# Doctoral/Specialist Inclusive Program in School Psychology

# Student Handbook 2016-2017

Revised: September 19, 16

# DOCTORAL/SPECIALIST INCLUSIVE PROGRAM IN SCHOOL PSYCHOLOGY

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# Introduction and Mission

The mission of the University of Washington's School Psychology Program is to prepare **scientist-practitioners** whose practice of psychology is grounded in scientific knowledge and focused on enhancing the socio-emotional and educational competence of school age children. This program provides students with a structural framework that emphasizes learning school psychology practices and developing practitioner skills during the first three years (Ed.S.) and then concentrating on generating new scientific knowledge and research that impacts the practice of school psychology (Ph.D.).

The School Psychology Program at the University of Washington offers two levels of training: Educational Specialist (Ed.S.) Degree and the Doctor of Philosophy (Ph.D.) Degree. The Ed.S. degree is a two-year sequence of classes and a 1200 hour one-year precertification internship during the third year. The Ph.D. program is two years of coursework beyond the Ed.S. degree and an additional full-time pre-doctoral internship. This Ph.D./Educational Specialist Inclusive Student Handbook will provide a detailed description of both the Ph.D. and the Ed.S. programs.

The Educational Specialist program is designed to prepare practitioners to provide assessment, consultation, and intervention services in schools. The Educational Specialist program is approved by the State of Washington (Office of the Superintendent of Public Instruction) and qualifies graduates for the Residency certificate as a school psychologist—the entry level certificate required for employment as a school psychologist in Washington State. The University assists students in obtaining their residency certification, but after graduate students complete their successful employment experience in the schools, graduates work with their Education Service District to obtain the Professional Certification. The Educational Specialist program has full approval from the National Association of School psychologists (NASP). Graduates of the Educational Specialist program who obtain a passing score on the PRAXIS II Exam Specialty Area Test in School Psychology are eligible for National Certification in School Psychology.

The Educational Specialist program is also the first three years of coursework and practicum experience for the PhD program. During the fall quarter of the second year of the Educational Specialist program students can apply to the doctoral program. If accepted, students may begin their doctoral program coursework in the following year while completing the precertification internship. Prospective students can also apply directly to the Ph.D. program with an undergraduate degree, but they must complete the Educational Specialist program along the way to the PhD degree. This option is called the *PhD/Specialist inclusive program*.

The Doctoral level program is designed to prepare school psychologists to be trainers of school psychologists in academic settings, researchers who contribute to the scientific foundations for the practice of school psychology, leaders in school settings, and providers of school psychological services in hospital or community mental health settings. The PhD program is approved by the National Association of School Psychologists (NASP) and is accredited by the American Psychological Association (APA)[1].

The Core Faculty in School Psychology teach courses specific to the practice of school psychology. In addition to teaching and advising students in the Ed.S. and Ph.D. programs, the Core Faculty share administrative responsibilities. Dr. Janine Jones is the Director of the School Psychology Program and oversees the day-to-day operations of the program and accreditation reviews by professional

[1] *American Psychological Association (APA), 750 First Street NE, Washington, DC 20002-4242, COA 202-336-5979*

organizations. Dr. James Mazza is the faculty liaison to the School Psychology Student Associations. Dr. Kristen Missall is the Institutional Representative for the University of Washington on the Professional Educational Advisory Board (PEAB); she coordinates and meets with the PEAB that advises the program on meeting standards set forth by the Washington State Administrative Code (WAC) and the Professional Education Standards Board. Dr. Won Fong (Lau) Johnson is the School Psychology Clinic director and clinical faculty. She teaches clinical based courses in the PhD/Educational Specialist Inclusive program. She is also responsible for preparing our PhD candidates for applying to predoctoral internships.

The School Psychology program is a graduate program of the University of Washington. The College of Education is divided into three divisions: undergraduate programs, graduate programs, and professional programs. Within graduate programs, there are five areas within the college: Curriculum and Instruction, Education Leadership, Policy, and Organizations, Special Education, and Education, Equity & Society, and Educational Psychology. School Psychology is one of three study options within Educational Psychology. School Psychology students are encouraged to interact with students and faculty throughout the area of Educational Psychology and the College. This interaction prepares our graduates for interdisciplinary collaboration in the schools.

The Educational Specialist program is structured as a self-sustaining program whose financial operations are managed by the UW Professional and Continuing Education (UW PCE) unit. This means that the tuition for the program is different from some of the other programs in the College of Education. Course registration for all students in the Educational Specialist program (including the PhD/Specialist inclusive students) is managed by the UW PCE through the third year of the program. The tuition for the 2016-17 academic year is $767 per credit.

# UW School Psychology Program Brochure

## OVERVIEW

School psychologists assess, consult, and provide prevention and direct intervention services for school learning, behavior and mental health problems. The graduate program in School Psychology at the University of Washington stresses the expanded role of the school psychologist and offers formal course work and practica in assessment, consultation and intervention/counseling. In addition, the program is grounded in the scientist practitioner model and offers a strong background in the scientific foundations for the practice of school psychology as well as training in applying current research knowledge and theory to educational practice.

The University of Washington's School Psychology Program is within the Educational Psychology of the College of Education. The Educational Specialist degree program (Ed.S.) is approved by the State of Washington and meets requirements for Residency certification (Educational Staff Associate) as a school psychologist in Washington. The program is also approved by the National Association of School Psychologists; therefore, the students who complete the program also qualify for national certification as a school psychologist (NCSP). The Doctoral degree program (Ph.D.) has APA* accreditation and prepares graduates for licensure as a psychologist and for college teaching and research positions. The Educational Specialist program and precertification internship serves as the first three years of the doctoral program for those who pursue advanced study. Only students who have completed requirements for a Educational Specialist degree in school psychology are admitted to the doctoral program.

## APPLICATION PROCEDURES

Admission to graduate degree programs is competitive with space limited by faculty size and facilities. For application support and information, contact the Office of Student Services, 206 Miller Hall, Box 353600, Seattle, WA 98195, (206) 543-7834, edinfo@u.washington.edu. See here to apply online: http://education.uw.edu/admissions/preparing-your-application-uw-college-education

## FINANCIAL ASSISTANCE

The College of Education endeavors to provide some financial support for graduate students, especially doctoral students, though the availability of resources is limited. Specific information on paid appointments, amounts or stipends, application procedures and deadlines is available from the Office of Student Services: http://education.uw.edu/admissions/funding-and-financial-aid

## EDUCATIONAL SPECIALIST IN EDUCATION DEGREE

The Ed.S. degree course of study is the entry-level training for the field of school psychology in Washington State. This program is a full-time program requiring 3 years of course work at the UW and passing of the Educational Specialist Oral exam at the end of the second year. The third year of the program is required for state and national certification as a school psychologist. During the 3rd year, students must complete a full-time internship (1200 hours of which 600 hours must be completed in a school setting) and pass the Praxis II exam which qualifies the candidate for National Certification in School Psychology (NCSP) and enables eligibility for professional level certification in the State of Washington.

In the first year, students take courses in the scientific foundations for the practice of school psychology:

- Human learning
- Development during early childhood, middle childhood, and adolescence
- Personality theory
- Individual differences
- Multicultural issues
- Research methods
- Statistics

In addition, they take courses that introduce them to the:

- Field of school psychology
- Ethical, legal, and professional standards of practice
- Consultation (indirect service delivery) and interdisciplinary collaboration
- Behavioral and group interventions

The second year includes field based and on-site practicum experiences in which students provide direct and indirect services (birth to 21) under the supervision of the University faculty. Students learn to:

- Administer and interpret intellectual, cognitive, academic and neuropsychological tests
- Assess social and emotional functioning and adaptive behavior
- Interview parents, children, and teachers
- Observe children in the classroom
- Test clinical hypotheses
- Generate recommendations for interventions
- Write psychological reports
- Provide oral feedback and consultation
- Counsel individual children and their parents

The entire third year is designed as a field-based internship in the schools where interns are supervised by certified school psychologists, and also receive supervision once a week at the University. Altogether the three-year program requires 124 credit hours.

## POST-BACCALAUREATE ADMISSION TO EDUCATIONAL SPECIALIST INCLUSIVE DOCTORAL PROGRAM

Students may enter the PhD program of study post-baccalaureate (i.e., without a Educational Specialist Degree in School Psychology). However, post-baccalaureate applicants to

the Ph.D. program are required to obtain the Educational Specialist Degree in School Psychology as part of the doctoral coursework. They must maintain satisfactory progress during the first two years of the program. In addition to these requirements, students will need to have an identified interest in an area of research similar to a one of the core tenure track School Psychology faculty (e.g., Janine Jones, James Mazza, or Kristen Missall) and the advisor must be willing to mentor the student through their Ph.D. course of study and dissertation work.

Satisfactory progress is determined by multiple components:

- 3.2 GPA in all practicum courses of the school psychology curriculum
- All course grades above 3.0
- Incompletes, if any, need to be completed the subsequent quarter in which they were given. No more than two incompletes per year
- Passing of Educational Specialist exam at the end of the 2nd year of course of study
- Faculty review of student progress on a quarterly basis to determine satisfactory progress. This review includes grades, professional behavior, and appropriate match of student's research interest to faculty

Annual evaluations of the PhD/ Specialist inclusive students will lead to one of the following recommendations: a) continue in the Ph.D./Specialist inclusive program; b) obtain the Educational Specialist degree and do not continue in the doctoral program; or c) withdraw from the Specialist Program.

**DOCTOR OF PHILOSOPHY DEGREE**

The Ph.D. program has been accredited by the American Psychological Association (APA) * since 1992 and approved by the National Association of School Psychologists (NASP) since 1995. It is designed to prepare school psychologists for leadership roles in:

- School settings
- Graduate training programs in school psychology
- Teaching hospitals and other health agencies providing outpatient services for patients with school-related problems
- Research settings where investigations are conducted related to learning, development, and behavior of school-aged children

The Ph.D. in school psychology at the UW requires a minimum of 90 credit hours (30 of which applies from the Ed.S program). Students must have completed an Educational Specialist Degree or must be in the process of completing an Educational Specialist Degree in school psychology in order to be completing the Ph.D. program of study. Students who apply to the Ph.D. program after they have obtained their Educational Specialist Degree in school psychology at the UW use their coursework in their Ed.S. program as their specialization area. Students who have completed an Educational Specialist degree in school psychology from another institution will have their transcripts reviewed to determine course credit that may be applied to their Ph.D. program of study (maximum of 30 credits can be applied). The strongest applicants to the Ph.D. program will have research experience and/or research potential that is aligned with expertise of faculty within the UW School Psychology program.

The Ph.D. requirements consist of:

- Course work in the biological bases of behavior, the cognitive/affective bases of behavior, the social bases of behavior, individual differences, measurement, statistics, research design, neuropsychological, and personality assessment.
- Research and inquiry seminars and formal presentations
- General examination in the area of specialization, two cognates (area of interest to the individual student), and an area of specialization outside education
- Continuous conduct of research and scholarly inquiry culminating in a dissertation.
- A one year pre-doctoral internship in a school, treatment center/clinic, or other research setting

Each student works under the close supervision of a committee chaired by a faculty advisor who is a Core or Associated Faculty member in School Psychology. A Core Faculty member serves on all committees chaired by an Associated Faculty member. Core Faculty teach professional preparation courses and supervise practicum courses in assessment, counseling, and interventions for school psychologists. Associated Faculty teach courses in the scientific foundations of school psychology.

**CORE SCHOOL PSYCHOLOGY FACULTY**

**Won Fong (Lau) Johnson**, Ph.D., University of California-Santa Barbara, 2013
Fongj8@uw.edu
School Psychology Clinic Director
*Research area: Trauma Focused mental health interventions, parent-child interaction therapy, evidence based approaches to treatment of children*

**Janine Jones**, Ph.D., University of Texas-Austin, 1999
jjones2@uw.edu
Program Director
*Research area: culturally responsive mental health interventions, child and adolescent mental health, racial socialization*

**James Mazza**, Ph.D., University of Wisconsin, 1993
mazza@uw.edu
*Research area: child and adolescent mental health; depression, suicide, and post-traumatic stress syndrome; exposure to violence; social support*

**Kristen Missall, Ph.D.,** University of Minnesota**,** 2002
**kmissall@uw.edu**
*Research area: early literacy and numeracy in preschool children; parent engagement in home learning environments; school readiness; response to intervention service delivery models; curriculum based measurement; data based decision making.*

**American Psychological Association (APA)*
*750 First[t] Street NE*
*Washington, DC 20002-4242*
*COA 202-336-5979*

*The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with University policy and applicable federal and state statutes and regulations*

**SCHOOL PSYCHOLOGY PROGRAM**
**Doctor of Philosophy Degree (Ph.D.)[2]**
**Educational Specialist Degree (Ed.S)**

# ADMISSION REQUIREMENTS

**1. A written/typed goal statement**, which addresses:

a. reasons for seeking entry into this program (including why you seek a degree in school psychology rather than in counseling or clinical psychology);
b. chronological vita of your education, including degrees received;
c. post-baccalaureate experiences in teaching, counseling and assessment if any;
d. your professional aspirations;
e. your research interests (PhD applicants)

**2. Three recent letters of recommendation** from professors or direct supervisors, on their letterhead, which address:

a. your communication skills, both written and oral;
b. your ability to interact productively with supervisors, peers and children.
c. your ability to function without supervision;
d. your teaching, counseling and/or assessment skills;
e. other relevant aspects of your academic or professional development; and
f. your research competence and experience (PhD applicants)

**3. Graduate Record Examination**

For PhD Applicants:

a. The School Psychology PhD Program does not apply a definitive cutoff for the GRE score. However, PhD applicants typically apply with scores at or above the 75th percentile on both the Verbal and Quantitative Sections of the GRE. This translates to a score of 157 or higher on the Verbal section and a score of 156 or higher on the Quantitative Section.
b. Applicants whose GRE scores do not meet the above criteria are advised to provide a written justification for why their scores do not fully reflect their ability. Applications are reviewed holistically with the GRE score representing only one indicator on the evaluation rubric.

For EdS Applicants:

a. The School Psychology EdS Program does not apply a definitive cutoff for the GRE score; however, as part of the admissions criteria, the faculty recommend a score that is at or above the 50th percentile on both the Verbal and Quantitative Sections of the GRE. This translates to a score of 151 or higher on the Verbal section and a score of 149 or higher on the Quantitative Section.
b. Applicants who do not meet these criterion are advised to submit a written justification to explain why their GRE scores are not fully reflective of their ability.

**4. Grade-point average** for latest 90 graded quarter credits (or 60 semester credits)

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[2] The PhD Program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. *American Psychological Association, 750 First Street NE, Washington, DC 20002-4242 COA, 202-336-5979

a. Minimum required for admission is 3.5.
b. Emphasis is placed on psychology and educational psychology grades.

5. An undergraduate degree in psychology will be considered for direct admission to the Ph.D. program. For strongest consideration, applicants to the PhD program should have previous research experience along with experience in applied settings.

**6. For PhD applicants with a Masters or Specialist Degree in School Psychology**: PhD applicants with a previous degree in school psychology are also invited to apply to the program. For consideration at this level, a Masters or Educational Specialist degree in School Psychology, completion of at least one year of coursework in the Educational Specialist Degree program at the University of Washington, or certification as a school psychologist are required**.** Applicants not meeting these requirements must first complete the EdS degree course work as part of the PhD program (including the precertification internship).

7. Preferential consideration is given to applicants with employment or volunteer experiences in the schools, pre-K - 12.

8. Preferential consideration is given to applicants who have research training and experience. (PhD applicants only)

9. We host an "interview day" during the first or second week of February for finalists who remain competitive after the primary and secondary review of their application. For those who are unable to attend this event, a web based or phone interview with one or more members of the core faculty in school psychology is required. Interviews are by invitation.

10. Applications for admission will only be considered in the once per year. Applications must be received by the Graduate School by December 1st and faculty reviews will commence in January. Applicants who are competitive enough for an interview will be contacted via email using the email address provided in the application. Offers of admission are made in March and will continue until all vacancies are filled.

The College of Education is committed to recognizing and fostering the values derived from a diverse student population. We are striving to promote increased diversity among practicing school psychologists. We apply a variety of criteria when evaluating applicants including special talents, experiences, aptitudes, and abilities. We strongly encourage prospective students from ethnic minority backgrounds to apply to this program.

## Application Scoring Rubric

During the application review process, faculty review prospective student applications independently. Each faculty member reviews the file and rates the application based on the following scoring rubrics. Applicants are rated on a 4-point scale on every criteria. The faculty meet as a group to compare ratings and collaboratively decide which applicants should be offered an interview. Interviews are offered by the second week of January with the interview day being held the first or second Friday in February.

| PHD Application Scoring Rubric | | | | | | |
|---|---|---|---|---|---|---|
| **Bachelors degree GPA (in major)** | **GRE avg %ile (V, Q, An)** | **Statement of Purpose** | **Faculty Match for Research** | **Experience** | **Letters of Rec** | **Total Score** |
| 3=3.8+<br>2=3.6+<br>1=3.5+<br>0=< 3.5 | 3= 75th+<br>2=65th+<br>1=50th+<br>0=<49th | 3=strong<br>2=good<br>1= adequate<br>0=not a fit | 3=strong<br>2=good<br>1=weak<br>0=no match | 3=strong,<br>2=good exp,<br>1=volunteer only,<br>0=no work or volunteer experience | 3= 3 strong letters<br>2=2 strong letters<br>1=1 strong letter<br>0=no strong letters | range 0-18 |

| EdS Application Scoring Rubric | | | | | | |
|---|---|---|---|---|---|---|
| **Bachelors degree GPA (in major)** | **GRE avg %ile (V, Q, An)** | **Statement of purpose** | **Goal Fit** | **Experience** | **Letters of Rec** | **Total Score** |
| 3=3.5+,<br>2=3.3+,<br>1=3.0+,<br>0=< 3.0 | 3=70th+<br>2=60th+<br>1=50th+<br>0=<49th | 3=strong,<br>2=good,<br>1= adequate,<br>0=unclear | 3=strong<br>2=good<br>1=weak,<br>0=not a fit | 3=strong,<br>2=good exp,<br>1=volunteer,<br>0=no exp or vol | 3=3 strong,<br>2=2 strong,<br>1=1 strong,<br>0=none strong | range 0-18 |

***Important Note about PhD Admissions***

Students may enter the PhD program of study post-baccalaureate (i.e., without a Educational Specialist Degree in School Psychology). However, post-baccalaureate applicants to the Ph.D. program are required to obtain the Educational Specialist Degree in School Psychology as part of the doctoral coursework. They must maintain satisfactory progress during the first two years of the program. In addition to these requirements, students will need to have an identified interest in an area of research similar to a one of the core tenure track School Psychology faculty (e.g., Janine Jones, James Mazza, or Kristen Missall) and the advisor must be willing to mentor the student through their Ph.D. course of study and dissertation work.

Satisfactory progress is determined by multiple components:

- 3.2 GPA in all core courses of the school psychology curriculum
- All course grades above 3.0
- Incompletes, if any, need to be completed the subsequent quarter in which they were given. No more than two incompletes per year
- Passing of Educational Specialist oral exam at the end of the 2nd year of course of study

- Faculty review of student progress on a quarterly basis to determine satisfactory progress. This review includes grades, professional behavior, and appropriate match of student's research interest to faculty

Students who enter the PhD program with a previous Masters or Educational Specialist degree in School Psychology immediately begin year four of the six year plan (see the course sequence later in this handbook). However, due to the course residency requirements, the five-year plan is not possible for any PhD student entering with a Masters or EdS degree.

## School Psychology Core Faculty

**Won-Fong (Lau) Johnson**, Ph.D., University of California—Santa Barbara, 2013
Fongj8@uw.edu
School Psychology Clinic Director
Doctoral Internship Coordinator

Dr. Johnson's clinical interests and practice primarily centers on the use of developmentally appropriate, evidence-based interventions for use with children and adolescents that present with a wide range of childhood psychopathology. Her professional interests are mainly related to trauma-related childhood disorders, externalizing and internalizing disorders, and parent involvement and psychoeducation on mental health in children and adolescents. Dr. Johnson is particularly passionate about working with culturally diverse populations, especially the underserved, and has worked in a number of settings including K-12 schools, medical centers, community mental health agencies, and a children's hospital. Through her graduate and post-graduate training, Dr. Johnson has received specialized training in several areas. She is certified as a Parent-Child and Interaction Therapy (PCIT) Therapist, is trained on several trauma-based treatment models, including Trauma-Focused Cognitive Behavior Therapy, Cognitive Behavior Therapy, Cognitive Behavioral Intervention for Trauma in Schools, has a Level One Certification in Pivotal Response Treatment for children with Autism Spectrum Disorders, and is trained in working with the foster care and adoption population.

While Dr. Johnson's role is primarily clinical in nature, she also has some research interests, as she strongly believes that research and practice inform one another. Her research interests focus on multicultural issues in psychology, the impact of parent involvement in children's development, and examining the psychometric properties of assessments used in schools.

**Janine Jones**, Ph.D., University of Texas—Austin, 1999
jjones2@uw.edu
School Psychology Program Director

The foundation of my research and teaching is multiculturalism—an inclusive construct that recognizes that within each person co-existing cultures can interrelate and influence one another. My scholarly work on multiculturalism addresses the importance of understanding, respecting, valuing and incorporating culture in all services with children and families. My research focuses on two primary areas: multiculturalism in the practice of School Psychology and school based interventions that focus on socio-emotional health. I am particularly interested in culturally- related factors that promote resiliency from mental disorders in African American children and adolescents. My current research addresses the use of multicultural counseling methods with a variety of cultural populations. I am also conducting research on home-school-community engagement, as well as strategic initiatives that attempt to enhance home-school relationships.

As a researcher, I study effective practices for working with children and families and the impact cultural context has on the effectiveness of interventions. As a trainer, I am committed to using culturally responsive approaches to prepare school psychologists to work with *all* children. My ultimate goal is to bridge the gap between research and practice by developing innovative approaches to emotional and behavioral intervention for all children.

**James Mazza**, Ph.D., University of Wisconsin—Madison 1993
Mazza@uw.edu
Core Faculty Representative School Psychology Student Association (SPSA)

My research interests focus broadly on adolescent mental health issues, particularly internalizing disorders such as depression, anxiety, posttraumatic stress disorder, exposure to violence and especially suicidal behavior. I am also interested in the impact of exposure to violence and PTSD and it impacts other mental health problems in youth. Because youth mental health problems are often under-identified yet related to academic difficulties and disciplinary issues, understanding the complex relationships of how mental health issues impact adolescent social emotional abilities and academic skills is central to the psychological services that are delivered in school-based settings. Thus, my research focuses on a multi-tiered systems of support (MTSS) that emphasize the need to provide school-based mental health services and SEL programs to all students as part of their education.

My current research is focusing on the development and evaluation of a social emotional regulation curriculum that has been designed at the universal level to helps middle and high school students learn adaptive coping strategies and decision-making abilities. The curriculum, called DBT Skills Training for Emotional Problem-Solving for Adolescents (DBT STEPS-A), is developed on the foundation of Dialectical Behavior Therapy (Linehan, 1993) and utilizes the skills component of DBT. This research is in the beginning stages of a comprehensive multi-year project of examining the implementation and outcomes in using the DBT STEPS-A curriculum in middle and high school settings. I expect this line of research to be my major focus for the next 5 to 10 years.

Beyond my DBT STEPS-A line of research, I am also interested in the impact of cyberbullying (social media) and exposure to community violence to PTSD, depression, anxiety and suicidal behavior. With increased immediate access to information, the use of social media, and the integral nature of smartphone/tablet applications into daily lives, the field is at its infancy in trying to understand the implications and ramifications of instant access on youth mental health issues and intervention programs. This line of research continues to evolve as the technology and student interests evolve.

**Kristen Missall,** Ph.D., University of Minnesota**,** 2002
**kmissall@uw.edu**
Institutional Representative --Professional Educational Advisory Board (PEAB)

My research centers on child growth and development from 3 to 8 years of age. This focus is a direct outgrowth of my professional experiences working as a school psychologist in early childhood and elementary settings coupled with balanced training in school psychology and special education. Three specific areas encapsulate most of my research to date: early academic and social development, data-based decision making (RtI and MTSS), and school readiness/transition to school. I have a strong interest in the early language, literacy, math, and social skill development of preschoolers that is driven largely by my desire for children to have healthy and positive school-based experiences. Accordingly, several of my recent projects have been aligned with longitudinal and cross-age perspectives related directly to aligning state policies and accordingly, assessment and intervention models, for children pre-kindergarten through grade 6.

I have an active and established record of securing external funding to support my research. In particular, I enjoy interdisciplinary and community-engaged research projects that offer opportunities for graduate student involvement, learning, and mentoring. Currently I serve as an Associate Editor for the Journal of Early Intervention, and as an Editorial Board member for the *Journal of Early Intervention* and the *Journal of School Psychology*.

