _____

*Date delivered: _____/_____/_____          Audience: _____*

       c.  **Submit evaluations from all individuals who supervised your teaching this year. Below indicate the quarter you were a teaching assistant, your supervisor, and the course.**

| Term | Supervisor | Course |
|---|---|---|
| | | |

6. **Develop skills in supervision of school psychology services.**
*(Completed after successfully completing the first two years of practicum and coursework and while enrolled in Supervised College Teaching and Foundations of Clinical Supervision courses).*

     a. **After successfully completing the first two years of coursework and practicum (including SPSY 609/626), successfully complete SPSY 662 Foundations of Clinical Supervision (B- or better) and demonstrate satisfactory skills in the provision of supervision for a student enrolled in practicum or practicum-related course, for at least one quarter, while enrolled in SPSY 602 Supervised College Teaching. You must receive a grade of pass in the course. Also, please write a brief (1-2 page) analysis of your experience. Describe what you think went well, and areas you could improve. Include this analysis in your portfolio.**

*Faculty supervisor: _____*   *Dates of supervision: From _____ to _____.*

*Number of students supervised: _____*

Did you receive a passing grade in Supervised College Teaching   YES   NO

Did you receive a passing grade in Foundations of Clinical Supervision   YES   NO

     b. **Submit evaluations for all individuals who oversaw your supervision. Below, indicate the quarter you provided supervision, the context (e.g., course), and your supervisor.**

| **Term** | **Supervisor** | **Context** |
| --- | --- | --- |
| | | |
| | | |

7. **Demonstrate skills in leadership and professional service.**
    **Successfully participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPS or OSPA board, student member of admissions or search committees). Also, please write a brief (1-2 page) analysis of your experience. Describe the purpose of the committee and the extent to which committee goals were met, in your view. What did you find especially worthwhile about this experience and, if you directed the committee, what might you change about the process?**

*Committee: _____*     *Your role: _____*

8. **Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.**

a. **Attend at least two professional conferences or conventions (at least one of which is national), and present a paper, poster or workshop, or participate in a symposium during at least one of these meetings.**

| Year | Conference(s) Attended | Presentations at Conference | | | | |
|---|---|---|---|---|---|---|
| | | Poster | Paper in symposium | Workshop | Panel | Faculty/students involved |
| | | | | | | |
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b. **Satisfactorily reflect upon a professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation (note this could be documented as well in 5b). Please write a brief (1-2 page) analysis of your experience. Describe the purpose of the professional training opportunity. What did you find especially worthwhile about this training opportunity? How might this experience impact your professional behavior?**

Date: _____          Topic: _____

Type of training: _____          Audience: _____

_____          _____/_____/_____
**Doctoral Student Signature**                                          **Date**