## Doctoral/Educational Specialist Inclusive Program in School Psychology
## Program Overview

The program philosophy is grounded in the **scientist-practitioner** model. In doing so we believe that the role of school psychologists should extend beyond giving assessment tests to every child referred for educational services and the narrow focus on qualifying children for special education. The UW program philosophy emphasizes providing psychological services in the broadest sense—including educational and mental health assessment, consultation, and intervention—and to serve as student advocates for all students, including but not restricted to those in special education. Of equal importance, we emphasize that students should be critical consumers of research, investigating and critiquing intervention programs, determining the efficacy of new treatments, examining treatment fidelity issues, and identifying psychometrically sound assessment instruments. These skills are taught concurrently to provide our school psychology students with broad exposure and understanding of being a scientist-practitioner as a school psychologist. In using this program philosophy and model of training, we prepare our students to use evidence- based approaches to intervention while using a culturally responsive lens to serve individuals from all cultural, ethnic, and socioeconomic backgrounds.

The School Psychology Program is structured so students completing it will be at the forefront of the field as leaders in the field of research (PhD program) and practice (Ed.S. program) within school psychology. Our **scientist-practitioner** framework allows for two prominent areas of focus: the scientist/scholar (focusing on research, measurement, efficacy, program evaluation, statistical design) and the practitioner (focusing on implementing evidence-based assessment and interventions). In structuring the curriculum to the scientist-practitioner model, the College of Education's School Psychology Program hopes to instill values, acquisition of knowledge in various domains, and skills as a scientist and practitioner that are consistent with being a Specialist level and doctoral level school psychologist. The values, knowledge domains, and skills are reflected in the School Psychology Program Conceptual Framework (Figure 1).

The UW School Psychology program's core values are:

1. School psychologists are grounded in systems thinking
2. School psychologists have skills that are aligned with both evidence-based and culturally-responsive practices
3. School psychologists acquire knowledge that is aligned with professional practice standards
4. School psychologists demonstrate both personal and professional development

These core values underscore all that we do in coursework, practicum experiences, and internship. To reinforce the importance of all these, our program operates as a performance based program. This means that students are evaluated on these domains in a variety of ways. Individual growth and optimal performance on all values is expected for matriculation through the program.

The School Psychology program conceptual framework consists of a visual representation of the values, knowledge domains, and skills that our graduates acquire. The core values are reflected in the outer circle of the conceptual framework. The values are broad and foundational. The content within each quadrant represent the knowledge domains and skills that align with each of the core values.

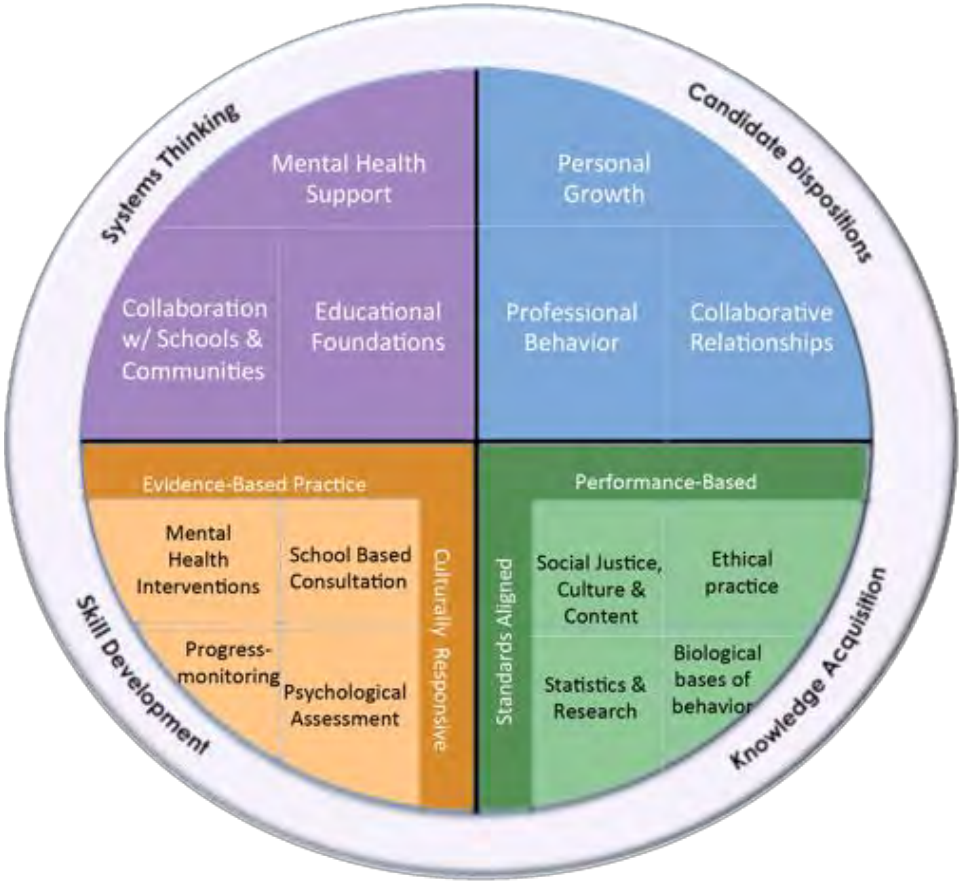



Figure 1. UW School Psychology Program Conceptual Framework

The conceptual framework also offers a structural image of program activities. Program courses (both at the EdS level and the PhD level) can be applied to the sections within the framework. Figure 2 is a crosswalk between the conceptual framework, the curriculum, and program activities (such as student governance and performance evaluations). Courses within the PhD/EdS inclusive program are in bold text while the courses solely for PhD students are indicated in italics.

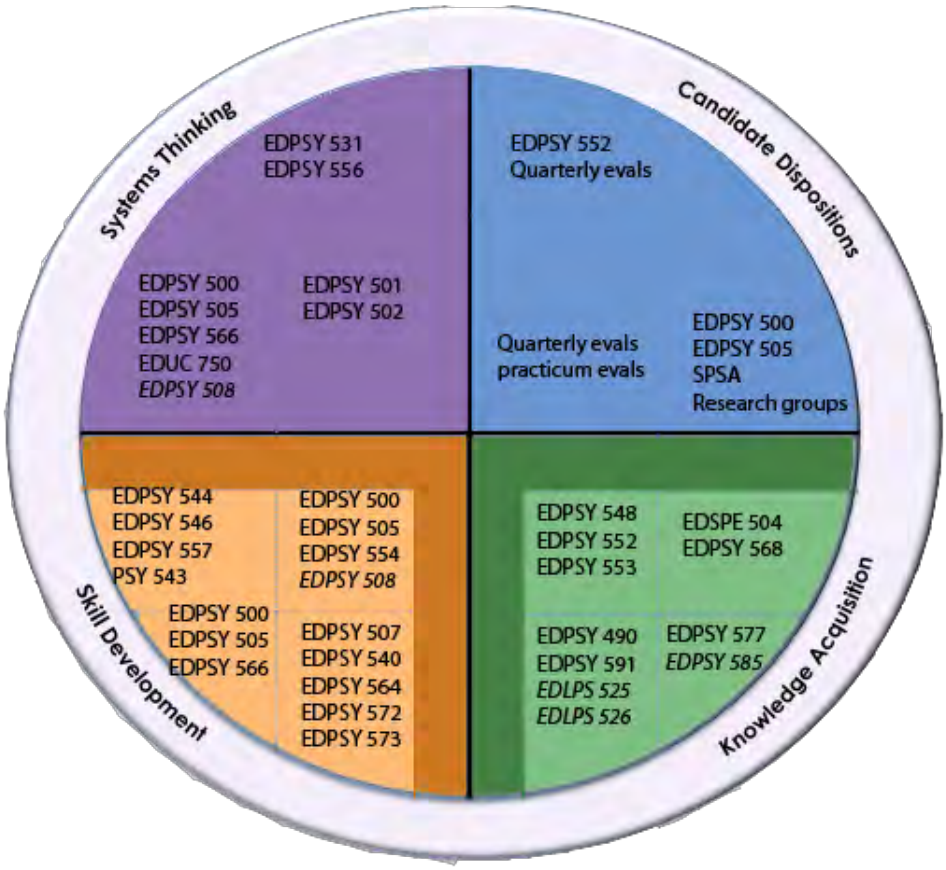



Figure 2. Crosswalk between the conceptual framework, courses, and program activities

The School Psychology program offers a progressive learning experience. The first year of the training program offer a focus on broad based knowledge and foundational skills. The primary goal of the first year is to provide students with a solid preparation in the scientific and professional foundations of practice. Students are introduced to the practice of school psychology as well as scientific research and design methods. The primary goal of the second year is to provide supervised clinical experiences at the University and in schools in which the scientific and professional foundations acquired during the first year are applied to practice of school psychology. The third year is a precertification internship experience that qualifies our graduates for certification as school psychologists. The year-long internship experience and minimum number of 1200 hours is a NASP and Washington State requirement for certification. In this experience, 600 of the 1200 hours are required to be in a school setting (EDUC 750). Students may elect to do half of this internship in a non-school setting in order to learn more about how organizational variables may affect the practice of psychology. During the third year,

doctoral students who wish to pursue a five-year plan should also begin their advanced scientific studies by taking the Research and Inquiry series (EDLPS 525 & 526) and additional statistics courses such as Experimental Design (EDPSY 594) and Hierarchical Linear Modeling (EDPSY 576). The fourth and fifth years of the doctoral program are focused on further development of research methods capabilities and obtaining advanced skills for clinical practice. During the fifth or sixth year of the PhD program, our students complete a pre-doctoral internship (APA approved is strongly recommended) and defend their dissertation.

## Scientific Knowledge Base

The following sections describe the scientific knowledge base of the program, the courses that support each domain, and the program values that align with the domains of the knowledge base. Our values are noted in italics beside each of the domains.

Educational Foundations (*knowledge acquisition, systems thinking)*

Students are prepared to understand educational systems, the contributors to the educational and emotional development of children, and the ways in which mental health affects learning. The Human Learning and Educational Practice course (EDPSY 501) and Early Development foundations course (EDPSY 502) cover principles of learning and thinking that can be applied to generating educational recommendations. Applied Social Psychology (EDPSY 556) covers both foundational knowledge of interpersonal dynamics and development as well as mental health support of students. Students learn about collaboration with school and communities throughout all three years of the Ed.S. program (EDPSY 500, 505, 566, 750). They are also exposed to a general understanding of educational systems through the first year field study course (EDPSY 500).

Cognitive and Affective Bases of Behavior *(knowledge acquisition, skill development, systems thinking)*

Students learn the fundamentals of cognition and emotion and their impact on learning through the assessment and intervention courses in the program. Students learn to conduct assessments of cognitive abilities in the school psychological assessment course (EDPSY 540). They learn to be critical of intellectual assessment measures and determine the most appropriate assessment tools for populations who are underrepresented in norming samples for the most well known measures. They use knowledge of scientific principles to decide on appropriate assessment tools in socio-emotional assessment (EDPSY 572) Students also apply the results of scientific research on the cognitive and academic domains in the Educational Assessment & Consultation (EDPSY 507) and Preschool Assessment & Consultation (EDSPY 573) courses. In EDPSY 507, students learn about alternative models for the delivery of school psychological services including the use of emergent technologies through university-provided technology and support services.

Social and Developmental Bases of Behavior *(knowledge acquisition, skill development, systems thinking)*

Students learn about social development in the applied social psychology course (EDPSY 556). Specifically with a focus on social psychology, social development research, and understanding of the social bases of human behavior. The knowledge from the foundational course is applied in

interventions as well. The students prepare to do systems level work in the Introduction to Multi-tiered Systems of Support (EDPSY 554) course and in the field study courses (EDPSY 500/505). They have the opportunity to apply knowledge of social constructs in the context of behavior and interpersonal relationships. Further, the multicultural issues course (EDPSY 552) contributes additional understanding of the cultural and social influences on learning and behavior.

Biological Bases of Behavior *(knowledge acquisition, skill development)*
The Educational Neuropsychology course (EDPSY 577) covers the structure, function, and development of the brain, and application of brain-behavior relationships to understanding handicapping conditions of students referred for special education. Students learn to apply their knowledge of brain function and development on the interpretation of cognitive assessments and make evidence-based decisions on interventions. Individual differences are introduced in both normal and abnormal personality development (EDPSY 548) and elaborated upon further in the special education exceptionalities courses (e.g., EDSPE 525 behavioral disability) and neuropsychology course (EDPSY 577). Doctoral students apply this knowledge further in the History, Systems, and Contemporary Issues in School Psychology (EDPSY 585) seminar course as they analyze the current research literature to inform professional practice.

Exceptionalities, Individual, and Cultural Differences *(knowledge acquisition, skill development, systems thinking, candidate dispositions)*
School psychologists respect the dignity and worth of each individual and use their knowledge of human behavior to promote the welfare of all individuals. The program integrates exceptionalities, individual and cultural factors in the foundational coursework in order to prepare school psychologists to work with students from diverse backgrounds in the schools. Exceptionalities are addressed through the special education course Education of Students with Autism or Severe Behavior Disorders (EDSPE 525). There the students learn the latest evidence based approaches for working with students with Autism and moderate to severe behavior disorders. Our special populations course (EDPSY 553) has been designed to support students knowledge of evidence-based approaches to working with sexual minorities including gay, lesbian, bisexual, transgender, and questioning youth (GLBTQ). Similarly, the individual differences (EDPSY 548) and Multicultural Issues in School Counseling and School Psychology (EDPSY 552) focus on the most important variables and factors to consider in working with ethnic and racial minorities in schools. All of these variables are introduced in stand-alone courses during the first year of the program and then integrated into the practicum and advanced courses throughout the remainder of the program. The skills developed are applied in the school psychology internships.

Statistical Methods and Research Design *(knowledge acquisition, skill development)*
Students learn about scientific research and design through the Research Methods course (EDPSY 591) and the Basic Educational Statistics course (EDPSY 490) during the first year in the program. In the first methods course, they are exposed to the design of research studies and approaches for analyzing data collected in research projects. In the statistics course, students learn to be critical reviewers to research articles and interpret the findings of research related to education and psychology. The statistics course also prepares students for the psychological assessment

courses as a foundation in statistics in needed to understand and interpret the findings from the psychological measurement tools they learn to administer (EDPSY 540, 507, 572). They apply these skills to reading the research literature that is assigned during the second year practicum (EDPSY 507, 540, 573) and third year case study (EDPSY 566). Doctoral students take the Research and Inquiry series (EDLPS 525 & 526), plus additional statistics courses such as Advanced Correlational Techniques (EDPSY 594) and Hierarchical Linear Modeling (EDPSY 576).

Professional School Psychology *(knowledge acquisition, systems thinking candidate dispositions, skill development)*

With a foundation in systems thinking and a scientific perspective of clinical practice, school psychology students are prepared to provide evidence-based assessment and intervention services. An introduction to the field is offered in the Introduction to School Psychology (EDPSY 570) course and the first year of the school psychology field experience (EDPSY 500). Students learn about the legal and ethical guidelines of school psychology practice in EDPSY 568 and EDSPE 504. During the second year practicum courses (EDPSY 540, 507, 564, 546, 573) students are taught to draw upon the unique contributions of individual differences, cultural differences, family systems, and organizational variables in understanding cases with whom they work. Students apply to practice the theory and concepts, which were introduced in the first year, related to the individual, the individual in the group, and the common humanity that cuts across individual and cultural differences.

Our program not only emphasizes the connections between research and practice, we also identify the connections between assessment and intervention. For example, students learn how to conduct cognitive and educational assessments and link results to instructional interventions in EDPSY 507, 551, 564, and EDUC 750 (precertification internship course). They learn to conduct neuropsychological assessments (EDPSY 577) and link results to instructional intervention and educational consultation in EDUC 750. Students learn to do social and emotional assessment in EDPSY 572 and link assessment results to individual counseling in EDPSY 544, EDPSY 546 and EDUC 750. They also use their knowledge of behavioral assessment and consultation (EDPSY 551) to conduct mental health consultations in EDUC 750. Students learn to provide direct interventions in EDPSY 507, 551, 553, and 546. Doctoral students learn about the history and foundations of school psychology, the roles and functions of school psychologists, and professional issues and standards in EDPSY 570 and the History, Systems, and Contemporary Issues in School Psychology Seminar (EDPSY 585).

## Performance Based Program

In keeping with the growing emphasis on accountability in education, the Core School Psychology Faculty use a variety of mechanisms to monitor the development of students and improve the quality of the program. In practicum courses, students are evaluated on skill development and competency. At least once a quarter, the faculty evaluate the performance of students in coursework, practicum, and internship. As shown in Appendix A, students are provided feedback using a rubric that assesses the following categories: written communication, ethical responsibility, time management, interpersonal relationships, supervision/feedback, and overall

performance. These categories are evaluated on a four-point scale through an online recording system (Canvas).

Evaluations of performance are completed at the end of each practicum experience. At the end of the second year, (before the precertification internship) students are required to submit a portfolio of their work along with a written paper that addresses serving a diverse population in school psychology. Students take an Educational Specialist's oral exam that consists of 10 questions that assess a student's content knowledge and clinical experience during the first two years of the program. Formal evaluations are completed for each of these requirements.

Prior to completion of the internship, students also take the PRAXIS II Exam (national certification exam for school psychologists) to demonstrate that they are able to integrate domains of knowledge and apply professional skills to service delivery. Students also complete a comprehensive case study in which they integrate assessment and a direct and/or indirect intervention and evaluate the effectiveness of the intervention. The case study provides an opportunity for the intern to demonstrate how their interventions result in measurable positive changes for the educational and mental health needs of children and youth.

The School Psychology faculty are also evaluated on performance. At the end of each course, the faculty request evaluations from students, where they may provide feedback on the quality of instruction and supervision provided by the faculty.

## Program Chronology

**Year One: Foundations**

The first year consists of foundational coursework including an introduction to school psychology, general and special education principles, statistics and research methods, and working with special populations. The majority of the courses include didactic instruction with research papers and group projects. The introductory field study practicum is the first hands on experience in schools. First year students work in teams (with 2nd year and 4th year doctoral students in the program) to serve partner schools.

**Year Two: Practicum and Competency Development**

The second year consists of the majority applied clinical experiences. Students spend a significant amount of time in the school psychology clinic learning psychological assessment, and counseling techniques. Students have a caseload of referred children and adolescents where they have the opportunity to complete comprehensive psychological assessments and support counseling clients for 10 to 20 weekly sessions. The end of year two is marked with completion of an electronic portfolio, a diversity paper, and an oral comprehensive examination. Upon successful completion of all three milestones, students are permitted to proceed with the precertification internship.

**Year Three: Precertification Internship and EdS Degree Completion**

The third year consists of a full time precertification internship in the schools. Students complete a 1200-hour internship under a certified school psychologist. The UW internship

coordinator also provides weekly group supervision for all of the interns as part of the internship experience. Interns register for 12 credits per quarter, 10 credits for the internship (EDUC 750) and 2 credits of the case study course. The case study course involves the formulation of a complex case study that is presented to the internship class and demonstrates the type of evidence-based work the intern is doing in schools.

During year three, PhD students may opt to begin their doctoral studies and complete an internship that is halftime in schools and halftime in clinical or research settings. In this case, a minimum of 600 hours must be completed in schools and the intern will still be eligible for certification as a school psychologist in Washington State.[3] Any PhD student who begins their doctoral studies in year three should note that they will continue to have the EdS degree pathway code and will be required to pay for all doctoral courses at the same tuition rate as the EdS courses. *PhD students are strongly advised to weigh the costs and benefits of taking on the 5 year degree plan before registering for courses in year three*.

**Year Four: Research and Advanced Practicum (PhD)**

During the fourth year of the program students are focused on obtaining research coursework and participating in research studies with faculty on campus. Simultaneously, doctoral students are working on advanced practicum courses and obtaining a variety of clinical experiences in settings that match their research and clinical interests. Year four includes doctoral milestones such as advancement to prospective candidacy and the research and inquiry paper and presentation.

**Year Five: Comprehensive Examinations and Advanced Practicum (PhD)**

The fifth year of the program is also focused on research coursework, research experience, and advanced clinical experiences. During this time, doctoral students work on their general examination, advancing to candidacy, and writing and defending their dissertation proposal. In the fall of the fifth year, doctoral students apply for APA accredited pre-doctoral internships by applying through the APPIC (Association of Psychology Postdoctoral and Internship Centers) process. Students register for 25 of the 27 required dissertation credits during year five. They typically have their dissertation proposal approved by their committee by the time they participate in internship interviews. Students may complete and defend their dissertation during their predoctoral internship year.

**Year Six: Predoctoral Internship and Dissertation**

During the sixth year, students do not enroll in classes and apply for "on leave" status. This allows predoctoral interns to move to the internship location and not worry about registering for dissertation credits while they focus on the internship. Interns continue to work on their dissertation while on leave and only register for 2 dissertation credits the quarter they plan to defend their dissertation. No dissertation defense can occur while a student is "on leave"—registration is required.

[3] See document "Third year precertification internship options" later in this handbook (page 39-40).

# EDUCATIONAL SPECIALIST (ED.S.) DEGREE PROGRAM

## Philosophy and Training Objectives

The Educational Specialist (Ed.S.) degree program in school psychology at the University of Washington provides a sequential set of experiences that are closely aligned with the standards of the National Association of School Psychologists. The program includes a curriculum that provides basic knowledge in psychology, an organized sequence of courses and experiences that are responsive to the needs and demands of the role and function of school psychologists in Washington State. The specialist degree program of study emphasizes those skills and objectives that prepare candidates for employment in public schools immediately upon completion of the program. All our graduates are also eligible to apply for National Certification as a school psychologist.

The primary goal of the Ed.S. program is to prepare professional school psychologists with strong theoretical knowledge of psychology, evidence based interventions, and the essential skills and competencies to provide psychological services in the schools. We strive to develop an active community of practitioner-scholars who use their knowledge of research to inform professional practice.

The UW School Psychology Program strives to prepare culturally responsive practitioners who recognize the importance of social justice and respect all people despite racial, ethnic, and cultural differences. In fact, we seek to admit students who are persons that are devoted to the service of children and families from a range of sociocultural backgrounds.

As shown in our conceptual framework (Figure 1 earlier in this handbook), our program is performance based and standards aligned. The Ed.S. portion of the program is aligned directly with the National Association of School Psychologists (NASP) Standards for Training and Professional Practice (2010). The NASP domains are used to evaluate our Ed.S. candidates for entry-level competency into the profession of school psychology. These domains address both knowledge and skills necessary for the practice and delivery of effective school psychology services. Our program evaluations directly assess candidates for developing competence in all of the NASP standards of practice. The ten NASP Standards and our corresponding program objectives are as follows:

## NASP Standards For Training and Professional Practice (2010)

**Standard II: Data-based decision making and accountability.** (*Program Objective*: Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes).

**Standard III: Consultation and Collaboration.** (*Program Objective*: Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services)

**Standard IV (Element 4.1): Interventions and Instructional Support to Develop Academic Skills**. (*Program Objective*: Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence based curriculum and instructional strategies)

**Standard IV (Element 4.2): Interventions and Mental Health Services to Develop Social and Life Skills.** (*Program Objective*: Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health)

**Standard V (Element 5.1): School-wide Practices to Promote Learning.** (*Program Objective*: Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote academic outcomes, learning, social development, and mental health).

**Standard V (Element 5.2): Preventive and Responsive Services.** (*Program Objective*: Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.)

**Standard VI: Family-School Collaboration Services.** (*Program Objective*: Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.)

**Standard VII: Diversity in development and learning.** (*Program Objective*: Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.)

**Standard VIII (Element 8.1): Research and program evaluation.** (*Program Objective*: Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings).

**Standard VIII (Element 8.2): Legal, ethical, and professional practice.** (*Program Objective*: Students have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists).

**Professional Work Characteristics.** (*Program Objective:* Students will interact with others in a professional manner including: demonstrating respect for others, being collaborative, responding appropriately to feedback, and modeling ethical behavior).

## Educational Specialist Program Courses

| Courses | | Credits |
|---|---|---|
| **Statistics and Research (6 credits minimum)** | | |
| EDPSY 490 | Basic Educational Statistics | (3) |
| EDPSY 591 | Methods of Educational Research | (3) |
| **Cognition and Learning (6 credits minimum)** | | |
| EDPSY 501 | Human Learning and Educational Practice | (3) |
| EDPSY 502 | Developmental Foundations of Early Learning | (3) |
| **Social & Developmental Bases of Behavior (3 credits minimum)** | | |
| EDPSY 556 | Applied Social Psychology | (3) |
| **Exceptionality (3 credits minimum)** | | |
| EDSPE 525 | Education of Students with Autism or Severe Disabilities | (3) |
| **Biological Bases of Behavior (5 credits minimum)** | | |
| EDPSY 577 | Neuropsychology of School Learning & Behavioral Problems | (5) |
| **Specialization Seminars (2 credits minimum)** | | |
| EDPSY 570 | Introduction to School Psychology | (2) |
| **Ethics and School law (6 credits minimum)** | | |
| EDPSY 568 | Seminar in Professional Issues and Ethics | (3) |
| EDSPE 504 | Special Education Law | (3) |
| **Individual Differences and Personality (11 credits minimum)** | | |
| EDPSY 548 | Educational Implications of Personality Theory | (5) |
| EDPSY 552 | Multicultural Issues in School Psychology | (3) |
| EDPSY 553 | Special Populations | (3) |
| **School-Based Practicum (6 credits minimum)** | | |
| EDPSY 500 | Field Study I: Academic Intervention and Consultation | (3) |
| EDPSY 505 | Field Study II: Tier III interventions | (3) |
| **Assessment (23 credits minimum)** | | |
| EDPSY 507 | Educational Assessment, Intervention, and consultation | (5) |
| EDPSY 540 | School Psychological Assessment | (5) |
| EDPSY 564 | Practicum in School Psychology: Assessment/Consultation | (5) |

| | | |
|---|---|---|
| EDPSY 572 | Social-Emotional Assessment | (3) |
| EDPSY 573 | Psychological Assessment of Preschool Children | (5) |

**Intervention (16 credits)**

| | | |
|---|---|---|
| PSY 543 | Effective Parenting Interventions | (3) |
| EDPSY 544 | Counseling Theory | (4) |
| EDPSY 546 | Counseling Practicum | (4) |
| EDPSY 557 | Tier III interventions for School psychologists | (3) |

**Consultation (8 credits minimum)**

| | | |
|---|---|---|
| EDPSY 500 | Field Study I: Academic Intervention and Consultation | (3) |
| EDPSY 507 | Educational Assessment, Intervention, and Consultation | (5) |
| EDPSY 554 | Introduction to Multi-tiered systems of support (MTSS) | (3) |

Upon successful completion of the above coursework, a portfolio, and an oral examination of school psychology competencies, students may proceed with the precertification internship.

**Internship supervision & case study seminar (36 credits)**

| | | |
|---|---|---|
| EDPSY 566 | Case study Seminar (2 credits per quarter of 3rd year) | (6) |
| EDUC 750 | Internship (10 credits per quarter of 3rd year) | (30) |

The Educational Specialist degree is awarded upon successfully completing all course requirements, internship and the case study seminar.

**PLEASE NOTE: IT IS STRONGLY RECOMMENDED THAT STUDENTS DO NOT WORK MORE THAN 20 HOURS OUTSIDE OF COURSE REQUIREMENTS DURING THEIR FIRST THREE YEARS IN THE PH.D. PROGRAM BECAUSE THEIR PERFORMANCE IN COURSES OFTEN SUFFERS.**

# COURSE SEQUENCE FOR SCHOOL PSYCHOLOGY STUDENTS 2016-17

**Please Note:** Titles below are abbreviated descriptors and not necessarily the official title in the University Catalog. You also need one course outside the College of Education. The Director of School Psychology, Janine Jones, will notify you if any changes are required. Please do not deviate from the course sequence.

| YEAR ONE: BASIC FOUNDATIONS | | |
|---|---|---|
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDPSY 490 (Glass Hastings)<br>**Basic Educational Statistics (3)**<br>T 4:30-6:50 | EDPSY 500 (Missall)<br>**Field Study I: Academic consultation (2)**<br>W 10:30-11:50 am | EDPSY 500 (Missall)<br>**Field Study I: Academic Consultation (1)**<br>W 10:30-11:50 am |
| EDPSY 501 (Gordon)<br>**Human Learn & Educ Practice (3)**<br>Th 4:30-6:50 | EDPSY 502 (Herrenkohl)<br>**Early Development Foundations (3)**<br>W 2:00-4:20 | EDSPE 525 (Schwartz)<br>**Education of Students with Autism or Severe Behavioral Disorders (3)**<br>M 4:30-6:50 |
| EDPSY 554 (Missall)<br>**Intro to Multitiered Systems of support (3)**<br>W 9:30- 11:50 am | EDSPE 504 (Brown)<br>**Special Education Law (3)**<br>Th 4:30-6:50 | EDPSY 572 (Cunningham)<br>**Socio-Emotional Assessment (3)**<br>T 1:00-3:50 |
| EDPSY 548 (Mazza)<br>**Personality Theory (5)**<br>T/ Th 12:00-2:20 | EDPSY 553 (Murphy)<br>**Special Populations (3)**<br>T 9:30-11:50 | EDPSY 552 (Jones)<br>**Multicultural Issues (3)**<br>Th 1:00-3:20<br>*State Students pay PCE fees* |
| EDPSY 570 (Mazza)<br>**Intro to School Psy (2)**<br>M 11:00-12:50 pm<br><br>**Total 16 credits** | EDPSY 556 (Cunningham)<br>**Applied Social Psychology (3)**<br>T 1:00-3:50<br><br>EDPSY 568 (Provenzano)<br>**Prof Issues and Ethics (3)**<br>Th 12:30-2:50<br>**Total 17 credits** | EDPSY 591 (Adjunct)<br>**Research Methods (3)**<br>W 4:30-6:50<br><br>**Total at least 13 cr**<br>**1ST YEAR TOTAL 46 cr** |

| YEAR TWO: CLINICAL SKILL DEVELOPMENT | | |
|---|---|---|
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDPSY 557 (King)<br>**Tier III Interv for Sch Psych (3)**<br>W 11:00- 1:20 pm | EDPSY 505 (King)<br>**Field Study II: Tier III interventions (2)**<br>W 3:00-4:20 pm (in class)<br>*plus W 8:30-12:30 pm (in schools) | EDPSY 505 (King)<br>**Field Study II: Tier III interventions (1)**<br>W 3:00- 4:20 pm (in class)<br>* plus W 8:30-12:30 pm (in schools) |
| EDPSY 507 (Missall)<br>**Educational Assessment and intervention (5)**<br>M,W 2:00-4:20 | EDPSY 544 (Mazza)<br>**Counseling (4)**<br>M 1:00-3:50*<br>* plus M 4:30-6:30pm reserved for client sessions and one hour of EDPSY 505 (in school time) is reserved for school based counseling client | EDPSY 546 (Mazza)<br>**Counseling Practicum (4)**<br>M 2:00-4:20*<br>* plus M 4:30-6:30pm reserved for client sessions and one hour of EDPSY 505 (in school time) is reserved for school based counseling client |
| EDPSY 540 (Jones)<br>**School Psychological Assessment (5)**<br>T,Th 9:30-11:50 | EDPSY 564 (Jones/Douglass)<br>**Practicum in Assessment/Consultation (5)**<br>T Th 9:00-12:20 | EDPSY 573 (Olson) 5 cr<br>**Preschool Assessment/consultation practicum (5)**<br>T Th 9:30-11:50 |
| PSY 543 (Sedlar)<br>**Effective Parenting Interventions (3)**<br>Th 3:00-5:50 | | Edpsy 577 (Bernier)<br>**Educational Neuropsychology (5)**<br>T,Th 1:00-3:20<br>*State students pay UWEO fees* |
| **Total 16 credits** | **Total 11 credits** | **Total 15 credits**<br>**2nd YEAR TOTAL 42 cr** |

| YEAR THREE: PRE-CERTIFICATION INTERNSHIP | | |
|---|---|---|
| **Autumn Quarter 2016**<br>EDUC 750 (Frye)<br>**Internship (10)** | **Winter Quarter 2017**<br>EDUC 750 (Frye)<br>**Internship (10)** | **Spring Quarter 2017**<br>EDUC 750 (Frye)<br>**Internship (10)** |
| | | |
| EDPSY 566 (Frye)<br>**Internship Supervision & Case Study Seminar (2**)<br>W 5:00-6:50 | EDPSY 566 (Frye)<br>**Internship Supervision & Case Study Seminar (2)**<br>W 5:00-6:50 | EDPSY 566 (Frye)<br>**Internship Supervision & Case Study Seminar (2)**<br>W 5:00-6:50 |
| **Total 12 credits** | **Total 12 credits** | **Total 12 credits**<br>**3rd Year total 36 credits** |

## Educational Specialist Degree Milestones

As mentioned in the general program overview section, our program is performance based. This means that we use evaluation tools throughout the program to provide feedback to students and determine progress over time. Evaluations are aligned with each of the practicum experiences, the portfolio and diversity paper, the oral examination, and the quarterly evaluations of candidate dispositions and student progress. The following sections address each milestone and the corresponding evaluation tool.

**Field Study Practicum**

Our program offers practicum courses that begin during the first year of the program. In Field Study I: Academic intervention and consultation (EDPSY 500), which spans winter and spring quarters, each first year student is paired with one school psychologist in a local school district. These practicing school psychologists act as mentors and allow the student to shadow them in practice and also engage in support activities within the school that align with completed training. In Field Study I, students apply the skills learned throughout course lectures, and in EDPSY 554 Introduction to Multi-Tiered Systems of Support (completed fall quarter) and EDPSY 572 Socio-Emotional Assessment (completed spring quarter).

In Field Study II (EDPSY 505), which spans winter and spring quarters of the second year, students are assigned to work within classrooms that contain students that have emotional and/or behavioral disabilities. In EDPSY 557, students learn Tier III interventions (crisis intervention, de-escalation techniques, other behavioral interventions) that enable implementation of the interventions as part of the field study II experience. Second year students are paired with fourth year students as on-site supervisors for this experience. The fourth year students are doctoral students taking a course in providing supervision (EDPSY 508).

The skills that are applied at each level of the field study sequence are sequential and progressive. Students are supervised in applying content knowledge to practice before entering the third-year internship. Performance in the second year of the field study practicum is evaluated on a quarterly basis using the Field Study Practicum Evaluation Form (See Appendix C). Students may also learn more about the requirements and guidelines for the field study experience using the Field Study Practicum Handbook.

**Practicum Courses (School Psychology Clinic)**

During the second year, students also begin providing clinical services (assessment, counseling, interventions) in the School Psychology Clinic while being supervised by school psychology faculty. In the Autumn quarter, students learn psychological assessment (cognitive, academic, and socio-emotional) and students' practice administering tests and generating recommendations for intervention (EDPSY 540, 507, and 572) under supervision. In the Winter Quarter they integrate interviewing, testing, and consultation skills in the management of two school-aged cases (EDPSY 564)—one in a school setting, the other in the School Psychology Clinic. Students are required to do school observations, teacher interviews, parent interviews, and administer multiple assessment measures including traditional and alternative approaches. The

process culminates with a written psychological report with recommendation for intervention. At the end of the assessment process, students provide parent feedback, and consult with teachers on the findings. During the Spring quarter, students take the preschool assessment class (EDPSY 573) and complete a comprehensive assessment with a preschool age child in the School Psychology Clinic.

Students are also conducting direct counseling interventions in EDPSY 544. The counseling cases begin in winter quarter and run throughout the spring quarter (EDPSY 546) to give students enough time and supervision for two in-depth cases. A core faculty member who meets with students in dyads and also provides weekly face-to-face individual supervision provides supervision for the counseling cases. Direct observation, videotaping, and audiotaping are used to evaluate student performance.

Successful completion of these five practica courses (EDPSY 540, 507, 564, 546, and 573) with a grade point of 3.2 or better is required to qualify for placement as an intern during the third year. In some cases, graduate students may receive an incomplete if their performance is below threshold and will be given remedial casework to supplement their skills to an acceptable level. The faculty ensures that all practicum experiences are conducted in accordance with current legal-ethical standards of the profession and evaluate student performance. Throughout each practicum, students receive considerable oral and written feedback from faculty who encourage and support students to provide high quality performance.

**School Psychology Trainee Portfolio**

School psychology students create a professional portfolio to document their background knowledge and practicum skills. Students should start develop the portfolio at the beginning of the Spring Quarter during the second year and should include content from courses and experiences during the first and second year of the program. Submission of the portfolio is one of the final tasks that Specialist level students complete prior to their internship year. During the Spring of the second year of the program, an online version of the portfolio is due to the student's advisor. The due date is typically two weeks before the EdS Oral examination. For the 2016-17 year, the e-portfolio will be due on Friday, May 5, 2017 at 5:00 pm. The portfolio should be developed using the ePortfolio tool in Canvas. This should be developed in the Student Evaluation system Canvas Page. Instructions are located in the ePortfolio assignment in canvas. Here is an excellent guide to using the ePortfolio tool in canvas: https://depts.washington.edu/engl/cic/sgonline/eportfolio_canvas.php

Students should develop a page in the portfolio for each of the NASP Standards (See page 22, this handbook) and provide examples of their work as evidence of competence. The section below includes *suggested* content for the ePortfolio. Once the portfolio is complete, students should submit a note to their advisor that the portfolio is ready. This should come in the form of a text entry on the ePortfolio assignment. It can include this text. "*My ePortfolio is ready for your review. Here is the link to my portfolio: [INSERT LINK HERE].*" Your faculty advisor will complete the supervisor ratings from the Standards Based Evaluation Form through the rubric

on your eportfolio assignment. A copy of the e-portfolio evaluation rubric is attached as Appendix D.

### *Portfolio Design Tips*

The following instructions will help guide you design the content of your portfolio. Please review carefully before you begin.

Personal information

On the webpage, include a brief narrative describing you and your interests and career goals (this can be a summary of information that you include in the attachments below). The three documents on the first page should be attachments of your: vita, personal statement, and course of study.

A. Vita
   1. Education
   2. Work experiences
   3. Practicum experiences –describe course content/experience, note supervisor name, and experience hours
      *a. Edpsy 500/505 Field Study*
      *b. Edpsy 540 School Psychological Assessment*
      *c. Edpsy 564 Practicum in Assessment/Consultation*
      *d. Edpsy 544 Counseling*
      *e. Edpsy 546 Counseling Practicum*
      *f. Edpsy 573 Preschool Assessment/consultation Practicum*
      g. *Table of assessment measures learned and administered*
   4. References

B. Personal statement
   1. Revise your original personal statement to reflect your current goals
   2. Demonstrate your knowledge of how your training experiences have aligned with the NASP Standards and the scientist practitioner model as it applies to assessment, consultation, and intervention

C. Course of Study
   Partially complete the EdS course of study with program verification form (See pages 42-43 this handbook). This is the same form that will be submitted at the end of the EdS program to verify your degree. The form can be found on the COE website under the student forms section for the Educational specialist degree. Fill out all course information and grades. Leave the rest of the form blank until the end of the internship year. Include the progress-to-date version of the form in your portfolio.

To structure all remaining sections of the portfolio:
Start each section with an introductory narrative that describes how you are demonstrating growth on each of the NASP Standards. When you are including a work product, guide the reader to the sections of the work product that demonstrate your skill level. For example, if you feel that recommendations 6-8 on a report are great examples of your ability to translate

assessment data to evidence-based interventions, highlight it in the text on the page of your attachment.

CRITICAL NOTE: ALL WORK SAMPLES SHOULD HAVE ALL PERSONAL IDENTIFIERS REDACTED FROM THE DOCUMENT. YOU MAY CHOOSE A PSEUDONYM FOR THE CLIENT AND MAKE A FOOTNOTE INDICATING THAT IT IS A PSEUDONYM. ALSO, IF YOU USED TRACKED CHANGES, BE SURE TO **ACCEPT ALL CHANGES** BEFORE YOU UPLOAD YOUR DOCUMENT TO YOUR PORTFOLIO.

The bulleted suggestions below are *ideas* based on the rubric for scoring your portfolio. Your courses may change one year, so choose materials based on your experience. This is not an exhaustive list, nor are you required to include everything that is listed. You may consult the scoring rubric and this list to decide on supporting materials for your portfolio.

Data based decision-making and accountability

- Assessment reports
- Table of assessment measures learned and number of administrations
- Progress monitoring work sample (FBA)
- Demonstration of evidence based intervention

Consultation and Collaboration

- Functional Behavioral Assessment report
- Description of models of consultations
- Consultation samples (parent consultation)
- Field study work sample

Interventions and Instructional Support to Develop Academic Skills

- Sample psychoeducational assessment report with recommendations for intervention
- Consultation that focuses on an academic deficit (instructional consultation)

Interventions and Mental Health Services to Develop Social and Life Skills

- Papers or presentations about socio-emotional assessment
- Papers about internalizing disorders
- Crisis intervention plan
- Treatment plan from counseling course
- Behavioral intervention plan
- Counseling report
- Counseling case conceptualization

School-wide Practices to Promote Learning

- Copy of paper on classroom climate and management
- Reflection paper that addresses school climate and/or systems
- Field study universal screening assessment and/or intervention plan

Preventive and Responsive Services

- Description of Shadowing experience (or reflection paper)
- Reports showing data from observations in school
- Report with a classroom based intervention (consultation)

Family-School Collaboration Services

- Consultation with a family/parent
- Person centered plan
- Assessment report with home recommendations
- Parent interview sample

Diversity in development and learning

- Diversity paper (required)
- Sample report where diversity issues are integrated and addressed
- Hypothesis and assessment plan with cultural implications
- Description of culture centered intervention implemented in field study or practicum course
- Paper or project from EDPSY 552 or EDPSY 553

Research and Program Evaluation

- Research paper
- Program evaluation report
- Poster presentation from a conference
- Copy of publication generated from participating in a research group

Legal, ethical, and professional practice

- Ethics paper
- Description of shadowing experience
- Description of ethical dilemma and steps taken in counseling case (or other practicum)

**Diversity Paper**

The diversity paper is a culminating paper that is to demonstrate how students learn to address unique cultural factors when serving diverse populations. The requirements for the diversity paper are broad and intended to encourage a wide array of topics. Students should first choose a topic or issue that is related to a unique population as it relates to diversity. Diversity may be defined in terms of constructs such as race/ethnicity, gender, socioeconomic status, language, age, religion, sexual orientation, disability, or class status. The faculty expects to receive high quality research papers (literature reviews) that address a particular diverse population (as defined above) and the specific topic must be relevant to school psychology and the provision of school psychological services. The paper should be included as part of the student portfolio of work that is submitted two weeks before the oral examinations. The paper should be approximately 6-8 pages double spaced, APA style. Follow APA style and provide the reader with headings to help the organization and flow of your paper. A minimum of five references should

be cited throughout the paper and included in the reference section. The structure of the paper should follow this general format:

a. Background information on the diverse population
b. Relevance to school psychology
c. Impact on service delivery in school psychology
    1. discussion of the current practices in the field of school psychology
    2. Suggested practices for this population (include a rationale based on research literature)
d. Implications regarding the topic or issue
e. Summary
f. References

**Educational Specialist Oral Examination**

Once portfolio, diversity paper and course of study are submitted, the student will participate in a group administered oral examination. The oral examination is typically the 2nd or 3rd Friday in May. The 2017 oral examination will occur on May 19th, 2017 from 9 am to 1pm. The oral examination is administered in small groups with two members of the faculty (one of which must be a core school psychology faculty member who is not the student's advisor). Content from the diversity paper is included as part of the examination where students must be prepared to discuss the strengths and needs of the diverse population as they relate to the NASP domains (especially the student diversity in development and learning domain). Students are evaluated on all of the NASP standards using the five-point scale on the Educational Specialist's Oral Exam Rating Sheet (next page). A passing score on the Oral exam is an average of 3.0.

If/when the student passes the oral examination, a formal document will be signed: a certificate acknowledging successful completion of the portfolio, diversity paper, and oral examination. This certificate is submitted to the student's academic file in student services. *A signature on this form indicates that the student is permitted to proceed with the internship experience.* The oral examination is also a required step for the graduate school to the grant of the educational specialist's degree.

## Educational Specialist Oral Exam Rating Sheet

Student Name:_____ Evaluator: _____

Date of evaluation: _____

**Rating System:** 5 **Excellent**– all strong answers; demonstrates pre-internship competence
4 **Very good**- majority of answers were strong; demonstrates pre-internship competence
3 **Good** – average answers; demonstrates emerging competence
2 **Adequate** – below average and needing considerable assistance; minimal competence
1 **Not adequate**– needs additional training; not ready for internship

**Data-based decision making and accountability.** (Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes).

*Response to question: A B C (circle one) Rating: _____*

**Consultation and Collaboration.** (Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services)

*Response to question: A B C (circle one) Rating: _____*

**Interventions and Instructional Support to Develop Academic Skills**. (Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence based curriculum and instructional strategies)

*Response to question: A B C (circle one) Rating: _____*

**Interventions and Mental Health Services to Develop Social and Life Skills.** (Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health)

*Response to question: A B C (circle one) Rating: _____*

**School-wide Practices to Promote Learning.** (Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote academic outcomes, learning, social development, and mental health).

*Response to question: A B C (circle one) Rating: _____*

**Preventive and Responsive Services.** (Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.)

*Response to question: A B C (circle one) Rating: _____*

**Family-School Collaboration Services.** (Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.)

*Response to question: A B C (circle one) Rating: _____*

**Diversity in development and learning.** (Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.)

*Response to question: A B C (circle one) Rating: _____*

**Research and program evaluation.** (Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings).

*Response to question: A B C (circle one) Rating: _____*

**Legal, ethical, and professional practice.** (Students have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists).

*Response to question: A B C (circle one) Rating: _____*

**Precertification Internship**

The pre-certification internship occurs during the third year. The student must complete 400 hours of supervised experience in each quarter for three consecutive quarters for a total of 1200 supervised hours per year. Students may elect to do part of their internship in a non-school setting, but at least 600 hours (200 hours per quarter) must be in the schools and the UW Internship Coordinator must approve both the school and the non-school sites. If it is not possible to complete the internship in one year, a student may make arrangements to spread it out over two years, but that arrangement will delay receipt of residency certification to work in the schools.

Two levels of supervision are provided during the internship experience. The first is by a school psychologist in the field who must have a professional-level certification as a school psychologist in Washington State, who agrees to meet for two hours a week of face to face supervision, and has no more than two interns during the year. The second supervisor is the university-based internship coordinator who meets with the interns a minimum of two hours a week for direct, group supervision. The university internship supervisor also visits (and has direct contact) with each intern and supervisor on-site once per quarter or more frequently, as needed.

The UW precertification Internship Coordinator works with each student to choose an appropriate internship supervisor in a school setting. The Internship Coordinator, who evaluates whether the setting is appropriate for the training program goals and objectives, must approve these school settings. The internship supervisor must have professional level certification as a school psychologist in Washington State. A contract is sent to the school-based internship supervisor to clarify responsibilities and expectations. In order to register for the internship, the intern must complete, in collaboration with the school-based internship supervisor, an internship plan. Also, the Internship Placement Agency Contract must be signed by the appropriate persons and given to the Internship Coordinator. This proposal should be completed by the end of spring quarter of the second year. During each quarter of the internship the intern and the school-based supervisor must complete the online Internship Quarterly Evaluation Form (See Appendix E for a copy). To receive credit for the internship the signed quarterly evaluation form must be submitted to the UW Internship Coordinator by the last week of each quarter. The UW Internship Coordinator sends each participating school-based supervisor and her or his immediate supervisor and school superintendent a letter thanking the school psychology internship supervisor for participation in the University of Washington School Psychology Training Program.

The internship site must be in a location within driving distance of the university (90 minutes) so that the student can attend the weekly case study seminars taught by the UW Internship Coordinator and so that the UW Internship Coordinator can visit the intern site once a quarter or more as needed. The internship site also must be consistent with the program's goals and objectives. These criteria include willingness and ability to provide supervision in the specific assessment, consultation, and intervention activities, as outlined in the internship plan.

Before the student begins the internship, an internship plan must be on file, which is signed by the intern, university-based internship coordinator, site-based internship supervisor, and the authorizing official of the agency. The agency where the internship takes place must agree, in writing, to support the internship experience and the site supervisor must also individually agree to support the intern. This internship plan must provide supervised experiences in assessment, consultation, and intervention. In addition, the internship site must agree to abide by the ethical principles of the National Association of School Psychologists and Washington Administrative Code (WAC). For more detail and specific descriptions of the required forms, please see the UW Internship Handbook.

Each week, interns must log their internship hours using an online system called Time2Track. The program will provide usercode for each student to use the software at the expense of the program. It is the intern's responsibility to log their hours weekly and submit to their supervisor for online verification. Using this online system, the internship site supervisor should have immediate access to the interns hours and is expected to verify the hours each week. See the UW Internship Handbook for more detail on logging hours using Time2Track.

As part of the internship experience, each intern must complete two comprehensive case studies (one with an academic focus, the other with a behavioral focus) that includes the implementation of a problem solving steps, implementation of an evidence based intervention, and progress-monitoring data to show evidence of positive impact on student learning and the effectiveness of the intervention. These case studies are presented during the group supervision meetings on campus. For more details on the case studies, please see the UW Internship Handbook.

**Important note for PhD students**: PhD/EdS inclusive students may split the precertification internship experience between settings (if desired). Two options for the split internship include earning WA state certification as a school Psychologist, the third option does not lead to state certification. As a result, any PhD/EdS inclusive student that chooses to split the internship applying the third option will not eligible for certification at the end of the precertification internship. **This third option is not recommended by the program faculty since options 1 and 2 provide the most flexibility for future practice. To further illustrate these options, see the table entitled "Third year precertification internship options" on pages 39 and 40.** For PhD students, Internship supervisors in non-school settings must be licensed psychologists.

# Third Year Precertification Internship Options

| | EDS STUDENTS | PHD TRACK STUDENT OPTIONS | | |
|---|---|---|---|---|
| **Degree/ Certification Options** | **EdS degree (with State certification)** | **EdS & PhD degree (with State certification)** | **EdS degree & PhD degree (with State Certification)** | **PhD/ EdS inclusive degree (without STATE certification)** |
| INTERNSHIP | 1200 hours Full time as a school psychology intern in a school setting | 1200 hours full time as a school psychology intern in a school setting | 600[4] hours as a school psychology intern in a school setting<br><br>600 hours as an intern in another clinical setting (a lab setting is fine as long as the work is clinical) | 600 hours as a school psychology intern in a school setting<br><br>600 hours in a nonclinical setting or work setting (e.g., research assistant, project coordinator) |
| SUPERVISORS (for individual and group supervision) | ESA School Psychologist- individual supervision<br><br>University supervisor- group supervision | ESA School Psychologist individual supervision<br><br>University supervisor (licensed psychologist)- group supervision | *Site 1:* ESA School Psychologist- individual supervision<br><br>*Site 2:* Licensed Psychologist- individual supervision (only clinical work documented as hours)<br><br>University supervisor (licensed psychologist)- group supervision | *Site 1:* ESA School Psychologist- individual supervision<br><br>*Site 2:* Other supervisor for individual supervision (no clinical hours, include research data collection or policy work)<br><br>University supervisor (licensed psychologist)- group supervision |

[4] For the split internship at least 600 hours (can be more) are in the school setting.

| | | | | |
|---|---|---|---|---|
| HOURS COUNT AS: | Precertification internship | Precertification internship AND practicum hours for APPIC | Precertification internship AND practicum hours for APPIC | *Site 1:* precertification internship and practicum hours for APPIC<br><br>*Site 2:* hours will NOT count for state certification, NCSP, or practicum hours for APPIC. A licensed psychologist is required to provide individual supervision for the non-school site. We allow you to complete the EdS degree using them, but you will not be eligible for state certification or the NCSP. Students who select this option will need to complete a second half time internship in order to be eligible for state certification and the NCSP. |
| OUTCOMES | EdS degree<br>ESA certification (WA)<br>NCSP | EdS degree<br>ESA certification (WA)<br>NCSP<br>>median practicum hours for APPIC | EdS degree<br>ESA certification (WA)<br>NCSP<br>>median practicum hours for APPIC | EdS Degree<br>PhD Licensed Eligible<br>>median practicum hours for APPIC |
| WORK ELIGIBILITY IN WA STATE | Can work as a SP immediately | Can work as a SP part time while finishing the PhD | Can work as a SP part time while finishing the PhD | <u>Cannot</u> work as a SP in schools unless complete a second part time internship |

**Completing the EdS Degree**

To finish the program, a series of steps have to be followed. COE Student services will send **one** email reminder to all students eligible to graduate during the Spring quarter. It is the student's responsibility to read this email and follow up on the appropriate steps: 1) requesting the educational specialist degree, 2) completing the course of study and degree completion form (*the same form that was completed as part of the portfolio*), and 3) registering to attend commencement. It is strongly advised that interns also complete all of their certification paperwork at the same time so that all the appropriate signatures can be obtained at once. Please see the section that follows *certification as a school psychologist.*

The course of study form and degree completion form are now combined and can be found here: education.uw.edu/my-coe/current-students/forms/Education Specialist -education-forms. A sample copy of the form is on the following pages.

University of Washington College Of Education

**EDUCATIONAL SPECIALIST DEGREE COURSE OF STUDY**

**School Psychology *(124 credits)***

| Student name: | | **EDPSY: SCHOOL PSYCHOLOGY** |
|---|---|---|
| Address (Street, city, state, zip): | | Day Phone: |
| Student ID #: | Email address: | Final Quarter and year: |

| Course Prefix & No | Course Title | Credit | Grade | Qtr/Yr | Credits |
|---|---|---|---|---|---|
| **STATISTICS AND RESEARCH (6 credits minimum)** | | | | | |
| EDPSY 490 | Basic Educational Statistics | 3 | | | |
| EDPSY 591 | Methods of Educational Research | 3 | | | 6 |
| **COGNITION AND LEARNING (6 credits minimum)** | | | | | |
| EDPSY 501 | Human Learning and Educational Practice | 3 | | | |
| EDPSY 502 | Developmental Foundations of Early Learning | 3 | | | 6 |
| **SOCIAL AND DEVELOPMENTAL BASES OF BEHAVIOR (6 credits minimum)** | | | | | |
| EDPSY 556 | Applied Social Psychology | 3 | | | |
| EDPSY 531 | Socialization of the School-Aged Child | 3 | | | 6 |
| **EXCEPTIONALITY (6 credits minimum)** | | | | | |
| EDSPE 525 | Education of Students with Autism or Severe Behavior Disorders | 3 | | | |
| EDSPE 504 | Special Education Law | 3 | | | 6 |
| **BIOLOGICAL BASES OF BEHAVIOR (5 credits minimum)** | | | | | |
| EDPSY 577 | Neuropsychology of Learning and Behavior | 5 | | | 5 |
| **SCHOOL PSYCHOLOGY SPECIALTY (2 credits minimum)** | | | | | |
| EDPSY 570 | Introduction to School Psychology | 2 | | | 2 |
| **ETHICS AND SCHOOL LAW (3 credits minimum)** | | | | | |
| EDPSY 568 | Seminar: Professional Issues and Ethics | 3 | | | 3 |
| **INDIVIDUAL DIFFERENCES (11 credits minimum)** | | | | | |
| EDPSY 548 | Educational Implications of Personality Theory | 5 | | | |
| EDPSY 552 | Multicultural Issues in School Counseling & School Psychology | 3 | | | |
| EDPSY 553 | Special Populations | 3 | | | 11 |
| **SCHOOL-BASED PRACTICUM (3 credits minimum)** | | | | | |
| EDPSY 505 | Field Study II: Tier III interventions | 1 | | Fall | |
| EDPSY 505 | Field Study II: Tier III interventions | 1 | | Winter | |
| EDPSY 505 | Field Study II: Tier III interventions | 1 | | Spring | 3 |
| **ASSESSMENT (23 credits)** | | | | | |
| EDPSY 507 | RTI for Educational Assessment and Consultation | 5 | | | |
| EDPSY 540 | School Psychological Assessment | 5 | | | |
| EDPSY 564 | Practicum in Assessment/Consultation | 5 | | | |
| EDPSY 572 | Social-Emotional Assessment | 3 | | | |
| EDPSY 573 | Psychological Assessment of Preschool Children | 5 | | | 23 |
| **INTERVENTION (16 credits)** | | | | | |
| PSY 543 | Effective Parenting Interventions | 3 | | | |
| EDPSY 544 | Counseling Theories and Practicum in School Psychology | 5 | | | |
| EDPSY 546 | Counseling Practicum in School Psychology | 5 | | | |
| EDPSY 557 | Tier III interventions for School Psychologists | 3 | | | 16 |
| **CONSULTATION (5 credits minimum)** | | | | | |
| EDPSY 554 | Introduction to Multi-tiered Systems of Support | 3 | | Autumn | |
| EDPSY 500 | Field Study I: Academic Consultation | 2 | | Winter | |
| EDPSY 500 | Field Study I: Academic Consultation | 1 | | Spring | 6 |

**INTERNSHIP (30 credits)**

| | | | | | |
|---|---|---|---|---|---|
| EDUC 750 | Internship | 10 | | Fall | |
| EDUC 750 | Internship | 10 | | Win | |
| EDUC 750 | Internship | 10 | | Spring | 30 |

**INTERNSHIP SUPERVISION & CASE STUDY SEMINAR (6 credits)**

| | | | | | |
|---|---|---|---|---|---|
| EDPSY 566 | Case Study Seminar | 2 | | Fall | |
| EDPSY 566 | Case Study Seminar | 2 | | Winter | |
| EDPSY 566 | Case Study Seminar | 2 | | Spring | 6 |
| | | | | **GRAND TOTAL** | **124** |

## PROGRAM COMPLETION VERIFICATION

- ☐ Maintained a minimum 3.0 GPA in overall coursework
- ☐ Achieved a 3.2 GPA in each practicum course (EDPSY 544, 546, 564, & 573)
- ☐ Demonstrated competence in interpersonal skills with colleagues, faculty, school personnel, & families
- ☐ Completed at least one course outside the College of Education related to the field of study
- ☐ Completed at least 6 credits of courses in Exceptionality
- ☐ Completed a professional portfolio, diversity paper, and passed the oral competency examination

Precertification internship documentation

- ☐ Successfully completed a minimum of a 1200 hour internship (with at least 600 hours in a school setting) across three quarters, EDPSY 566 (Case Study), and EDUC 750 (Internship)

Internship Site 1:

| | |
|---|---|
| District: | School site(s): |
| Internship start date: | Internship end date: |
| Total Hours completed: | |

UW Internship coordinator signature Date

Internship Site 2: (optional)

| | |
|---|---|
| District: | School site(s): |
| Internship start date: | Internship end date: |
| Total Hours completed: | |

UW Internship coordinator signature Date

**Final Program Completion Signatures**

| | |
|---|---|
| Student | Date |
| Faculty Advisor | Date |

School Psychology Program Director signature Date

After signatures, student distributes 3 copies: original to 206 Miller; Copies to: certification file, faculty advisor, & student

**Certification as a School Psychologist**

Upon completion of the Educational Specialist Degree, graduates are immediately eligible for the Residency Educational Staff Associate (ESA) School Psychology certification. The Residency certificate is the entry-level certification for School Psychologists. To become a Washington State Certified School Psychologist, all interns must complete the certification file that is introduced during the first year of the program and held by the internship coordinator. The forms to apply for certification with the state of Washington can be found here: https://education.uw.edu/my-coe/current-students/forms/professional-and-certification-forms. The certification file includes a application, program verification form, character and fitness supplement, fingerprint clearance, and a professional growth plan (PGP) form—several of which require signatures from the program director. The professional growth plan requires the certification applicant to develop goals to work on that will be achieved prior to applying to the next level of certification—the Professional ESA certificate. For more information on how to complete the PGP, see the section below.

The next level of certification is the Professional ESA Certificate. To be eligible for the professional certificate, School Psychology graduates must pass the PRAXIS II examination https://www.ets.org/praxis/nasp. By passing the PRAXIS II examination, graduates are not only qualified for the Washington State professional certification, but they are then eligible to become Nationally Certified School Psychologists (NCSP). We strongly advise our graduates to take the PRAXIS II examination during (or immediately after completing) the precertification internship. A Residency level ESA certificate holder may apply for the Professional ESA certificate after 180 days in the role as a Residency level ESA.

***Professional Growth Plan***. The professional growth plan was adopted by the Professional Education Standards Board (PESB) in 2012 and is a required element for all professional certificates since November of 2013. This is a document that you will use as you progress through the levels of certification as a school psychologist. There are three levels: residency, professional, and career. As you complete the school psychology program, you are immediately eligible for residency level certificate. The NCSP certification (once complete) qualifies you for the professional level certification.

Why the PGP? The PESB wants to know WHAT you would like to improve upon as a professional in the field. It is in essence, holding you accountable for your own professional development. The continuing education requirements for the NCSP will be used in combination with the PGP's in your application for higher levels of certification. The PESB also wants to know that you KNOW the professional standards of the School Psychology Benchmarks. If you go to this link: http://program.pesb.wa.gov/standards/standard-5/psychologist/school-psychology-benchmarks you will see the specific benchmarks for each level of certification. You should be aligning your growth goals with the benchmarks of the "Professional" level certificate.

To complete the PGP follow these steps:

1. Think about the feedback you received on your internship evaluations. Make a note of areas that you need to grow.

2. Go to the School Psychology Benchmarks link (above) and look to see which standards match up with your growth area. ****ESSENTIAL STEP****
3. When you find the appropriate standard, then look under "professional" and align your growth goals with the expectations of a person at the professional certificate level. (The next time you do this, you will align your goals with the career level).
4. Write your goal as specific as possible to show that you have an understanding of the domain of competence (not just using the words in the title). If you do not make this specific, it will be hard to justify that you met the goal when you apply for professional certification.

UNIVERSITY *of* WASHINGTON

College of Education

## E-Cert Account & Pre-Residency Certificate Clearance

The Office of the Superintendent of Public Instruction (OSPI) has introduced E-Certification which allows educators to take care of the most common certification tasks completely online. Since all certification applications will be processed through E-Certification certification candidates need to create an E-Cert account. Washington educators will continue to use E-Certification as they enter the teaching profession to complete a number of tasks that include checking application status, reissuing a teaching certificate, requesting duplicate copy of certificate and maintaining personal data.

In addition to setting up your E-Cert account you will also need to be fingerprinted and apply for Pre-Residency Certificate Clearance. Detailed directions for setting up your account and applying for Pre-Residency Clearance are below. Please allow about a half hour to complete this process. Please note that if you exit the wizard before it is complete your information will be saved. If you answer "yes" on any of the background questions you will need to provide a written statement and supporting documents and your information will be routed to the Office of Professional Practices (OPP) who will review your file once you have Washington State Patrol and FBI clearance and determine if you qualify for the Pre-Residency Certificate. If you do not answer yes to any of the background questions the UW will clear you once you have fingerprint clearance from Washington State Patrol and FBI.

**Step 1: Create an Account**

- Go to: https://eds.ospi.k12.wa.us
- Click "Create an Account" tab
  - Username: Must be valid email address
  - Password: Passwords must be at least 8 characters long, contain at least: one uppercase letter, one lowercase letter, one number, and one symbol.
- To Complete Profile Information (you can leave the certification field blank) click Submit.
- When prompted to "Request Application Roles" select the "Not Now. Your profile will be designated the role of "educator" automatically. The system will cross reference any other information it might already have on file for you.
- Wait an hour before completing the remaining steps:
- Go to the EDS website, https://eds.ospi.k12.wa.us
- Login
- Select "My Applications"
- Then select "E-Certification"
- You will be prompted to confirm/enter your demographic information

**Step 2: Complete Education History and Work Experience**

- Go to home page → My Credentials → Educator →Education History
- Select "Click Here to Add Education History"
- Input your education history to the best of your knowledge, you can estimate dates and credit hours. The system does not recognize future dates so only include education you have already completed.
- Once you have completed your education history select "work history" under the Educator tab.
- Professional Education Experience is paid experience you have completed in a school district (i.e. paraprofessional, coach, bus driver). If you have professional education experience, select "Click Here to Add Professional Education Experience."
- Other Employment Experience should include non-education paid jobs. Include the last two jobs you have held.
- Again, you can use estimated dates and total number of hours worked. Don't spend too much time on this. If additional information is needed you will be contacted by the OSPI.

**Step 3: Apply for Pre-Residency Certificate Clearance**

- From your home screen select "Apply for a Washington Credential Here"
- Select "Apply for Credential" by the Pre-Residency Certificate Clearance"
- Step 3 will ask you if your employment history is correct. Make sure you select "yes" otherwise you will be kicked out of the wizard and you will have to start over. If the information is not correct once you complete your Pre-Residency Certificate Clearance process you can return to the Educator tab and edit the information.
- Step 6 – do NOT select the box that says, "I am completing a teacher preparation program from an out-of-state college/university." Instead, select University of Washington Seattle from the drop down menu.
- Follow the directions and complete all of the steps required in the wizard.
- The College of Education will automatically be notified once you have submitted your application and you will receive your clearance after OPP or the UW processes your request.

For questions call (360) 725-6400 or email cert@k12.wa.us

## Fingerprint Background Check Instructions
## For Certification, College and University Applicants

Washington State law (RCW28A.410.010) requires that all applicants who do not possess a valid Washington teaching certificate at the time of application be fingerprinted for a background record check through the Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).

Each educational service district (ESD) office within Washington State has the ability to process fingerprints electronically using live-scan technology. Washington State University and Central Washington University also have live-scan capabilities. Provided your fingerprints are of good quality, live-scan greatly reduces the turnaround time. However, if you have worn ridge detail you will benefit by having your fingerprints taken with black printer's ink using the ink-and-roll method.

You may select one of the following options to complete the fingerprint process:

(1) You may complete the electronic live scan fingerprint process in person at one of the ESD locations listed below. Please contact the ESD of your choice for information regarding the submission of your fingerprints through the live scan process and any additional processing fees they may change. **The fingerprint background check fee is $45.75, plus the ESD's processing fee.**

(2) If you are fingerprinted by an agency other than an ESD office using the ink-and-roll method, you must use the enclosed fingerprint card and follow the instructions on the reverse side of this sheet. For processing, **mail the completed fingerprint card and money order, cashier's check, or personal/business check made payable to the Office of Superintendent of Public Instruction (OSPI) in the amount of $45.75 to: OSPI, Attention: Fiscal Office, P. O. Box 47200, Olympia, WA 98504-7200.**

(3) You may have your fingerprints processed manually by the WSP Criminal Records Division located at 3000 Pacific Avenue, Olympia, WA 98504; but you must first pay the background check processing fee to OSPI and obtain an Electronic Applicant Submission form. Having your fingerprints processed manually ensures the WSP will not reject your fingerprints due to poor print quality. **The cost for processing fingerprints manually is $55.75, plus the WSP's processing fees.**

Information on both the fingerprinting and certification process can also be obtained by accessing the Office of Superintendent of Public Instruction's web page at www.k12.wa.us/certification (for certification information) or http://www.k12.wa.us/ProfPractices/fingerprint (for fingerprint information).

| | | | | |
|---|---|---|---|---|
| **ESD 101** | 4202 S. Regal St. | Spokane, 99223 | (509) 789-3800 | http://www.esd101.net |
| **ESD 105** | 33 South 2nd Ave. | Yakima, 98902 | (509) 575-2885 | http://www.esd105.wednet.edu |
| **ESD 112** | 2500 N.E. 65th Ave. | Vancouver, 98661 | (360) 750-7500 | http://www.esd112.org |
| **ESD 113** | 6005 Tyee Drive SW | Tumwater, 98512 | (360) 464-6700 | http://www.esd113.org |
| **Olympic ESD 114** | 105 National Ave. N. | Bremerton, 98312 | (360) 478-6868 | http://www.oesd.wednet.edu |
| **Puget Sound ESD 121** | 800 Oakesdale Ave SW | Renton, 98057 | (425) 917-7600 | http://www.psesd.org |
| **ESD 123** | 3918 W. Court St. | Pasco, 99301 | (509) 547-8441 | http://www.esd123.org |
| **North Central ESD 171** | 430 Old Station Road | Wenatchee, 98801 | (509) 665-2610 | http://www.ncesd.org |
| **Northwest ESD 189** | 1601 R Avenue | Anacortes, 98221 | (360) 299-4072 | http://www.esd189.org |

(Revised June 2015)

## IN ORDER TO MEET THE FINGERPRINT REQUIREMENT, THE APPLICANT MUST FILL OUT THE FINGERPRINT CARD AS FOLLOWS:

1. Enter your name (including aliases), complete mailing address, social security number (optional), citizenship, date of birth and personal information (sex, race, etc.). The spaces for OCA, FBI, MNU numbers may be left blank. **A card with other missing or incomplete information will be rejected.**

   **Mandatory Information:**

| Name | Place of Birth | Date of Birth | Race | Sex | Eye Color | Hair Color | Height | Weight |
|---|---|---|---|---|---|---|---|---|

   Entering your social security number is optional. However, it is very useful for verifying we have the correct individual's file when a public school district or college/university requests clearance information. Your social security number will only be used for this purpose; it will not be disseminated.

2. **SPI Applicants**: If you are submitting a certification application through an Educational Service District (ESD), please write in the EMPLOYER AND ADDRESS Section: "SPI Certification." SPI stands for Superintendent of Public Instruction.

   **College/University Applicants**: If you are in a program at a Washington State college/university, please write the name of the college or university in the employer and address box. (Do not write "SPI Certification.")

3. If not previously stamped on the fingerprint card, insert in the section REASON FINGERPRINTED: **School District Employees/Contractors/28A.400 RCW**. You must use this exact wording or your card will be rejected. Also, please make sure that the ORI Section has **WA920310Z** imprinted or written in.

4. Take the fingerprint card to a law enforcement agency or to an agency authorized to take fingerprints. The agency may charge a separate fee for this service.

5. Please bring one form of picture identification to the agency taking fingerprints.

6. Provide the agency with an envelope (minimum size 9" x 12") with adequate postage.

   Each agency has its own policy regarding the submission of the fingerprint card and payment to OSPI. **Mail completed card and money order, cashier's check or personal/business check made payable to the Office of Superintendent of Public Instruction (OSPI) in the amount of $45.75 for processing to OSPI, Attention: Fiscal Office, P.O. Box 47200, Olympia, WA 98504-7200.**

7. Please do not bend the card when mailing; this can cause the card to be rejected by the WSP.

   Enclosure: Fingerprint Card

## THESE INSTRUCTIONS ARE PROVIDED FOR APPLICANTS USING THE FINGERPRINT CARD (IF YOU PLAN TO SUBMIT FINGERPRINTS ELECTRONICALLY AT AN ESD, YOU WILL NOT NEED A FINGERPRINT CARD).

# DOCTORAL (Ph.D.) PROGRAM IN SCHOOL PSYCHOLOGY

## Philosophy and Training Objectives

The School Psychology PhD Program is structured so students completing it will be at the forefront of the field as leaders in the field of research and practice within school psychology. Our **scientist-practitioner** framework allows for two prominent areas of focus: the scientist/scholar (focusing on research, measurement, efficacy, program evaluation, statistical design) and the practitioner (focusing on implementing evidence-based assessment and interventions). The Doctoral Program at the University of Washington has been accredited by the American Psychological Association (APA) since 1992 and approved by the National Association of School Psychologists since 2000. The PhD Program in school psychology at the University of Washington builds upon and extends the training offered in the 3-year sequence of the Educational Specialist certification program, which is the first three years of the doctoral program.

The Ph.D. in School Psychology at the UW requires a minimum of 90 credit hours (30 of which applies from the Ed.S. program). Students must have completed an Educational Specialist Degree or must be in the process of completing an Educational Specialist Degree in School Psychology in order to be considered for the Ph.D. program of study. Students who apply to the Ph.D. program after they have obtained their Educational Specialist Degree in School Psychology at the UW use their coursework from the Ed.S program as their specialty area. Students who have completed an Educational Specialist degree in school psychology from another institution will have their transcripts reviewed to determine course credit that may be applied to their Ph.D. program of study (maximum of 30 credits can be applied).

In keeping with the philosophy of the program, students who complete the program are expected to achieve competencies as both practitioners and consumers of science or scientists. Recent graduates are applying their competencies in multicultural assessment, consultation, and intervention in school, mental health, hospital, and private practice settings. In these settings they continue to keep abreast of new developments in the scientific foundations for the practice of school psychology and apply this knowledge base to their field of expertise. Others are employed in university settings as trainers of school psychologists and continue to generate new knowledge for the practice of psychology.

**Goals and Objectives of the PhD Program**[5]

**Goal #1: Students will acquire scientific knowledge of psychology as a discipline.**

Objective: To develop psychologists in a scientist practitioner model that integrates the principles of psychological theory, human behavior, development, and learning in the context of evidence-based research.

[5] For details on how these goals and objectives are measured, see Appendix F: Student Performance Goals and Objectives

**Goal #2: Students learn to apply scientific knowledge to professional practice of psychology.** Objective: To prepare students with the ability to implement best practices and data based decisions in assessment, consultation, and counseling with preschool and school aged populations.

**Goal #3: Students will have first-hand experience in generating scientific knowledge.** Objective: To prepare students to be critical consumers of research and to have advanced knowledge and skills to conduct scientific inquiry and dissemination of research.

**Goal #4: Students will learn the expanded professional role of the school psychologist.** Objective: To prepare students with the skills and abilities to work effectively in schools as well as clinical settings utilizing their skills in consultation, intervention, and assessment.

**Goal #5: Students will learn how to evaluate empirically the effectiveness of interventions.** Objective: To teach students how to determine intervention effectiveness through empirical data analysis.

**Goal #6: Students will learn the importance of individual and cultural differences.**
Objective: To prepare students to provide culturally responsive services to children in schools.

**Goal #7: Students learn about professional, legal, and ethical standards for the practice of professional psychology.**
Objective: To prepare psychologists who are competent in assessing for legal and ethical challenges and engaging in best practices within this context.

## Curriculum Model

To accomplish the training objectives of the program, the curriculum covers topics in professional psychology (its history, research methods, and applications), the biological aspects of behavior, the cognitive and affective aspects of behavior, the social aspects of behavior, measurement, research methods, data analysis methods, human development, individual and cultural differences, psychopathology, professional standards and ethics, assessment, consultation, intervention and evaluating its effectiveness, and program evaluation.

In addition to these required courses, doctoral students design an individualized program of study that is guided by a supervisory committee and chaired by a Core School Psychology Faculty Member. The requirements for the individualized program of study are based on the supervisory committees recommendations and vary from student to student; however, there are a set of general guidelines that each student must follow in the process of obtaining their Ph.D. For example, each PhD program of study must include an area of specialization, two supporting cognates (a cluster of courses around a common topic of interest), and an out of area specialization (one that is outside of the College of Education). As doctoral students are completing the individualized program of study requirements, they must also complete the PhD degree milestones (research and inquiry, general exam, dissertation proposal, dissertation defense). These

procedures are noted in the sections that follow under “PhD degree milestones”. The culminating experience for the PhD degree is a predoctoral internship, which includes advanced, supervised experiences in applying science to practice. The predoctoral internship must be completed after the general exam is passed and the dissertation proposal has been approved. As the culminating experience, the predoctoral internship must provide training at a more advanced level than the pre-certification internship. The predoctoral internship requires an additional 1500 hours of experience and can be completed in a school or nonschool setting. Students are strongly encouraged to apply to APA-approved predoctoral internship programs through the Association of Postdoctoral Psychology and Internship Centers (APPIC) Match process.

## Doctoral Program Courses

| Courses | | Credits |
|---|---|---|
| **Statistics and Research (15 credits minimum)** | | |
| EDLPS 525 | Educational Inquiry | (3) |
| EDLPS 526 | Educational Inquiry | (3) |
| *EDPSY 585 | Research Proseminar Course in School Psychology | (3) |

*This seminar meets APA core requirements in history and systems of psychology, APA Technical Writing, Program Evaluation, and Psychopharmacology.

*Select at least 2 additional courses:*

| | | |
|---|---|---|
| EDSPE 511 | Methods of Applied Behavioral Analysis | (3) |
| EDPSY 575 | Structural Equation Modeling | (3) |
| EDPSY 576 | Hierarchical Linear Models/ Multilevel Modeling | (3) |
| EDLPS 574 | Mixed Methods in Educational Research | (3) |
| EDPSY 582 | Naturalistic Inquiry in studying children in context | (3) |
| EDPSY 588 | Survey Research Methods | (3) |
| EDPSY 593 | Experimental Design and Analysis | (5) |
| EDPSY 594 | Advanced Correlation Techniques | (5) |
| EDPSY 586-87 | Qualitative Methods of Educational Research | (7-10) |
| OR EQUIVALENT COURSES APPROVED BY FACULTY ADVISOR | | |

A basic course in statistics (EDPSY 490) and one in educational research (EDPSY 591) must have been completed as part of the educational specialist degree program and must be taken in addition to the above options.

**Program Evaluation**

| | | |
|---|---|---|
| EDPSY 585 | Research Proseminar course in School Psychology | (3) |

**History and Psychological Systems**

| | | |
|---|---|---|
| EDPSY 585 | Research Proseminar course in School Psychology | (3) |

**Area of Specialization in School Psychology**

Unless specified otherwise, at least one course totaling at least 5 credits must be taken from each of the following fields of study. However, if one of these fields is selected as a supportive cognate (*see pg. 69*), courses from that field must not be included in the area of specialization. (Courses listed in each field, following, are representative options.)

**Biological Bases of Behavior** (6 credits minimum)

| | | |
|---|---|---|
| EDPSY 577 | Neuropsychology of Learning & Behavior | (5) |
| EDPSY 585 | Research Proseminar course in School Psychology | (3) |
| OR EQUIVALENT COURSES APPROVED BY FACULTY ADVISOR | | |

**Cognitive/Affective Bases of Behavior** (6 credits minimum)

Six credits in developmental bases of behavior must have been completed as part of the educational specialist certification program or must be taken in addition to the above in the doctoral program.

**Social Bases of Behavior** (6 credits minimum)
Six credits in social bases of behavior must have been completed during the educational specialist certification program or must be taken in addition to the above in the doctoral program. In addition, students are strongly encouraged to take an advanced course in social psychology.

**Individual Differences** (11 credits minimum)
Six credits in exceptionality and five credits in personality development and differences must have been completed as part of the educational specialist certification program or must be taken in addition to the above in the doctoral program.

**Assessment** (18 credits minimum)
18 credits in intellectual, behavioral and academic assessment must have been completed as part of the educational specialist certification program or must be taken in addition to the above in the doctoral program.

**Scientific/Professional Ethics and Standards** (8 credits minimum)

| | | |
|---|---|---|
| EDSPE 504 | Special Education and the Law | (3) |
| EDPSY 570 | Introduction to School Psychology | (2) |
| EDPSY 568 | Ethics and School Law | (3) |

**Human Development** (6 credits minimum)
Six credits in the basic understanding of child and adolescent development. This must be completed as part of the educational specialist certification program.
One course must be: EDPSY 501 Human Learning and Educational Practice (3)

**Intervention**
9-12 credits of counseling and behavioral interventions must have been completed as part of the Specialist plus certification program or must be taken in addition to the above in the doctoral program.

**Consultation**
Students take 10 credits of academic and behavior assessment and consultation must have been completed as part of the educational specialist certification program.

**Advanced Practicum** (6 credits)
Students must take at least 6 credits of an advanced practicum that will allow the student to fulfill doctoral level expertise in assessment, consultation, and intervention in the area of specification that is appropriate for the student. EDPSY 560, 565, and/or 579 may all count as advanced practicum courses. All advanced practica must be approved by the faculty advisor.

**Cognates**

Each doctoral student is required to select two supportive cognate fields. These are clusters of courses that support a domain of inquiry (a research and/or practice area of interest). One of these cognates can be chosen within educational psychology; however one must be outside the broad area of your specialization. It is also acceptable for students to choose two cognates outside of their specialization field. The cluster of courses within a cognate should be between 6 and 15 credits. The graduate faculty member that is selected to represent the cognate area determines the breadth and depth of each cognate. One strategy to use to develop your cognates is to determine the domains of research inquiry you will cover in your dissertation. Then, consider which faculty will be most appropriate for your supervisory committee. These are the faculty that you should work with develop and oversee your cognates. You, in collaboration with that graduate faculty member, will decide on the courses that are suitable to fulfill the courses supporting the cognate. You develop titles for the cognate areas that describe the area of expertise that the courses support. The following are examples of cognate titles developed by former students: evidence based clinical practices, education for equity, and multicultural school psychology.

Although doctoral students have full flexibility in developing cognates that match their research and clinical interests, there are a few opportunities where doctoral students may take coursework that aligns with a professional certificate. Each of the following certificate programs that have clusters of courses that may be used to support a doctoral cognate area:

| **Certificate Program Title** | **Website link for more information** | **Fee-based program (yes/no)** |
|---|---|---|
| Autism Theory and Practice | http://www.pce.uw.edu/certificates/autism-theory-practice.html | yes |
| Board Certified Behavior Analyst | https://education.uw.edu/programs/graduate/special-education/bcba-pathway-one | Yes (and additional $5000 for supervision) |

The following are additional options for cognates that do not require additional fees to enroll:

| **Content Area** | **Web link for more information** | **Admission requirements** |
|---|---|---|
| Leadership in Education of Neurodevelopmental Disabilities (LEND)<br><br>Note: if this is completed during the 3rd year | http://depts.washington.edu/lend/admission/index.html | Apply for admission to become a LEND fellow<br><br>Note: There are no courses attached to the LEND fellowship program. To apply LEND training to a cognate, |

| | | |
|---|---|---|
| internship, the hours can also count as practicum hours for APPIC because you are enrolled in credits. | | you will need to register for independent study credits with a LEND supervisor that run concurrently with the LEND didactic training experiences |
| Equity Studies | http://education.uw.edu/programs/graduate/equity-studies | Enroll in the Equity Studies colloquium and select courses from the course grid |

**Specialization outside of Education**

The College requires that each doctoral student develop a specialization from a department outside the College of Education. The specialization outside the College of Education will normally be within a single department (e.g., Psychology, Social Work, Nursing). In exceptional cases, it may be a series of courses from different departments containing a common thread (e.g., Ethnic Studies, which may draw upon courses based in several departments). The graduate faculty representative from that specialization serving on the Supervisory Committee defines the breadth and depth of the specialization outside the College.

**Dissertation**

EDUC 800 Dissertation (27)

**Internship** (On Leave status- **request "on leave" status EVERY quarter you are not enrolled**)

In accordance with APA requirements and accepted clinical guidelines, students are required to complete an internship experience following completion of both the written and oral general examinations, and the approval of dissertation plan (dissertation proposal). The internship must consist of at least 1500 hours completed within a twenty-four month period and must be under the supervision of a licensed psychologist (if prior educational specialist level internship did not include 600 hours in a school setting, then 600 hours needs to be completed in a school setting). If the dissertation has not been defended before internship, continued work on the dissertation also may be pursued and is recommended. To qualify for licensure more than one licensed psychologist must be at the site which has a formal program of supervised internship activity. Faculty strongly encourage students to apply to APA-approved predoctoral internships.

**The APA Committee on Accreditation** (750 First Street, NE, Washington, DC 20002; phone (202) 336-5579)) monitors compliance with APA standards.

*The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with University policy and applicable federal and state statutes and regulations.*

## DOCTORAL COURSE SEQUENCE

(Traditional 6 year plan)

*This sequence is for students who completed the first three years of the UW School Psychology program OR students who are entering the program with a Masters or EdS in School Psychology*

| YEAR FOUR: ADVANCED CLINICAL TRAINING AND DOCTORAL COURSEWORK (6 year plan) | | |
|---|---|---|
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDPSY 508 (King)<br>**Adv Practicum- Supervision & School Mental Health (2)**<br>W 2:00-3:50 pm (in class)<br>*plus W 8:30- 10:30 am in schools (5 times) | EDPSY 508 (King)<br>**Adv Practicum- Supervision & School Mental Health (2)**<br>W 1:30-2:50 pm<br>*plus W 8:30-12:30 pm (in schools) | EDPSY 508 (King)<br>**Adv Practicum- Supervision & School Mental Health (2)**<br>W 1:30-2:50<br>*plus W 8:30-12:30 pm (in schools) |
| EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 11:00-1:50 pm (in class)<br>* plus W 4:00-6:00pm reserved for client intakes (mid November through December) | EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 3:00-5:20 pm (in class)<br>* plus W 5:30-7:30pm reserved for client sessions and one hour of EDPSY 508 (in school time) is reserved for school based counseling client | EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 3:00-5:20 pm (in class)<br>* plus W 5:30-7:30pm reserved for client sessions and one hour of EDPSY 508 (in school time) is reserved for school based counseling client |
| EDLPS 525 (Kerdeman)<br>**Educational Inquiry (3)**<br>F 8:30- 10:50 | EDLPS 526 (Kerdeman)<br>**Educational Inquiry (3)**<br>F 8:30- 10:50 | EDPSY 585 (Mazza/Jones/Missall/Johnson)<br>**Research Proseminar (3)**<br>F 9:00- 10:50 am *(odd years only)* |
| EDPSY 529 (Johnson)<br>**Development, psychopathology & the DSM (2)**<br>T 1:00-2:50 | EDPSY 593 (Sanders)<br>**Experimental Design/ ANOVA**<br>T,Th 1:30-3:50<br>Additional courses for cognate completion | EDPSY 560 (Jones)<br>**Adv practicum in personality assmt (3)**<br>T 12:30-2:50 (*even years only*) |
| Additional courses for cognate completion (including research methods courses) | Apply for prospective Candidacy (January) | EDPSY 594 (Sanders)<br>**Adv correlational techniques (3)**<br>(or other advanced research methods course)<br>Cognate courses |
| | R & I paper and presentation | R & I paper and presentation *(If not completed in Winter quarter)* |

| YEAR FIVE: DOCTORAL COURSEWORK AND DISSERTATION (6 year plan) | | |
|---|---|---|
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 11:00-1:50 pm<br>(optional to continue for more clinical hours- see year 4 for details) | EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 3:00-5:20 pm<br>(optional to continue for more clinical hours- see year 4 for details) | EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 3:00-5:20 pm<br>(optional to continue for more clinical hours- see year 4 for details) |
| EDPSY 579 (Bernier/Olson)<br>**Adv. Practicum Neurodevelopment (2)**<br>F (TBD)—all field based work | EDPSY 579 (Bernier/Olson)<br>**Adv. Practicum neurodevelopment (2)**<br>F (TBD)- all field based work | EDPSY 560 (Jones)<br>**Adv practicum in personality assessment (3)**<br>T 12:30-2:50 (*even years only*) |
| Complete another advanced practicum or clinical training experience | Complete another advanced practicum or clinical training experience | EDPSY 585<br>(Mazza/Jones/Missall/Johnson)<br>**Research Proseminar (3)**<br>F 9:00-10:50 am *(odd years only)* |
| Additional courses for cognate completion (including research methods courses) (3-6 credits) | Additional courses for cognate completion (including research methods courses) (3-6 credits) | Complete another advanced practicum or clinical training experience<br>Additional courses for cognate completion (including research methods courses) (3-6 credits) |
| Generals Exam (best here) | Dissertation Proposal (or in Spring) | Dissertation Proposal |
| Apply for APPIC Internship | Internship interviews and Match | |
| EDUC 800 Dissertation (8-10 credits)* | EDUC 800 Dissertation (8-10 cr) | EDUC 800 Dissertation (8-10 cr) |
| **register only if completing general exam this quarter* | | |
| *** Register for 25 dissertation credits (total) by the end of the academic year. Leave 2 credits for the following year when your defend your dissertation (final orals)* | | |

**YEAR SIX: PREDOCTORAL INTERNSHIP (6 year plan)**

Apply for "on leave" status **EVERY** quarter *except the quarter that you will defend your dissertation*. If you do not apply each quarter, you will drop from the University system and have to reapply for active status and pay a $250 fee to the Graduate School. During the quarter that you defend your dissertation, you MUST register for the remaining 2 credits.

## DOCTORAL COURSE SEQUENCE

(5 year plan) [6]

This is the suggested course sequence for PhD students wishing to do a 5-year degree plan. This is not the recommended approach for completing the program, but it is an option for students who wish to do so. **Please note that <u>all</u> of the courses in year three (including the PhD courses) <u>MUST</u> be paid at the self-sustaining tuition rate**.

| **YEAR ONE: BASIC FOUNDATIONS** | | |
|---|---|---|
| **<u>Autumn Quarter 2016</u>** | **<u>Winter Quarter 2017</u>** | **<u>Spring Quarter 2017</u>** |
| EDPSY 490 (Glass Hastings)<br>**Basic Educational Statistics (3)**<br>T 4:30-6:50 | EDPSY 500 (Missall)<br>**Field Study I: Academic consultation (2)**<br>W 10:30-11:50 am | EDPSY 500 (Missall)<br>**Field Study I: Academic Consultation (1)**<br>W 10:30-11:50 am |
| EDPSY 501 (Gordon)<br>**Human Learn & Educ Practice (3)**<br>Th 4:30-6:50 | EDPSY 502 (Herrenkohl)<br>**Early Development Foundations (3)**<br>W 2:00-4:20 | EDSPE 525 (Schwartz)<br>**Education of Students with Autism or Severe Behavioral Disorders (3)**<br>M 4:30-6:50 |
| EDPSY 554 (Missall)<br>**Intro to Multitiered Systems of support (3)**<br>W 9:30- 11:50 am | EDSPE 504 (Brown, S.)<br>**Special Education Law (3)**<br>Th 4:30-6:50 | EDPSY 572 (Cunningham)<br>**Socio-Emotional Assessment (3)**<br>T 1:00-3:20 |
| EDPSY 548 (Mazza)<br>**Personality Theory (5)**<br>T/ Th 12:00-2:20 | EDPSY 553 (Murphy)<br>**Special Populations (3)**<br>T 9:30-11:50 | EDPSY 552 (Jones)<br>**Multicultural Issues (3)**<br>Th 1:00-3:20<br>*State Students pay PCE fees* |
| EDPSY 570 (Mazza)<br>**Intro to School Psy (2)**<br>M 11:00-12:50 pm<br><br>**Total 16 credits** | EDPSY 556 (Cunningham)<br>**Applied Social Psychology (3)**<br>T 1:00-3:50<br><br>EDPSY 568 (Provenzano)<br>**Prof Issues and Ethics (3)**<br>Th 12:30-2:50<br>**Total 17 credits** | EDPSY 591 (Adjunct)<br>**Research Methods (3)**<br>W 4:30-6:50<br><br>**Total at least 13 cr**<br><br>**1ST YEAR TOTAL 46 cr** |

[6] **IMPORTANT:** students who entered the PhD program with a Masters or EdS degree in School Psychology are <u>not</u> eligible to do the 5 year plan. Instead follow the traditional 6 year course sequence.

| YEAR TWO: CLINICAL SKILL DEVELOPMENT | | |
|---|---|---|
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDPSY 557 (King)<br>**Tier III Interv for Sch Psych (3)**<br>W 11:00- 1:20 pm | EDPSY 505 (King)<br>**Field Study II: Tier III interventions (2)**<br>W 3:00-4:20 pm (in class)<br>*plus W 8:30-12:30 pm (in schools) | EDPSY 505 (King)<br>**Field Study II: Tier III interventions (1)**<br>W 3:00- 4:20 pm (in class)<br>* plus W 8:30-12:30 pm (in schools) |
| EDPSY 507 (Missall)<br>**Educational Assessment and intervention (5)**<br>M,W 2:00-4:20 | EDPSY 544 (Mazza)<br>**Counseling (4)**<br>M 1:00-3:50*<br>* plus M 4:30-6:30pm reserved for client sessions and one hour of EDPSY 505 (in school time) is reserved for school based counseling client | EDPSY 546 (Mazza)<br>**Counseling Practicum (4)**<br>M 2:00-4:20*<br>* plus M 4:30-6:30pm reserved for client sessions and one hour of EDPSY 505 (in school time) is reserved for school based counseling client |
| EDPSY 540 (Jones)<br>**School Psychological Assessment (5)**<br>T,Th 9:30-11:50 | EDPSY 564 (Johnson/Douglass)<br>**Practicum in Assessment/Consultation (5)**<br>T Th 9:00-12:20 | EDPSY 573 (Missall) 5 cr<br>**Preschool Assessment/consultation practicum (5)**<br>T Th 9:30-11:50 |
| PSY 543 (Sedlar)<br>**Effective Parenting Interventions (3)**<br>Th 3:00-5:50 | | Edpsy 577 (Bernier)<br>**Educational Neuropsychology (5)**<br>T,Th 1:00-3:20<br>*State students pay UWEO fees* |
| **Total 16 credits** | **Total 11 credits** | **Total 15 credits**<br>**2nd YEAR TOTAL 42 cr** |

| YEAR THREE: PRECERTIFICATION INTERNSHIP & DOCTORAL COURSEWORK (5 year plan) | | |
|---|---|---|
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDUC 750 (Frye)<br>**Internship (10)** | EDUC 750 (Frye)<br>**Internship (10)** | EDUC 750 (Frye)<br>**Internship (10)** |
| EDPSY 566 (Frye)<br>**Internship Supervision & Case Study Seminar (2)**<br>W 5:00-6:50 | EDPSY 566 (Frye)<br>**Internship Supervision & Case Study Seminar (2)**<br>W 5:00-6:50 | EDPSY 566 (Frye)<br>**Internship Supervision & Case Study Seminar (2)**<br>W 5:00-6:50 |
| EDLPS 525 (Kerdeman)<br>**Educational Inquiry (3)**<br>F 8:30- 10:50 | EDLPS 526 (Kerdeman)<br>**Educational Inquiry (3)**<br>F 8:30- 10:50 | EDPSY 585 *(odd years only)*<br>(Mazza/Jones/Missall/Johnson)<br>**Research Proseminar (3)**<br>F 9:00-10:50 |
| | EDPSY 593 (Sanders)<br>**Experimental Design/ ANOVA (5)**<br><br>Apply for Prospective Candidacy (January)<br><br>Complete R & I paper and presentation | EDPSY 594 (Sanders)<br>**Adv correlational techniques (3)**<br>(or other advanced research methods course)<br><br>R & I paper and presentation (if not completed in Winter quarter |

| **YEAR FOUR: ADVANCED CLINICAL TRAINING, DOCTORAL COURSES, AND DISSERTATION (5 YEAR PLAN)** | | |
|---|---|---|
| Begin registering for courses through MyUW | | |
| **Autumn Quarter 2016** | **Winter Quarter 2017** | **Spring Quarter 2017** |
| EDPSY 508 (King)<br>**Adv Practicum- Supervision & School Mental Health (2)**<br>W 2:00-3:50 pm (in class)<br>*plus W 8:30- 10:30 am in schools (5 times) | EDPSY 508 (King)<br>**Adv Practicum- Supervision & School Mental Health (2)**<br>W 1:30-2:50 pm<br>*plus W 8:30-12:30 pm (in schools) | EDPSY 508 (King)<br>**Adv Practicum- Supervision & School Mental Health (2)**<br>W 1:30-2:50<br>*plus W 8:30-12:30 pm (in schools) |
| EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 11:00-1:50 pm (in class)<br>* plus W 4:00-6:00pm reserved for client intakes (mid November through December) | EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 3:00-5:20 pm<br>* plus W 5:30-7:30pm reserved for client sessions and one hour of EDPSY 508 (in school time) is reserved for school based counseling client | EDPSY 565 (Johnson)<br>**Adv Practicum in clinical practice (4)**<br>W 3:00-5:20 pm<br>* plus W 5:30-7:30pm reserved for client sessions and one hour of EDPSY 508 (in school time) is reserved for school based counseling client |
| EDPSY 579 (Bernier/Olson)<br>**Adv. Practicum Neurodevelopment (2)**<br>F (TBD)- all field based work | EDPSY 579 (Bernier/Olson)<br>**Adv. Practicum Neurodevelopment (2)**<br>F (TBD)- all field based work | EDPSY 585 (Mazza/Jones/Missall)<br>**Research Proseminar (3)**<br>F 9:00- 10:50 am *(odd years only)* |
| EDPSY 529 (Johnson)<br>**Developmental psychopathology and the DSM (2)**<br>T 1:00-2:50 | | EDPSY 560 (Jones)<br>**Adv practicum in personality assmt (3)**<br>T 12:30-2:50 (*even years only*) |
| Additional courses for cognate completion (including research methods courses)<br>Generals Exam<br>Apply for APPIC Internship<br>EDUC 800 Dissertation*<br>(8-10 credits)**<br>*register only if completing general exam this quarter | Additional courses for cognate completion (including research methods courses)<br>Dissertation Proposal (or in Spring)<br>Internship interviews and Match<br>EDUC 800 Dissertation**<br>(8-10 credits) | Additional courses for cognate completion (including research methods courses)<br>Dissertation Proposal<br>EDUC 800 Dissertation**<br>(5-7 credits) |
| *** Register for 25 dissertation credits (total) by the end of the academic year. Leave 2 credits for the following year when your defend your dissertation (final orals)* | | |

**YEAR FIVE: PREDOCTORAL INTERNSHIP (5 year plan)**

Apply for "on leave" status **EVERY** quarter *except the quarter that you will defend your dissertation*. If you do not apply each quarter, you will drop from the University system and have to reapply for active status and pay a $250 fee to the Graduate School. During the quarter that you defend your dissertation, you MUST register for the remaining 2 credits.

## Checklist of APA requirements and Worksheet for Doctoral Program

The checklist on the following pages should be used to monitor completion of all American Psychological Association (APA) * requirements (area of specialization) and College requirements prior to advancement to prospective candidacy. The worksheet that follows should be used to plan a course of study once a student is admitted to Prospective candidacy and is forming his or her doctoral supervisory committee.

The educational specialist precertification internship course of study must be completed before the student is admitted to Prospective candidacy. It is desirable that APA and College requirements be met before admission to Prospective Candidacy. Many of these courses will have been already completed as part of the educational specialist certification program. For students who completed their educational specialist degree or certification in school psychology elsewhere, their transcripts will be reviewed for comparable courses and any missing courses will need to be taken as part of their doctoral program. Also, APA requires that faculty evaluate the clinical competence of students who did their training in other programs. The Ph.D. student and advisor collaboratively develop a plan for assessing competency.

For the checklist below, please indicate the quarter and year in which each APA and College requirement was completed. For courses that are being used to satisfy APA requirements that are not listed, please provide the identifying department/area, the course number, and the number of credits for the course. A copy of this form must be given to your advisor each year by May 1 until all requirements are met. After these requirements are met, the remaining requirements for the doctoral program are determined by the student's doctoral supervisory committee within the framework of the requirements of the Ph.D. in the College of Education and the individualized course of study.

**SCIENTIFIC/PROFESSIONAL**
**ETHICS, STANDARDS, AND LEGAL ISSUES (8 credits)**

_____EDSPE 504 Special Education and the Law 3 cr

_____EDPSY 568 Ethics and School Law 3 cr

_____EDPSY 570 Introduction to School Psychology 2 cr

**RESEARCH DESIGN**
**AND METHODOLOGY (12 credits)**

_____EDPSY 585 Seminar in EdPsy: School Psych Research 3 cr, ongoing
(Covers history and systems, APA technical writing, and program evaluation, psychopharmacology)
_____EDPSY 591 Methods of Educational Research 3 cr

_____EDLPS 525 Educational Inquiry 3 cr

_____EDLPS 526 Educational Inquiry 3 cr

**STATISTICS and METHODS OF INQUIRY (6-15 credits)**

_____EDPSY 490 Basic Educational Statistics 3 cr

*Choose at least 2 of the following methods of inquiry

_____EDPSY 593 Experimental Design and Analysis (ANOVA) 5 cr

_____EDPSY 594 Advanced Correlational Techniques 5 cr

_____EDSPE 511 Methods of Applied Behavioral Analysis 3 cr

_____EDPSY 588 Survey Research Methods 3 cr

_____ EDLPS 574 Mixed Methods in Educational Research 3 cr

_____ EDPSY 575 Structural Equation Modeling 3 cr

_____EDPSY 576 Hierarchical Linear Models/ Multilevel Modeling 3 cr

_____ EDPSY 582 Naturalistic Inquiry in studying children in context 3 cr

_____EDPSY 586-87 Qualitative Methods of Educational Research 7-10 cr

**BIOLOGICAL BASES OF BEHAVIOR (6 credits)**

_____EDPSY 577 Educational Neuropsychology 5 cr

_____EDPSY 585 History, Systems, & Contemporary Issues in School Psychology 3 cr

_____ or other electives approved by faculty advisor

**SOCIAL/DEVELOPMENTAL BASES OF BEHAVIOR (9 credits)**

_____EDPSY 543 Effective Parenting Interventions 3 cr

_____EDPSY 556 Applied Social Psychology 3 cr

_____ or course in advanced social psychology

**COGNITIVE/AFFECTIVE BASES OF BEHAVIOR (6 credits)**

_____EDPSY 501 Human Learning 3 cr

_____EDPSY 502 Cognitive Development 3 cr

**INDIVIDUAL DIFFERENCES (11 credits)**

_____EDPSY 548 Personality Development and Differences 5 cr

_____EDPSY 553 Special Populations 3 cr

_____EDSPE 525 Education of Students with Autism or Severe Behavioral Disorders 3 cr

**MULTICULTURAL (3 credits)**

_____EDPSY 552 Multicultural Issues in School Psychology 3 cr

**ASSESSMENT (8 credits)**

_____EDPSY 540 School Psychological Assessment 5 cr

_____EDPSY 564 Practicum in School Psychology: Assessment/Consultation 5 cr

_____EDPSY 572 Social-Emotional Assessment 3 cr

_____EDPSY 573 Preschool Assessment and Consultation 5 cr

**INDIVIDUAL INTERVENTIONS (9-12 credits)**

_____EDPSY 544 Counseling Theory 3 cr

_____EDPSY 546 Counseling Practicum 3-5 cr

_____EDPSY 553 Special Populations 3 cr

_____EDPSY 557 Tier III Interventions 3 cr

**CONSULTATION (10 credits)**

_____EDPSY 507 RTI for Educational Assessment & Consultation 5 cr

_____EDPSY 554 Introduction to Multitiered Systems of Support 5 cr

**ADVANCED PRACTICA**

_____EDPSY 560 Advanced Practicum in Personality Assessment 3 cr

_____EDPSY 565 Advanced Practicum in clinical practice 3 cr

_____EDPSY 508 Advanced Practicum in Supervision 3 cr

_____EDPSY 579 Adv Practicum in Neurodevelopment 2 cr (Fall/Winter)

_____or elective advanced practicum with advisor approval

# Worksheet for Individualized Course of Study

Broad Area: Educational Psychology
Area of Specialization:

Faculty Advisor_____ (Core School Psychology Faculty)
Courses with asterisk in checklist for APA requirements

Cognate 1:

Faculty Advisor_____

Courses:

Cognate 2:

Faculty Advisor_____

Courses:

Continued

Area Outside Education:

Faculty Advisor_____

Courses:

Other Members of the Committee and Their Specialties:

Note: Only one cognate may be in Educational Psychology (besides your area of specialization within the college) and it must be clearly different from the area of specialization.

# Doctor Of Philosophy Degree Milestones

The Doctor of Philosophy program in the College of Education prepares students for careers of research or scholarly inquiry and teaching at the college level. The program consists of: (1) continuous research or inquiry, (2) courses in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an advisor and a faculty Supervisory Committee to select courses, topics of research and inquiry, and teaching experiences. These three areas will combine to: (1) convey deep scholarly knowledge of education and a specialty outside of education, (2) promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods, (3) impart broad knowledge of theory and practice in two supportive cognates, and (4) promote excellence as a college teacher.

A successful Ph.D. student has a high aptitude for research and inquiry and expresses career interest in general topics into which the faculty of the College are actively inquiring and researching. The assumption is that the most effective training for the Ph.D. stems from collaborative research and inquiry into topics of mutual interest by an able student and faculty scholars and researchers. The major portion of the program consists of the student and selected faculty members jointly researching and inquiring.

The following summarizes the requirements and processes leading to the Ph.D. degree. Every Ph.D. student should review the summary of the Graduate School's doctoral degree requirements as well: http://grad.uw.edu/policies-procedures/doctoral-degree-policies/

## Residency

The Graduate School requires a minimum of 90 credits for doctoral degrees. An entering graduate student who holds a master's or educational specialist degree from a recognized academic institution may substitute the master's or educational specialist degree for thirty (30) of those credits (provided that the degree will not be more than 10 years old at the time of graduation from the UW), leaving sixty (60) credits that must be earned at the University of Washington. Each student should note that most College of Education degree options exceed the amounts required by the Graduate School.

## General Course Of Events Leading To A Ph.D.

The following chart outlines the general course of events leading to a Ph.D. degree. Explanatory text follows the chart.

| Events | Outcomes/Products |
|---|---|
| **Post Educational Specialist / First 1-2 Years** | |
| Faculty advisor helps plan initial coursework. | Written recommendation of faculty adviser for advancement to Prospective Candidacy |
| Completion of 24 credits, including EDLPS 525 and 526, and a minimum 9 credits in field(s) of study. | Written recommendation of Area for advancement to Prospective Candidacy |
| **Prospective Candidacy** | |

| | |
|---|---|
| Supervisory Committee formed[1] | Supervisory Committee form filed with Office of Student Services |
| Course of Study approved by Supervisory Committee | Maintain/update Course of Study worksheet |
| Complete two additional research courses[2] | Discuss with Supervisory Committee research topics for R&I presentation |
| Research and Inquiry (R&I) presentations[1] | R&I presentation successful |
| Complete all coursework approved in course of study (except dissertation) | Approved coursework completed with the following:<br>• G.P.A. 3.0 or better<br>• 18 graded credits<br>• 18 credits at the 500 level. |
| General Examinations | Approved formal Course of Study filed with Office Of Student Services |
| Written exam, oral exam | Both exams passed |
| **Candidacy** | |
| Dissertation proposal | Approved Dissertation Proposal filed with Office of Student Services |
| Dissertation, Final Defense | Completion of 27 dissertation credits.<br>Dissertation filed with Graduate School |

1 It is not imperative that the Supervisory Committee be formed before the student's Research and Inquiry presentation. It is necessary, however, for the student to have arranged for a group of faculty to evaluate her/his Research and Inquiry work.

2 Prior to General Exams, a student is required to complete a minimum of four additional 500-level courses (combined total no less than 12 credits) relating to methods of educational inquiry; in each of these four courses a student must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered CR/NC). A student should select coursework representing at least two broad approaches to inquiry (quantitative, qualitative, philosophical, historical, etc.) from inside or outside the College of Education.

Upon admission to the Ph.D. Program, a student is designated Post-Educational Specialist degree, meaning that the student has been assigned to an advisor, but does not yet have a doctoral Supervisory Committee. The goal of the post-educational specialist's phase is to arrange research/inquiry experiences and course work that will qualify the student for Prospective Candidacy. Each student is assigned a first year advisor whose research and scholarly activities are in the student's field of intended specialization. During the first year of study, the advisor will be a central figure, helping to plan academic life.

Working together with an advisor, the student will: 1) identify a research topic and secure ways and means for participating in the selected project, (2) select courses, and (3) prepare papers for presentation to the faculty for consideration for advancement to Prospective Candidacy. Although the role of faculty advisors is designed to assist students in completing the Ph.D. degree, it is each student's responsibility to follow all procedures of the Graduate School and College of Education.

## Advancing To Prospective Candidacy

A student may be considered for advancement to Prospective Candidacy after completing 24 credits of study, including the Inquiry Seminar Series (EDLPS 525 and 526), and a minimum of 9 credits within the chosen field(s) of study. Individual areas may require additional coursework and the advisor will inform the student of any additional requirements early in the first quarter of study. See the courses sequence for the recommended timeline for PhD students in School Psychology. Once the student has met the minimum requirements, the student prepares records for presentation to the area faculty, that will be presented as a recommendation by the advisor for advancement consideration. For specific detail, see: http://education.uw.edu/my-coe/current-students/doctor-philosophy/program-requirements . This recommendation and a summary of the student's records are submitted by the advisor to the faculty for consideration. The faculty will review the student's work, judge the adequacy of the student's progress, and make a recommendation on advancement to Prospective Candidacy to the Graduate Program Coordinator. Once advanced, students become ***Prospective*** *Candidates*.

## Forming The Supervisory Committee

Once advanced to Prospective Candidacy, the student should direct their attention to forming a Supervisory Committee. In concert with the advisor, the student should explore with members of the graduate faculty their willingness to serve on the Supervisory Committee. Members of the Supervisory Committee will devote substantial time to working with a Ph.D. student and each should formally indicate their willingness to serve. The Chairperson of the Supervisory Committee, who must be a graduate faculty member from the College of Education, should express a willingness and availability to supervise a dissertation, since this is normally the most time-consuming responsibility.

Supervisory Committees will be formed in accordance with Graduate School Memorandum #13 http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-13-supervisory-committee-for-graduate-students/ and according to the following principles:

- A minimum of four voting faculty (at least three with graduate faculty appointments) must represent, respectively, the student's (a) specialization within their broad area of study, (b) first cognate, (c) second cognate, and (d) specialization outside of the College of Education (definitions of broad area, specializations, and cognates can be found on-line at http://education.uw.edu/my-coe/current-students/doctor-philosophy/program-requirements .
- No more than two voting faculty from the student's broad area may be on the Committee; and
- An additional graduate faculty member, the Graduate School Representative (GSR), must also serve on the committee. GSRs must be members of the graduate faculty with an endorsement to chair doctoral committees, and must have no conflict of interest (such as budgetary relationships or adjunct appointments) with the College of Education. Members of Supervisory Committees representing students' specializations outside of the College of Education may also serve as GSRs, provided they are qualified to serve in both roles.
- Use the *graduate faculty locator* to determine whether a UW faculty member is a member of the graduate faculty with an endorsement to chair doctoral committees: http://grad.uw.edu/for-faculty-and-staff/faculty-locator/

Once a student has identified appropriate graduate faculty who are willing to serve, their names should be submitted to the Office of Student Services using the appropriate form available on the College website http://education.uw.edu/my-coe/current-students/forms/doctoral-degree-forms . The student's faculty advisor must sign the form to indicate her/his approval.

NOTE: The Graduate School requires each doctoral student who is forming a committee for the first time to submit a "Use of Animal and Human Subjects" form at the time the committee is formed. The form can be found at http://grad.uw.edu/policies-procedures/general-graduate-student-policies/human-subjects-and-animal-care-approval-information/ Once completed, it should be submitted to the Office of Student Services.

Each student should form a Supervisory Committee no later than the quarter prior to the General Examination. It is not imperative that the Supervisory Committee be formed before the student's Research and Inquiry presentation. It is necessary, however, for the student to have arranged for a group of faculty to evaluate her/his Research and Inquiry work.

The next task is to meet with the Supervisory Committee to develop a research program for the Research and Inquiry presentation and to plan a course of study in preparation for a General Examination. Between Supervisory Committee meetings, Chairpersons are responsible for serving as the student's advisor.

The Supervisory Committee may recommend against continuation in the program if a student's progress toward the degree is unsatisfactory. This may include but is not limited to: an excessive number of course withdrawals or incompletes, an average grade point of less than 3.0, unsatisfactory performance in field placements, or unsatisfactory performance on the General Examination.

## Completing Research Preparation Coursework

A Doctor of Philosophy student will need to develop a broad appreciation for the diversity of research options available. Initial preparation consists of studying the fundamental differences and similarities among various approaches to inquiry in education through the required Educational Inquiry Seminar Series (EDLPS 525 and 526). These courses are sequential; EDLPS 525 is the prerequisite for EDLPS 526. It is recommended that a student complete this sequence as early in the program as possible, preferably in the first year.

Additionally, a student is required to complete a minimum of four additional 500-level courses (combined total no less than 12 credits) relating to methods of educational inquiry; in these four courses a student must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered C/NC). Students should select coursework representing at least two broad approaches to inquiry (quantitative, qualitative, philosophical, historical, etc.) from inside or outside the College of Education. A student should select coursework representing at least two broad approaches to inquiry (quantitative, qualitative, philosophical, historical, etc.) from inside or outside the College of Education. The final selection of appropriate courses will be made with the advice and consent of the faculty advisor.

The required Inquiry series must be completed prior to Advancement to Prospective Candidacy; two of the four additional research courses must be completed prior to the Research & Inquiry Presentation; the remaining two research courses should be completed prior to General Exams.

## Completing The Research And Inquiry (R & I) Presentation

Research preparation is the foundation of the Ph.D. program, as research will play a paramount role in students' professional careers. It is not imperative that the Supervisory Committee be formed before the student's Research and Inquiry presentation. It is necessary, however, for the student to have arranged for a group of faculty to evaluate her/his Research and Inquiry work.

Training to be an effective researcher requires (a) concentrated focus to learn the various methods of inquiry and practice and (b) employment of these methods in various research projects while pursuing your degree. The student will begin research activities during the first year of the program, and will continue to develop skills by conducting various research projects, culminating with the dissertation. A major product of research preparation effort is the Research and Inquiry Presentation.

The purposes of Research and Inquiry are to:

1. Immerse the student in issues of content and method directly pertinent to the student's chosen specialization;
2. Provide the student with practical experience in the use of methods and the application of content learned in coursework;
3. Convey those aspects of substance and method that characterize the topic studied but that are not taught in general method or content courses; and
4. Afford an opportunity for the student to present research to a professional audience and for the audience to learn about the research. R&I is the opportunity to begin integrating knowledge pertinent to specialty areas.

The design, implementation, and presentation of the R&I research shall be under the supervision of the Supervisory Committee. A thoroughly developed research project must be presented prior to taking the General Examination. Successful completion of at least one research presentation will be a required part of preparation for advancement to Candidacy; in some cases, a Supervisory Committee may require additional research presentations. All members of the faculty are invited to attend the presentations. In addition, other graduate students are also welcome to attend as non-participating observers.

In general, a student's plan of research and inquiry should hold substantial promise of contributing to preparation for a dissertation, and at its inception should have a good chance of being reportable at a professional meeting or being publishable in a juried journal. At each meeting, members of the Supervisory Committee will reassess the extent to which the student's research and inquiry activities are contributing to stated goals, and will provide advice in accordance with their assessment. Between committee meetings, the Chairperson will assume primary responsibility for advising and assisting students with preparation of a research and inquiry plan. The faculty advisor (and chair of the supervisory committee) completes an evaluation of the prospective candidates performance on the research and inquiry paper and presentation. A copy of the evaluation form is included as Appendix G.

## Completing The Written General Exam

When both the student and the Supervisory Committee concur that the student is prepared, and the student has completed all course requirements except the dissertation – including the completion at least 60 credit hours of coursework, per Graduate School requirements (or 30 hours if the student already completed an educational specialist's degree that will be less than ten years old at the time of graduation from the UW) – there will be a Written and Oral General Examination covering all major portions of the program of study. The student's Course of Study and research activities will be evaluated through written and oral examinations conducted by the Supervisory Committee. The student should meet with the committee to discuss the content, scheduling, and format of the examinations. The chairperson will then forward a copy of the examination plan to the Office of Student Services. *Before you begin this process, please see the doctoral general exam checklist below.*

The General Examination is given in two parts. The first part is written and examines content area in the student's broad areas, specialty areas, and cognates. Upon satisfactory completion of the written

portion of the General Examination, the oral portion may be scheduled. The faculty advisor (and chair of the supervisory committee) completes an evaluation of the prospective candidate's performance on the general exams. A copy of the evaluation form is included as Appendix H.

### Completing The Oral General Exam

The student is responsible for scheduling the oral portion of the General Exam (locating an adequate room, determining a date and time that is acceptable to all members of the Supervisory Committee, etc.), as well as submitting a Request for General Exam to the Graduate School. The student should submit the Request for General Exam at least three weeks prior to the date of the General Exam by using the Graduate School's online process. More information, and a link to the online Request for General Exam, can be found at http://education.uw.edu/my-coe/current-students/doctor-philosophy/program-requirements#accordion-section-7 . The student should also note that she or he must be enrolled for credit hours during the quarter of the General Exam. If a General Exam occurs during a period between academic quarters, then the General Exam will be considered to have taken place the following quarter, and the student must register for that quarter.

During the oral examination, members of the Graduate Faculty may ask any question they choose. By majority vote, the Supervisory Committee will rule whether students pass the Oral Examination. Additionally, the faculty advisor (and chair of the supervisory committee) completes an evaluation of the prospective candidate's performance on the general exams. A copy of the evaluation form is included as Appendix H. Successful completion of the oral exam allows the doctoral student to *advance to candidacy*.

## Doctoral General Exam Checklist

It is your responsibility as a student to see that all requirements of the Graduate School as well as those of the College of Education have been met.

For information about Graduate School policies and procedures, visit their website at http://www.grad.washington.edu/mygrad/student.htm

To be eligible for the doctoral General Examination, you will need to do the following:

____ 1. Have a Supervisory Committee approved by the Graduate School at least the quarter prior to the oral portion of the General Exam. Ph.D. students must complete the Research and Inquiry (R&I) presentation prior to the exams.

For more information about R&I, please visit the "PhD Description and Timelines" section of this website.

**Written portion of the doctoral General Examination:**

____ 2. At least one quarter before you plan to take the General Examination, your Chair should call a meeting of your Supervisory Committee to approve your Course of Study; to set criteria for the exams; to discuss topics to be covered; to determine which form (take home, in-house, or combination) of the written General Exam will be given; and to set a tentative date for the oral portion of the General Exam.

____ 3. Complete the Course of Study form and the Written Exam Notification form. Submit them within the first two weeks of the quarter you are taking the General Exam.

a. Course of Study form needs to be approved during the quarter prior to the written General Exam by all the members of your Supervisory Committee before your Chair can sign it. Please distribute the copies according to the instructions at the bottom of the form. The course of study forms are available to download from our forms page.

Although you have not begun registering for dissertation credits, complete the dissertation section of the Course of Study and enter EDUC 800 for course prefix and number, Doctoral Dissertation for title, 27 credits for credits. Include the 27 credits in the grand total.

b. Written Exam Notification Form is available on our forms page.

____ 4. Register as a graduate student at the University of Washington during the quarter you plan to take the General Exam (written and oral). If you wish to register for EDUC 800, Doctoral Dissertation, during the quarter of your written General Exam, the Exam Request Form and officially approved Course of Study must be submitted to the Office of Student Services, 206 Miller, prior to registration.

Any exam occurring during a quarter-break is counted as occurring the following quarter, thus requiring registration that quarter.

____ 5. Complete all coursework for the degree (except the dissertation credits). Graded courses must have grades of 2.7 or higher and you must have a minimum cumulative grade point average of 3.00. Courses used toward the PhD research preparation requirement must have grades of 3.0 or better.

____ 6. Fulfill the residency requirements for taking the General Exam: Completion of 60 credits prior to scheduling the General Oral Examination (an educational specialist's degree from the UW or another institution may be used as a substitute for 30 of these 60 credits).

____ 7. Complete at least 18 credits of graded courses at the 400-level or above.

EDPSY 490 cannot be used to meet doctoral research preparation requirements. However, it may be used to meet Graduate School requirements -- 18 credits of graded courses and residency. Education courses must be 400-level and higher; courses outside Education must be 300-level and above. Courses numbered 499 and courses entitled "Undergraduate Study" cannot be used toward graduate degree requirements. Credits from courses taken through distance learning or correspondence are not transferable. Courses numbered 498 are normally not acceptable; this will be reviewed by petition on a case-by-case basis.

____ 8. Complete at least 18 credits of UW course work at the 500 level and above must prior to the General Examination.

____ 9. Complete the written exam satisfactorily. Determine with your Chair how the copies of your answers will be distributed to the committee members.

Please remind your Supervisory Committee Chair that if your committee recommends re-examination, your Chair must first inform our office by memo before you can proceed. The memo must include the reason for the re-examination and the schedule.

**Oral portion of the Doctoral General Exam:**

____ 10. After receiving notification from your Chair to proceed to the oral portion of the doctoral General Exam, you may schedule the oral exam with your Supervisory Committee. Submit the Graduate School Request for General Examination.

Follow the instructions on the form thoroughly. All members of the Supervisory Committee must sign it, including members on sabbatical. The Graduate School will not schedule the exam if signatures are incomplete. In lieu of actual signatures, e-mails or faxed signatures are acceptable if attached to the form. E-mails can be addressed to the student or to the Supervisory Committee Chair. The e-mail must indicate the member is aware of the exam being scheduled (he/she must mention the date and time of the exam) and must state whether he/she can attend the exam.

## Forming The Reading Committee

The Reading Committee will be selected from among the student's Supervisory Committee members, and will include the Chair of the Supervisory Committee. It is advisable to include a member who is knowledgeable in the chosen research methodology. The Reading Committee will read and review the dissertation in detail and make a recommendation to the larger Supervisory Committee about readiness to schedule the Final Examination. Once the student has identified appropriate graduate faculty who are willing to serve on the Reading Committee, their names should be submitted to the Office of Student Services using the appropriate form available on the College website (http://education.washington.edu/current/forms/index.html).

## Preparing The Dissertation Proposal

Upon successful completion of the oral portion of the General Exam, you and your Supervisory Committee will shift attention to the dissertation proposal. The purpose of the dissertation proposal is to provide you with constructive criticism from the entire Supervisory Committee prior to the execution of your dissertation research. The written dissertation proposal should be approved unanimously by the Supervisory Committee members; approval will be indicated by submitting a copy of the proposal cover page signed by each member to the Graduate Program Coordinator (see a proposal cover page template). Approval does not guarantee that the Supervisory Committee will approve the dissertation at the Final Oral Exam, but it does guarantee that the committee may not later disapprove the dissertation on the grounds that the research was poorly conceived. The approved proposal becomes the working paper for conducting your dissertation research. As a part of this process, the faculty advisor (chair of the supervisory committee) also completes an evaluation of the prospective candidate's performance on the dissertation proposal. A copy of the evaluation form is included as Appendix I.

Once the proposal receives Supervisory Committee approval, you will likely need to submit an application for review and approval by the Human Subjects Division. On its website, the College of Education has summarized some of the most important aspects of the Human Subjects Review Process. You should also consult the website of the UW's Human Subjects Division.

For additional information about the process, the type of review suitable for a given project, application forms, and general assistance, contact Louise Clauss at lclauss@uw.edu or 206-616-8291.

**Conforming to Stylistic Standards**

It is your responsibility to ensure that your dissertation meets current Graduate School formatting requirements. You may find information about these requirements online. Further information about dissertation requirements may be found at here.

**Completing The Final Exam (Dissertation Defense)**

It is expected that the student will pass the Final Examination. The final defense of the dissertation is intended as an opportunity for all involved to celebrate the good results of their work during the student's career in the College.

The student should schedule the Final Examination after submitting the dissertation to the Supervisory Committee. The student is responsible for scheduling the Final Exam (locating an adequate room, determining a date and time that is acceptable to all members of the Supervisory Committee, etc.), as well as submitting a Request for Final Exam to the Graduate School. The student should submit the Request for Final Exam at least three weeks prior to the date of the Final Exam by using the Graduate School's online process. The student should also note that she or he must be enrolled for credit hours during the quarter of the Final Exam. If a Final Exam occurs during a period between academic quarters, then the Final Exam will be considered to have taken place the following quarter, and the student must register for that following quarter.

The Final Examination will cover the dissertation and related topics, and it may cover other areas deemed appropriate by the Supervisory Committee. While the committee alone votes on acceptance of the dissertation, any member of the graduate faculty may participate in the Final Examination. The faculty advisor (and chair of the supervisory committee) completes an evaluation of the candidate's performance on the final exam. A copy of the evaluation form is included as Appendix J.

**Submitting The Dissertation To The Graduate School**

When Candidates pass the Final Exam and complete any revisions requested by the Supervisory Committee, the remaining step is to submit the dissertation to the Graduate School. In preparation for submitting your dissertation, you should keep the following Graduate School policies in mind:

- If you wish to submit your dissertation in the same quarter as your Final Exam, make note of the submission deadlines established by the Graduate School.

- You may submit your dissertation up to two weeks after the end of a quarter without having to register for the following quarter by using the Registration Waiver Fee. The Registration Waiver Fee option is available to a student who has completed all other degree requirements except submission of the dissertation. You will then be permitted to graduate the following quarter by paying a $250 fee in lieu of registering for credit hours.

- Submission of the dissertation is done electronically and involves several steps. You should carefully review the detailed information available from the Graduate School. Two steps are particularly important: (1) the Doctoral Dissertation Reading Committee Approval Form must be physically signed by all Reading Committee members and submitted online with the dissertation

to the Graduate School no later than the last day of the academic quarter; and (2) you must also complete the Survey of Earned Doctorates.

Specific questions about the electronic submission of dissertations should be directed to Graduate Enrollment Management Services (GEMS) at 206-685-2630.

Once your dissertation is submitted to the Graduate School, you should submit a copy of the dissertation abstract, along with the Post-Graduation Information Form, to the Office of Student Services at 206 Miller Hall. These items will be included in your files.

Submission of the dissertation is an online process. Information about this process can be found here: http://www.grad.washington.edu/students/etd/info.shtml.

Once the dissertation is submitted to the Graduate School, the student should submit a copy of the dissertation abstract, along with the Post-Graduation Information form (http://education.washington.edu/wordforms/postgrad.doc) to the College's Office of Student Services (206 Miller Hall). These items will be included in the student's files.

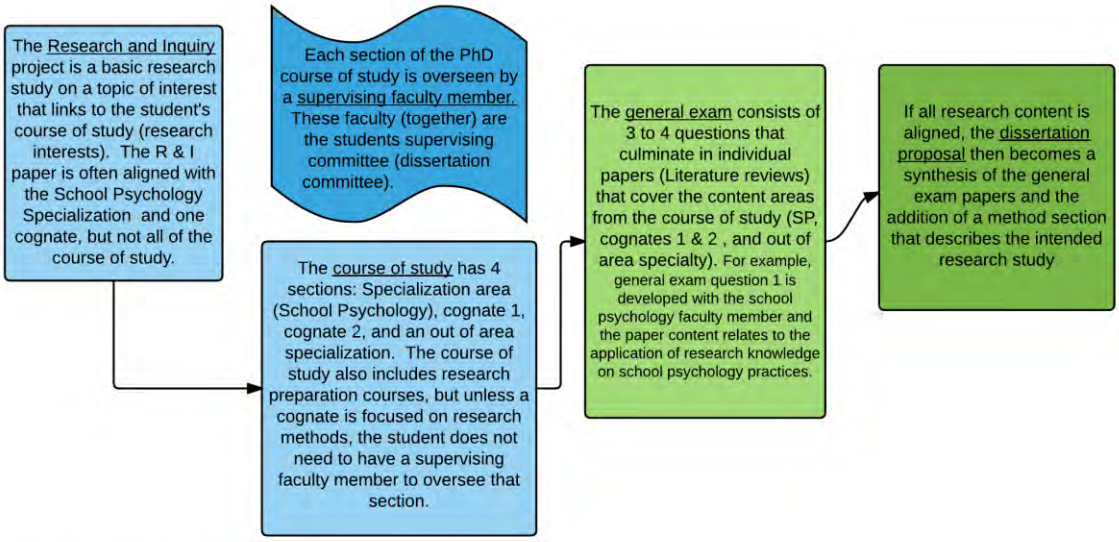
Maximum Allowable Time

In planning the program of study and timeline, the student should keep in mind that all requirements for the Ph.D. must be completed within a 10-year time limit Extensions beyond the ten-year time limit are possible, but require Supervisory Committee recommendation and approval by the Graduate Program Coordinator. Requests for extensions beyond the ten-year limit must be petitioned to the Graduate School.

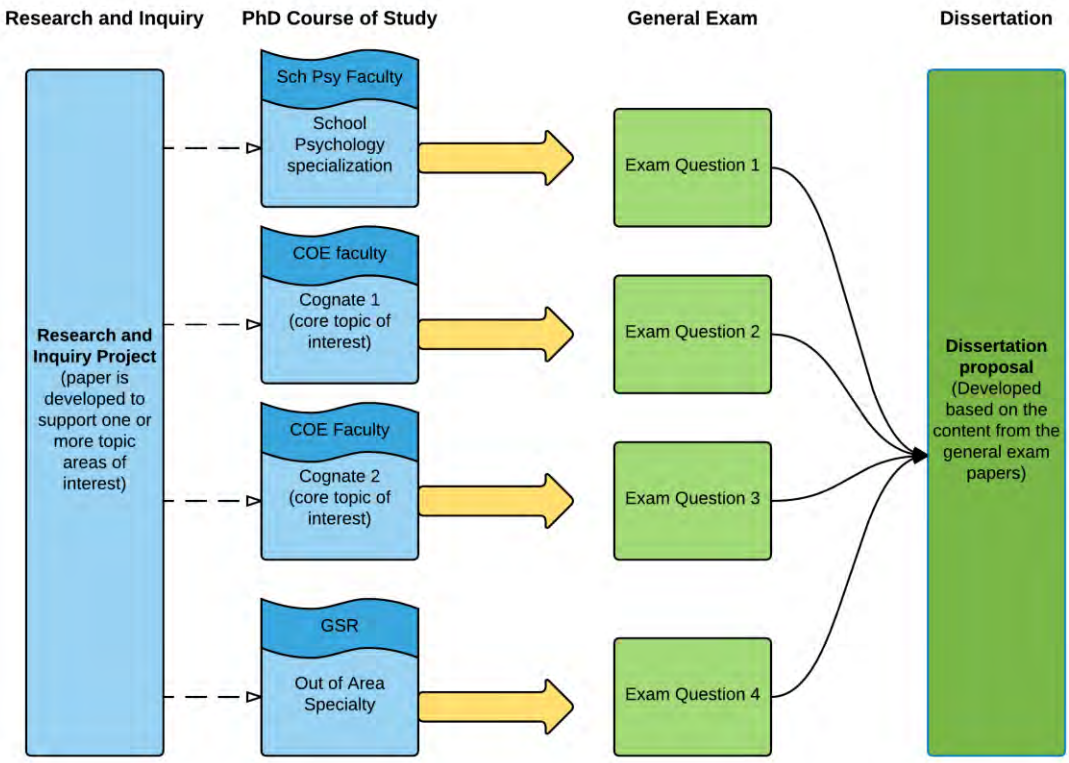
Although the university allows 10 years to complete a Ph.D., students are encouraged to try to complete their program within 3 to 4 years after finishing the Educational Specialist Degree program. This time line is in keeping with what is normally expected for doctoral students in psychology. Timely progress is to the student's benefit because it allows a student to obtain employment as a psychologist or trainer of school psychologists more rapidly. Also, it frees up space for other qualified students, which is important since the demand exceeds the supply for both school psychologists in the schools and trainers of school psychologists in universities.

# Connecting the PhD Degree Milestones: A strategy for efficient completion

Description of the process:




Flowchart of the Process and Strategy




Janine Jones Sept 2015

# The Predoctoral Internship

**ELIGIBILITY**

Only students who are admitted to the doctoral program in School Psychology, who are in good standing with the program, and who have completed their general exams, and have successfully proposed their dissertation are eligible to do their predoctoral internship. Dissertations may be defended before going out on internship, which is encouraged to maximize focus on the internship experience, however it is not required.

**POLICY**

There are two options for completing the predoctoral internship requirement. Whichever option is chosen, the student must have the internship plan approved by both the Doctoral Internship Coordinator and their advisor.

Option 1

The student applies to and is accepted for an internship accredited by the American Psychological Association and/or the Association of Psychology Postdoctoral and Internship Centers. Because the number of APA- accredited or APPIC approved internships in the greater Seattle area are extremely limited and have yet to accept doctoral students in school psychology, this option usually requires relocation for one year. This option is recommended for students who seek positions in teaching hospitals, universities, or mental health settings. Deadlines for applications are in the fall (November). Placements are usually announced by the last Monday in February for approximately a July 1 start date. Please consult with the Doctoral Internship Coordinator in preparing an application.

Option 2

The student applies for and is admitted to an internship in a school or non-school setting in the greater Seattle area. The core faculty in the School Psychology program must approve the internship site and plan. The internship should consist of an organized sequence of activities that meet current WAC regulations for licensure as a psychologist in the state of Washington. Licensed psychologists must provide the internship supervision. This option is recommended for students who want to supplement their training and experience as a psychologist in school settings with training and experience as a psychologist in non-school settings.

The content and goals of the internship must be stated in a written contract signed by the onsite supervisor, the doctoral internship coordinator, and the intern prior to beginning the internship. If in a school setting, the goal of the internship is to practice by extending familiar skills while acquiring new ones. If the intern intends to apply for licensure as a psychologist, the intern should read the current WAC requirements for licensure as a psychologist in Washington and make certain that the school site also meets all the requirements of the Licensing Board for a predoctoral internship.

Required Hours for Option 2

*1200 hours direct clinical services
(Note: 600 of these hours may be related to dissertation research, but *only if the dissertation involves direct delivery of services*.)

*300 hours of independent reading, case conferences, seminars on applied issues, group supervision

_____

**1500 hours total minimum**

**Please note the following information about the Pre-doctoral program in School Psychology:**

The internship requirements listed above are the minimum needed to complete the Ph.D. They do not necessarily lead to gaining licensure as a psychologist, a process that can involve meeting standards that vary from state to state. Licensure is required to present one's self as a psychologist to the public and to engage in independent practice as a psychologist. The best way to ensure that you are license-eligible is to apply to an APA-accredited (or APPIC approved) internship.

Here is some background information to help you in planning your internship:

1. Academic training and internship training are separate training experiences in professional psychology and typically occur at different sites and institutions. Academic training programs are not required to provide predoctoral internship programs.

2. The APA accredits academic training programs and internship training programs. Typically a doctoral student would complete both an APA-accredited academic training program and an APA-accredited internship program. These are seldom in the same city. Just as medical school training and medical internships are completed in separate locations, so is doctoral-level training in psychology. Advertised academic positions frequently require graduation from an APA-accredited training and completion of an APA-approved internship program. Many positions in psychology in hospitals or other agencies require that psychologists be licensed and in some cases be registered health providers through the National Register.

3. The first option (APA-accredited internship program) is the preferred option to ensure that trainees who complete the internship successfully are license-eligible. Option 2 is an alternative for those who are not able to move away from the city to complete the internship. There is no guarantee that completion of Option 2 will make a student eligible for licensure. Graduates who have completed the program-approved Option 2 placements have been generally successful in becoming licensed, but there is no guarantee. Therefore, option 2 is also appropriate for those who plan to continue to work in the schools in leadership roles but not provide independent psychological services.

4. During the licensure application process, graduates of our program who apply for licensure do not have to submit their academic program transcripts for review (because the academic training program is APA-accredited). Graduates who complete APA accredited internships do not have to submit their internship logs for review. However, graduates who complete option 2 must submit the internship program contract and logs for review by the board. The licensing board evaluates whether the internship is comparable to an APA accredited internship.

5. APA-accredited (and APPIC approved) internships have a fall application deadline for the match process for a summer or fall start date. Prospective doctoral interns can learn more about the match process at http://www.appic.org/. The Doctoral Internship Coordinator is the coordinator of Predoctoral internships and also prepares prospective doctoral interns for the match process. If you decide to apply to an APA-accredited (or APPIC approved) internship, please inform the Doctoral Internship Coordinator at least six months in advance of this deadline to review the file and choose sites where you would like to apply (a good match with your skills and goals). We advise applying to 8 to 10 internship programs, because the process is highly competitive. The Doctoral Internship Coordinator will be glad to help you complete

applications in a timely fashion. Allow at least one month before the deadline for your references to complete recommendation forms.

6. We do not have resources in our program or community to guarantee a local program-designed internship (Option 2) for students in the program. Nor does APA expect that we do so. Be prepared to use your networks and connections to create a local internship.

7. For Option 2, an individually tailored Internship Plan must be submitted, reviewed, and approved by the program. For those accepted by an APA-accredited internship, the internship plan consists of a copy of the acceptance letter from the internship program and the student letter of acceptance. These should be submitted to the Doctoral Internship Coordinator. The Internship Plan should be submitted to the Doctoral Internship Coordinator prior to the start date of the internship. In all cases, information regarding the students periodic review and/or experience should be provided to the Doctoral Internship Coordinator. Only when the plan is reviewed, approved, and signed by the Doctoral Internship Coordinator, should you start the internship. The plan and approval form and evaluations will be kept in your file and shared with the APA site visit team. *A sample internship plan is on the next page*.

8. The internship is the culminating experience in the scientist-practitioner training model and thus comes at the end of the training program. At our initial site visit, APA emphasized that all course work and dissertation research (plan approved + dissertation data collected and analyzed) should be completed before the internship begins. Ideally, the student would also complete at least one draft of the complete dissertation before going on the internship. *At a minimum*, prior to internship, you should have your dissertation proposal approved by your committee with a clear plan for data collection and analysis during the predoctoral internship year. Please see section of this handbook "**the doctoral internship year**: critical information you need to know" (pages 88-89) for more information on timelines for the degree and retaining your status as a student during the internship year.

# Training Plan for Pre-Doctoral Internship

University of Washington School Psychology PhD Program
To Be Completed by Intern & Supervisor Prior to Beginning Internship

Intern Name: _____ Date Form Completed: _____

Primary Internship Site Name & Address: _____

_____

Secondary Internship Site Name & Address: _____

_____

***Please adjust your internship plan according to whether you have one or two sites.***

Supervision

Primary Site Supervisor: _____ License #: _____

Secondary Site Supervisor: _____ License #: _____

Additional Site Supervisor: _____ License #: _____

Additional Site Supervisor: _____ License #: _____

University-Based Supervisor: **Won-Fong Lau Johnson, PhD** License #: PY60496443

Schedule of Pre-Doctoral Internship

Academic Quarter(s) & Year of Internship Placement: _____

Internship Schedule (Days & Hours): _____

Start Date: _____ Anticipated End Date: _____

Minimum Number of Hours to be On-Site per Week: _____

Minimum Number of TOTAL hours for entire pre-doctoral internship: 1,500 ← ***This needs to be here as you are required to complete a minimum of 1500 hours***

Paid? YES NO (circle) If paid, amount: _____

Number of Independent Study Credits _____

**Supervision Agreement**

***Please review the Washington Administrative Code and the details outlined in the program handbook. Here, you need to document that you are meeting the requirements of our program in order to graduate. If you want to be eligible for licensure, please include all necessary information here to capture that you are meeting supervision and training requirements for both the program and the licensure requirements of the state in which you plan to be licensed. Below are the supervision requirements for Washington State according to the Washington Administrative Code. You need to***

***decide what you would like to include in your internship plan. You are encouraged to consult with the faculty for assistance.***

For the following section, check all that apply. Note: These must all be checked in order for the internship opportunity to meet requirements of WAC 246-924-056 (Internship).

**For every 40 hours of Internship Experience:**

__ At least 2 hours of individual face-to-face supervision
__At least 2 hours of Other Learning Activities (e.g. case conferences, seminars, co-therapy with staff person, group supervision)
__At least 25% of the internship experience is direct client contact
__At least 75% of supervision is provided by licensed psychologist with 2 years post-licensure experience, with the remaining 25% of the supervision provided by professionals described in WAC 246-924-056.

**Topics to be covered in supervision include:**

___ Discussion of services provided by the student;
___ Selection of service plan for and review of each case or work unit of the student;
___ Discussion of and instruction in theoretical concepts underlying the work;
___ Discussion of the management of professional practice and other administrative or business issues;
___ Evaluation of the supervisory process by the student and the supervisor;
___ Discussion of coordination of services among the professionals involved in the particular cases or work units;
___ Discussion of relevant state laws and rules;
___ Discussion of ethical principles including principles applicable to the work;
___ Review of standards for providers of psychological services; and
___ Discussion of reading materials relevant to cases, ethical issues and the supervisory process.

**Goals of Training (Attach additional sheet(s) if needed):**

- Here you need to highlight the organized sequence of your internship program.
- Discuss how the internship is going to gradually *increase* and *build* upon your foundational knowledge and skill set over the course of the training year.
- Please outline all the duties you will be expected to do throughout the internship training, clearly indicating where you will be providing services and obtaining training.
- It is recommended that you review brochures from internship sites of interest to you. A good resource is the APPIC website. Once you find a site, look for their program brochure and use that as a model. There is one provided for you here in the program handbook as well.

**SAMPLE "GOALS OF TRAINING" SECTION FOR A PREVIOUS INTERN WHO COMPLETED THEIR INTERNSHIP AT THE UW AUTISM CENTER.**

******DO NOT COPY******

*Copying the content below constitutes plagiarism as this sample was developed by a former intern*

**Goals of Training:** (Attach additional sheet(s) if needed)

The primary focus of the internship is to provide high-quality training in the provision of a broad range of psychological services.

The intern will participate in and provide:

- An evidence-based treatment program for children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder
- Assessment of Autism Spectrum and related disorders using gold standard diagnostic measures in conjunction with the DSM-V
- Individual functional behavioral assessments for school-aged children
- Consultation services to schools, parents, community and clinical professionals

1. *Interview, Evaluation, & Case Conceptualization: Intern will be able to*
    a. Establish rapport, demonstrate empathy, elicit participation, and cooperation, and attend to the content of clinical interactions with minimal feedback from supervisors.
    b. Explore client's previous experiences in treatment settings and assess the effectiveness of previous interventions and theoretical applications to guide current planning and treatment and the fidelity of service provision through current measurement methodologies based upon best practices.
    c. Conduct effective clinical interviews to gather critical information to determine a strong understanding of the problem dynamics.
    d. Assess high-risk behaviors and provide recommendations for interventions and safety planning for a variety of behaviors.
    e. Consider relevant evidence based theories during case conceptualization, in order to apply best services in educational settings in particular those from a cognitive-behavioral orientation.

2. *Assessment & Diagnosis: Intern will be able to*
    a. Select, administer, score, and interpret a battery of age & use appropriate tests in order to provide clarity to referral questions and assist in differential diagnosis using IDEA, WAC, and DSM-V criteria.
        i. Tests will include educational, cognitive, neurological, social-emotional, behavioral, and psychological measures.
    b. Write integrated psychological assessment/evaluation reports in a timely fashion demonstrating the ability to synthesize testing results, background data, client's developmental history, family demographics and history, cultural/ethnic background, clients' educational history, and all other relevant information into a coherent and meaningful whole. Such synthesis will lead to a conceptualization of the case that provides thoughtful evidenced based recommendations and strategies for treatment and follow-up evaluation.

3. *Supervision: Interns will be able to*
    a. Consistently approach supervision with a list of topics to discuss, prepared to present and use feedback to improve clinical effectiveness.
    b. Show a strong awareness of clinical risks, personal limitations, and seeks out additional supervision when needed and appropriate.
    c. Engage with a licensed psychologist on a weekly basis for supervision and consultation, and seek supervisor outside of scheduled supervisions if needed

4. *Professional Behavior & Development – Intern will be able to*
    a. Resolve conflict effectively, meaningfully, and appropriately with staff, peers, supervisors, and other educationally based stakeholders.
    b. Work well in teams with other professionals and community members addressing student concerns and school/community issues.
    c. Challenge self and demonstrate genuine motivation to learn by engaging in self-reflection, participating in trainings, and seeking out additional input and knowledge when necessary. Also actively applies training and knowledge to cases.
    d. Produces high quality work within time limits set forth that is thoughtful, conscientious, and consistent with professional standards and school/agency/community standards.
    e. Develop a professional identity that includes clear understanding of effective care and evaluation of mental health and educationally based conditions/disabilities and comfort/familiarity with use of appropriate techniques associated with disabling condition.
    f. Understand use of systems approaches to addressing the needs of students in educational settings.
    g. Become aware of own strengths, limitations, and personal stress level and seek out assistance when needed and behave in a professional manner at all times.

5. *Sensitivity to Diversity: Intern will be able to*
    a. Demonstrate awareness of the impact of culture on client's view of evaluation, counseling and the educational process and works flexibly with all clients regardless of culture/ethnic/SES backgrounds.
    b. Works to provide effective assessment, consultation, and treatment of services taking relevant client issues of diversity into account.
    c. Shows sensitivity and respect for cultural, ethnic, gender, religious, sexual, socioeconomic, and other relevant client differences when selecting appropriate assessment and treatment tools, interpreting data, and determining appropriate courses of treatment.
    d. Is receptive to and aware of the impact of own ethnic/cultural/racial background, gender, and socioeconomic status and the effects that may have on client's perception of the practitioner or the educational/psychological process as a whole and is able to respond and/or address such issues in a responsible and meaningful manner.

6. *Ethical & Legal: Intern will be able to*
    a. Show good judgment when faced with ethical decisions and knows to seek the advice/counsel of others in order to ensure appropriate behavior and/or delivery of services that are consistent with APA ethical principles, Washington State laws, and IDEA guidelines with minimal supervision.
    b. Knows and follows specific and appropriate procedures for assessing danger to self and/or others, managing aggressive clients, reporting child, elder, dependent adult, and/or spousal abuse with minimal supervision.

7. *Personal and Interpersonal- Intern will be able to*
    a. Appropriately manage stress and/or emotional responses in a way that does not result in inferior professional services to the client/student or interfere with job responsibilities.
    b. Demonstrate effectiveness in working within a multidisciplinary team

8. *Scholarly Inquiry & Evidenced Based Care: Intern will*
    a. Seek out scholarly literature to inform and guide practice, clinical and educational decisions, treatment selections, and questions to supervisors.
    b. Consider relevant educational and psychological theories in clinical and educational thinking and supervision discussions.
    c. Understand and consider problems within an evidenced based conceptual framework that guides hypothesis generation regarding appropriate assessment and/or treatment strategies with minimal supervision.

*All parties have read and understand the agreement outlined in this student's predoctoral internship plan. The signatures below indicate that each party has agrees with the proposed internship plan.*

***Then you need to sign and have all supervisors sign the last page of your internship plan:***

Intern Signature _____ Date _____

Primary Site Supervisor Signature _____ Date _____

Secondary Site Supervisor Signature _____ Date _____

Additional Site Supervisor: _____ Date _____

Additional Site Supervisor: _____ Date _____

UW Supervisor Signature _____ Date _____

***An electronic template will be provided to you by Dr. Fong Lau Johnson (fongj8@uw.edu)***

***You are required to meet with Dr. Johnson to review your plan to ensure it meets all requirements for the pre-doctoral internship if you choose Option 2 (a non-APPIC/APA internship). You must have all signatures and approval before you begin your internship, otherwise any hours completed before the signatures and date noted on the form, will not count towards the pre-doctoral internship requirement.***

## APPIC Application Timeline

To support our doctoral students who plan to apply for APPIC internships, Dr. Johnson developed a timeline for students to follow. Students who follow this timeline will receive ample support through the APPIC application process. Should a student follow a shorter timeline, they may not have the opportunity to receive support with essay drafts and other more complex parts of the application process. All students should determine the year that they plan to apply for APPIC and work backwards to the first entry on the timeline.

| Time Frame | Task |
|---|---|
| May | Introduction meeting to APPIC process |
| July | Begin submitting drafts of essays for review. |
| July | Applicants can begin registering for the APPIC Match online via the website<br><br>Make sure you register for both the MATCH and the APPI website |
| August | Discuss letter with rec writers. Update your wardrobe. |
| Mid-September | Register for the Match, if you have not done so.<br>Register for the APPI as well. |
| September 15 | Last day to submit **first drafts** of essays, cover letters, and vitae for review/edits. |
| Late September | Applicant meeting to discuss site lists, essays, and concerns. |
| September 30 | Final date for all revised essays. |
| October 1 | By this date, a list of internship programs participating in the Match should be available on-line. |
| Mid-Oct | Applicant meeting to discuss site lists, APPI questions, etc.<br>Send site list to Dr. Johnson ASAP. |
| Late October | DCT verification of readiness form/letters completed for students proposing dissertations in mid-October (DCT is Dr. Johnson who will need to provide this form) |
| November | Applications due. Get your flu shot. |
| Early December | Applicant meeting to discuss interviews and preparation.<br>Schedule mock interview with Dr. Johnson (Lau). |
| December-January | Interviews!! |
| Early February | Match I Ranking Submission Deadline |
| Late February | Match I Results |
| Early March | Match II Application, Interviews, and Ranking |
| Late March | Match II Results |
| July, August, Sept. | GO TO INTERNSHIP! |

# The Doctoral Internship Year

***Critical information that you need to know***

**On Leave Status**

During your internship year, you must be either registered for dissertation credits or "on-leave" in order to maintain your affiliation with the University. You must apply for/request on-leave status EVERY quarter that you are not registered. Each quarter that you are on leave you pay $25 to hold this status. If you do not follow these steps, bad things happen. You lose your affiliation with the university, lose your financial aid eligibility, and your loans may come due. Also, once you have lost status as a student, you must pay a reinstatement fee of approximately $250. There is no waiver of this fee as it is a fee to the graduate school—not the program. This is a policy of the University of Washington Graduate School, therefore faculty cannot assist you in appealing this process or waiving the fee. It is non-negotiable. For more information about this policy, go to:

**Student Loans**

*(Preventing the bill from coming during the internship year)*

Students on internship who have loans (from undergraduate or graduate) and register for only two credits or go on-leave during the internship become flagged for loan repayment. If this applies to you, complete the **Required Off Site Experience (R.O.S.E) form** and submit to Paula Wetterhahn, Assistant Director for Student Services. She will submit the completed form to the UW Graduate School to process your loan deferment request. This can only be approved ONCE and applies only to the quarters that you are "on leave." http://www.grad.washington.edu/forms/

**Internship, Dissertation and Graduation**

Use the start and end date of your internship to help decide when to do your dissertation defense and when to submit the dissertation. It is critical that you are aware that *the submission of the final dissertation to the UW Graduate School is directly linked to the end of your internship*. Here are options for consideration:

Option #1: Defend the dissertation before internship

Using this option, you have to plan for maintaining status as a student while on leave AND **holding** on the submission of your dissertation until the final few weeks of your internship. You MUST NOT submit your dissertation early. To be compliant with APA, you may only submit the dissertation to the Graduate School when you are near the end of your internship experience (within a few weeks). You do not need to register for credits again after you defend your dissertation, but you must have "on leave" status.

Option #2: Defend the dissertation during internship

With this option, you must register for 2 credits the quarter that you defend the dissertation. If it is Fall or Winter quarter, you will need to follow the procedures from option #1 for subsequent quarters. Note: if you complete the R.O.S.E. deferment form for a previous quarter, you will not be eligible for a deferment again if you go back on leave. Thus, *waiting until Spring quarter makes the most sense for those with student loans*.

Option #3: Defend the dissertation close to the end of internship or after internship ends

This is similar to any other quarter. Register for 2 credits and make sure to get the defense complete and the dissertation submitted to the Graduate School by the end of the quarter that you defend. If you cannot get the dissertation submitted by the end of the quarter you can pay the graduate school a

registration fee waiver of $250 for a 14 day extension. Your degree will be awarded the following quarter (with the extension).

## The PhD on your Official Transcript

Your doctoral degree will have the conferral date of the Friday of finals week in the quarter in which it is earned. That is, when the internship hours are complete AND when your dissertation is submitted to the Graduate School. If you defend in summer or if your internship ends during the summer, the degree will be awarded at the *end* of the Fall quarter. Be clear on this if you have a new job or postdoctoral residency that requires the Ph.D. It could be that the job begins in September and your degree will not be conferred until December. If this is the case you will need to inform your employer. Sometimes students are unable to meet the timeline required to have the degree conferred in the same quarter that they defend. In those cases, your chair can request a letter from the Graduate School that certifies the date you completed all requirements for the degree, prior to it showing on your transcript. This is not ideal for many graduates, so plan accordingly to ensure that you can meet the timelines expected by your future employer.

## Licensure As A Psychologist

The doctoral program is designed to meet the requirements of the American Psychological Association. If the student seeks licensure as a psychologist, it is the student's responsibility to make sure that she or he also meets the WAC requirements if she or he seeks licensure as a psychologist in Washington State. These requirements change from time to time and can be obtained from the Washington State Department of Health in Olympia http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/Psychologist . It is important to keep syllabi from all graduate courses as the licensing board may ask for documentation about what a course on your transcript covered.

# GENERAL INFORMATION (ALL STUDENTS)

## *Registration*

During the first three years of the program. All registration occurs through the UW Professional and Continuing Education Office. Enrolled students will be mailed registration forms with the courses listed and the tuition costs. Any scholarship will be noted on the same form. Students during the first three years (including those admitted to the PhD program postbaccalaureate and without the EdS degree) must NOT register through the MyUW system. If you have any difficulties with registration, please see the School Psychology Program Coordinator for assistance (206) 543-4971. The program coordinator is located at the front desk of the School Psychology Clinic, Miller 402.

Beginning in the fourth year of the program, doctoral students register for courses through MyUW. Any student who has an Ed.S. Degree and is admitted into the doctoral program will begin using this system. If you have any difficulties with this registration, please see Michael Lindsay, Administrative coordinator, Graduate Academic Support, (206) 221-3097; mlindsay@uw.edu. Michael is located in Miller Hall Room 312J.

## *School Psychology Program Listserv*

We have a listserv for the school psychology program that we use as a primary mode of communication. Please sign up for this listserv as soon as you have your UW net ID.

To join the listserv, fill out the enrollment section at the following link: http://mailman11.u.washington.edu/mailman/listinfo/schoolpsych. Set to digest if you want the emails batched to once per day. If you do not wish to use your UW email for the listserv, you can choose another email address. If you select a different email address, please make sure you check it daily. We will not be responsible for people who do not have important information that is distributed through the listserv. The faculty use the listserv to update on important matters including providing announcements for research positions and other funding opportunities.

To send an email to everyone through the listserv, send the email to: schoolpsych@uw.edu Please do not use the listserv for emails that do not apply to everyone in the program (including faculty). Use common sense if you post to the listserv. Do not put passwords or any information regarding the clinic on the listserv. You may use the listserv for job postings, research and clinical position announcements, and other matters that benefit all students in the program. The listserv is not to be used for discussions about topics. Treat it more like a one way communication tool for announcements. Reserve discussions for the social media spaces that the SPSA officers develop for you.

## *School Psychology Student Association (SPSA)*

We have a volunteer organization called the School Psychology Student Association (SPSA), which plans activities for students in the program and builds a sense of community across cohorts. Students are elected to leadership positions in the SPSA and all other students in the program are considered to be members of the organization. Members of the SPSA should determine the best mechanism for voting in leaders to the SPSA. Dr. Mazza serves as the core faculty representative to the SPSA. In previous years, the duties of the elected officers were loosely defined and informally expected. Beginning with the 2014-15 academic year, the following are suggested roles/duties of the SPSA leaders:

**SPSA President (2nd year student position)**

The President will be responsible for calling meetings of the association. They will create "meet and greet" opportunities between cohorts and set up the mentor/mentee pairs. The president should facilitate contact between mentor/mentee pairs and encourage open communication across cohorts.

**SPSA Vice President (2nd year student position)**

The vice president will be responsible for facilitating 1-2 meetings across cohorts for students to discuss tips, questions, and other student issues as they arise. The vice president will also take the lead on updating the internship sites list at the beginning of the Fall quarter, during the second year. Taking the lead includes breaking the list into smaller segments across SPSA 2nd year members, adding share access to members, and monitoring the updating of the site list. The internship google doc can be found at: http://tinyurl.com/nsqy8y3

**SPSA Secretary (1st year student position)**

The Secretary is responsible for creating a social media space for the cohort. This may include a facebook page for ongoing communication between cohort members. The secretary should post a copy of the UW social media policy and monitor that all communication is in line with the UW social media guidelines. http://depts.washington.edu/uwciso/site/files/UW_Social_Media_Guidelines.pdf. The secretary should also create a document repository for cohort members as needed. This may be a google drive folder with articles, SPSA organizational documents, or materials to support group activities.

**SPSA Treasurer (1st year student position)**

The Treasurer is responsible for keeping track of any receipts for purchases made on behalf of the SPSA. They should work with the faculty representative to receive reimbursement from the SPSA account. If the organization decides to renew collecting membership dues, the faculty representative will help manage the funds for the group.

**SPSA PhD Officer (4th or 5th year student position)**

The PhD student officer is responsible for coordinating the doctoral panel event in the Spring for EdS student who will be transitioning into the PhD program, participating in the program orientation in the Fall, and other events as desired by the SPSA.

**Washington State Association of School Psychologists (WSASP) Student Representative**
Our state association invites all training programs to have a representative with the organization. The student representative can be one of the SPSA officers or another student with interest in leadership. This person is responsible for disseminating information from the state association to the students in the program.

**National Association of School Psychologists (NASP) Student Representative**
Our national association invites all training programs to have a representative with the organization. The student representative can be one of the SPSA officers or another student with interest in leadership. This person is responsible for disseminating information from the national association to the students in the program.

## *Cohort Representatives*

In addition to participation in SPSA leadership, there are also other opportunities for leadership in the School Psychology Program. Each cohort should elect a cohort representative. This representative will be the primary liaison between the faculty and the cohort. Cohort representatives shall serve a term of one academic year. A cohort representative may serve an additional year if elected by a unanimous vote of the cohort. Responsibilities of the cohort representative include:

- Attend the school psychology faculty meetings 9:30-10:30 am (see faculty meeting schedule on the next page)
- Bring questions and/or concerns from the cohort to the faculty
- Take notes from the faculty meeting and report back to the cohort within 3 days of the meeting
- Find a replacement representative for any meetings that they are unable to attend
- ***Please note: individual student concerns should <u>not</u> be given to the cohort representative. Only group concerns should be submitted to the cohort representative for sharing at the faculty meeting. Individual concerns should be reserved for a meeting between a student and their advisor.***

## *School Psychology PEAB- Student Representative*

The final leadership opportunity is for a current student to serve as the student representative for the school psychology PEAB (see below). Any student in the program may serve in this role; however, our preference is for a doctoral student to hold this position in a multiyear capacity. When this position is open, an announcement will be made through the School Psychology Listserv.

## *School Psychology Professional Education Advisory Board (PEAB)*

The Professional Education Advisory Board (PEAB) meets three times a year. Associate Professor Kristen Missall calls the meetings, sets the agenda, and coordinates the paper work. Members of the PEAB include six practicing school psychologists, a district administrator, a principal, a teacher and a UW student representative. Each year the PEAB reviews whether the program is in compliance with the Washington Administrative Code (*WAC*) for school psychology programs. Dr. Missall completes the annual report and other paperwork needed to ensure that the University of Washington School Psychology Program maintains its' approved status so that graduates of the program qualify for residency certification.

## *School Psychology Faculty Meetings and Important Dates*

The School Psychology Faculty meet twice a quarter to discuss issues of importance for the School Psychology program. There are occasional additional faculty meetings as the needs arise. All meetings are from 9:00 am to 11:00 am (with student representatives invited in at approximately 10:00 am) The faculty meeting dates for the 2016-17 academic year are as follows:

| **Quarter** | **Meeting date** | **Student evaluations** (faculty only) | **Special event** |
|---|---|---|---|
| Autumn | 9/21/16<br>9:00-3:00 pm | | **Program Orientation and Social hour** |
| | 10/7/16<br>9:00 am-11:00 am | | |
| | 11/18/16<br>9:00 am-11:00 am | | |
| | 12/9/16<br>9:00 am-1:00 pm | EdS/PhD | |
| Winter | 1/13/17<br>9:00 am-11:00 am | | |
| | 2/10/17<br>9:00 am-5:00 pm | | **Interview day** |
| | 2/17/17<br>9:00 am-11:00 am | | |
| | 3/3/17<br>9:00 am-1:00 pm | EdS/PhD | |
| Spring | 4/7/17<br>9:00 am-11:00 am | | |
| | 5/5/17<br>9:00 am-11:00 am | | |
| | 5/5/17<br>begin reviews | | **EdS e-Portfolio and Diversity paper Due** |
| | | | |

| | | | |
|---|---|---|---|
| | 5/19/17<br>9:00 am-1:00 pm | | **EdS Oral exams** |
| | 6/2/17<br>9:00 am-1:00 pm | EdS/PhD | |

## *Professional Organizations*

During the first quarter students are encouraged to join several professional organizations. EdS students are expected to join Washington State Association of School Psychologists (www.wsasp.org) and the National Association of School Psychologists (www.nasponline.org). In addition to the state and national associations in school psychology, doctoral students are encouraged to become members of Division 16 of the American Psychological Association (http://www.apa.org/about/division/div16.aspx).

# Expectations For Student Conduct

**General Expectations**

Read all handbooks. All students are expected to read all handbooks that have been developed for the program. The handbooks include: the PhD/EdS inclusive program handbook, Field Study Practicum Handbook, Internship Handbook, and the School Psychology Clinic Manual. All students will be held to the standards outlined in each of these sources of information. At no time shall information that was obtained verbally supersede the information that is provided in the handbooks. If information changes, the program director will formally announce the new standard and update the online version of the handbook to reflect the change.

Maintain hours in Time2Track or in an excel spreadsheet. *If any student falls 30 days behind in logging practicum or internship hours, their rating on the "time management" category of the quarterly student evaluation system will be impacted*. Notify the internship coordinator, practicum instructor, or field study coordinator and your advisor in advance of the 30 days if there is a reasonable excuse (e.g. health issue or disability) that is prohibiting you from meeting this expectation.

Follow the UW social media policy. The UW social media policy can be found at: http://depts.washington.edu/uwciso/site/files/UW_Social_Media_Guidelines.pdf. Please read and follow the UW social media policy. This policy is grounded in legal and ethical guidelines of the University and health professions. Violations of this policy are considered serious and will impact your ratings on the "ethical responsibility" domain of the quarterly student evaluation system.

## *Student Performance and Satisfactory Progress*

For a student to be considered as making satisfactory progress. All of the following conditions must be met**:**

1. The student must maintain a 3.0 GPA in all course work.

2. The student must demonstrate a minimum standard of clinical competence by receiving no less than a 3.2 grade in each practicum course. This standard must also be met before an internship can be approved and begun.
3. Incomplete course grades must be made-up in the following quarter in which they were received. For example, if a grade of incomplete was applied to a course in the fall, that incomplete needs to be made-up during the subsequent winter quarter.
4. The student must demonstrate competence in the interpersonal skills necessary to communicate effectively with colleagues, faculty, school personnel, parents and school children.
5. Satisfactory ratings (2 or higher) in all categories on the quarterly student evaluation system (see below).

## *Quarterly Student Evaluation System*

All students in the program are evaluated on a quarterly basis by the faculty. The ratings are based on faculty discussion and consensus. A minimum of three faculty are present at the time of the discussion and all must agree on the score. See Appendix A for an image of the ratings matrix. The ratings include: Exceeds expectations, meets expectations, approaching expectations, and does not meet expectations. All students are expected to receive a "3-meets expectations" rating. A rating that "4-exceeds expectations" is unusual and reserved for performance that is far beyond the average student. When a student is rated as "2-approaching expectations" there may have been one or two situations that needed to be addressed during the quarter, but were not problematic enough to warrant further intervention. A student who is rated as "1-does not meet expectations" is required to follow up with their advisor on the behavior or issue of concern. The student and advisor will collaboratively develop a plan for improvement that should be resolved by the next quarterly review. If, at any point, a student receives two or more ratings of "1- does not meet expectations", the student will become under review for an academic status change. See the following section on the *Academic Status Change* process.

| **Quarterly Student Evaluation System Ratings:**<br>4 points- Exceeds Expectations<br>3 points- Meets Expectations<br>2 points- Approaching Expectations<br>1 point- Does not meet expectations | |
|---|---|
| Disposition | Rating |
| **Written Communication:** Demonstrates effective written communication skills –writes in an organized, clear manner. | |
| **Ethical Responsibility:** Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | |

| | |
|---|---|
| **Time Management:** Demonstrates time management and organization – organizes work and manages time effectively. | |
| **Interpersonal Relations:** Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | |
| **Supervision/Feedback:** Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | |
| **Overall Performance:** this score is based on the ratings above and the faculty discussion. | |

## *Academic Status Change*

The quarterly student evaluation system is intended to be a mechanism for faculty to provide students feedback on their academic performance and professional behavior. If significant concerns arise with regard to a student's professional behavior or academic performance, the student will be informed of the concern through the student evaluation system. Any ratings of 1 will trigger the development of an intervention plan. However, if there are two areas that a student is not meeting expectations, the student will be subject to an additional level of review.

The *Faculty Review of School Psychology Students: Review for academic status change* form will be completed by the advisor and presented to a faculty review committee (minimum of three faculty). The form will guide the discussion on the student progress (or lack thereof). Academic status change options include: Warn, probation, and dismissal. The faculty intend to allow students the opportunity to make changes to behavior, so warning will usually will be the first outcome. Warning is an internal status change that is documented within the School Psychology program. If a student does not make progress after the implementation of the plan, they will move to probationary status. Probation is an official academic status change that is documented by the College of Education, the Graduate School, and noted in the student's academic record. The University of Washington's Graduate School recommends no more than three consecutive quarters of probation. Given the length of our program, and the extensive exposure to vulnerable populations, the school psychology program faculty will limit probation to two quarters. The first quarter of probationary status will be referred to as "Probation" while the second quarter will be identified as "Final Probation." Both Probation and Final Probation will be documented with the Graduate School and noted on the student's academic transcript. Final probation is the last status before the faculty submits a recommendation to the Graduate School to drop the student from the program.

Students may appeal these recommendations with the Director of the School Psychology Program. However, unsuccessful appeals beyond the program must follow the process outlined in the UW Graduate School Memorandum Number 33, Academic Grievance Procedure. https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/

**Faculty Review of School Psychology Students**

(Review for Academic Status Change)

Student Name: _____Program Year: 1st 2nd 3rd 4th 5th

Overall Quarterly Evaluation Scores[7]: Fall _____ Winter____ Spring_____

Faculty Advisor: _____ Date: _____

Concerns presented (Describe):

Plan (include dates and deadlines):

Student response to the plan: **Rating 1 2 3 4**

4- significant progress is visible, no longer demonstrating unsatisfactory progress (restore student to good academic standing)
3- significant effort, progress is evident (restore to good standing or retain current status)
2- making some progress, not satisfactory enough for change in status (retain status)
1- no progress on plan (move to next level of unsatisfactory academic progress)

| **Decision of the Faculty Committee** | |
|---|---|
| *Choose one* | *Decision: rationale* |
| | Continue: |
| | Continue with Qualifications (Warning): |
| | Continue with reservations (Probation): |
| | Terminate from the program: |

Committee Signatures (minimum of three faculty):

_____ _____
Date

_____

_____

[7] This form is used to document the review of students who are making unsatisfactory progress as evidenced by receiving two or more ratings of "1- not meeting expectations" on their quarterly evaluations. Two consecutive quarters at probationary status- faculty reserve the right to dismiss the student

## *Grievance Procedures*

With noted exceptions (see below), graduate students who believe they have been subjected to unfair treatment in he administration of academic policies may seek resolution of their complaints as described below.

Informal Conciliation. Students are encouraged, but not required, to first attempt to resolve a grievance with the faculty or staff member(s) most directly concerned. Students who wish to attempt this informal conciliation must initiate this process within 3 months of the complaint by requesting one of the following persons to conciliate the grievance: director or chair of the unit, or the appropriate college dean. If discussion with the faculty or staff member(s) concerned, facilitated by the director or chair of the unit or the appropriate college dean, does not resolve the grievance, students may request the Graduate School to assist in an informal resolution. In such a case, the Dean of the Graduate School shall designate an Associate Dean as the informal conciliator for the Graduate School. The Associate Dean may either facilitate conciliation directly or involve the Ombudsman. If the Associate Dean attempts informal conciliation directly, he or she may not be involved in a subsequent formal complaint.

FORMAL COMPLAINT. Students who are dissatisfied with the informal conciliation may file a formal complaint with the Dean of the Graduate School within 10 days of the conclusion of the attempted informal process. The grievance will be referred to the Academic Grievance Committee, and a hearing process will be initiated. Complete information can be found on the Graduate School's web site at https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/ .

EXCEPTIONS

Distinct procedures exist for the following types of grievances:

- *Grades or academic evaluation*: According to the University of Washington Handbook (Volume IV, Section 2), students who believes an instructor erred in the assignment of the grade, shall first "discuss the matter with the instructor before the end of the following academic quarter." If not satisfied with the instructor's response, students have 10 days to file a written appeal. Specific procedures and timelines for grade appeals may be found here: http://www.washington.edu/faculty/facsenate/handbook/Volume4.html.
- *Discriminatory behavior by a University employee*: Students who believe they have been discriminated against on the basis of race, religion, color, creed, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran should refer to the Resolution of Complaints Against University Employees Procedure contained in the University of Washington *Operations Manual* (http://www.washington.edu/admin/rules/APS/46.03.html).
- *Misconduct by other students*: Student disciplinary proceedings for misconduct, including plagiarism and cheating, fall under the provisions of the *Student Conduct Code* contained in the University Handbook. The Office of Community Standards and Student Conduct (http://www.washington.edu/provost/studentlife/cssc.html) administers the Student Conduct Code.

A complete description of the College of Education's procedures for resolving grievances may be found in the "College of Education and Graduate School Policies" section of this manual, or on the College's web site at http://education.uw.edu/my-coe/current-students/concerns-and-grievances

**Faculty Evaluations**

At the completion of most courses students are asked to evaluate the course. Faculty distribute university forms or self-constructed evaluation forms, which are completed anonymously. This provides students the opportunity to give anonymous feedback to the faculty regarding the course content and style of teaching.

**Program Evaluations**

The program is evaluated continuously by our current students and graduates. Students are sent an anonymous survey at the end of each academic year and ask to evaluate the program on various domains that align with the programs goals and objectives. The survey information is analyzed annually to help identify programmatic gaps as well as strength of the program. See Appendix L for a copy of the electronic survey

**Finger Printing and Clearance to Work with Children**

Entering students must be finger printed, as required by the *WAC*. The relevant forms certification section of this handbook must be filed with the School Psychology Program Coordinator, who keeps a certification file for each student in school psychology until it is delivered to the COE Certification Coordinator upon the completion of the degree. The University will be notified if clearance is not issued. Students must be reprinted every two years (again at the beginning of internship) until certification is obtained. The fingerprint packet is at the back of this section, immediately before the Appendix.

## *School Psychology Program Awards*

At the end of the academic year, the Program will hold an awards ceremony to honor the winners of the School Psychology Program Awards. These awards provide an opportunity for us to celebrate the people that made your year special! Four of the awards are nominated and voted on by the students, while two are nominated and selected by school psychology program faculty. The awards will be open for nominees May 1st - May 15th via electronic ballot. The voting period will be held from May 15th - May 30th each year. The awards ceremony will be held during Finals week during the Spring Quarter.

**Outstanding peer mentor**

This award is for a student at any level in the program that you have been the beneficiary of (or witnessed) excellent mentoring. This is a student who goes above and beyond what is expected and guides others with great advice and support.

**Outstanding peer supervisor**
This award goes to a student at a more advanced level in the program who supervises the work of other students. The nominee should be a person who gives constructive feedback that enhances the learning experience of others. The Outstanding Peer Supervisor should be someone who not only provides great advice and support, but they should also model the behavior that you believe exemplifies a high performing school psychologist.

**Outstanding Student Leader**
This award goes to a student at any level in the program that exhibits exceptional leadership skills. This may take the form of providing time and energy as a cohort representative, as one of the officers in SPSA, or even someone who has taken on leadership responsibility outside of the formal structures that we have in the program.

**Ultimate Team Member**
This award is designed to acknowledge a student who is known to collaborate well with others in the program. The collaboration skill is exemplified in everything they do. This includes: coursework, group projects, clinical training experiences, cohort events and functions. Being the ultimate team member means that this individual builds bridges between people when there is conflict and model excellent problem solving skills. The person chosen for this award is perceived to be the Super Collaborator of the year

**Ultimate Clinician**
This award is determined by the faculty. It acknowledges the graduate student who has grown the most in clinical skills. The focus of the growth is the ability to incorporate feedback in their work with clients. It also includes going above and beyond to connect with families and provide services that are individualized to their needs.

**Clinic Big Cheese! (Monthly Award)**
This award will be given by Dr. Johnson, Clinic Director, on a **monthly** basis. This award includes a BIG CHEESE trophy, a certificate, and a $5.00 gift card to Starbucks! This award is intended to acknowledge students' hard work in the clinic on a monthly basis, particularly their work with clients through counseling and assessment.

# RESOURCES

## Support for Student Travel

The School Psychology program provides a limited amount of support for students to present research projects at conferences. The intention is to encourage students to submit proposals at state and national conferences. We offer two levels of financial support. PhD students are offered a higher level of support since research is a required element of the course of study and training in the program (e.g. Research and Inquiry project). Ed.S. students are eligible to

receive $500 per year for presenting at a conference while PhD students[8] are eligible to receive $1000 per year for presenting at a conference. The following conditions apply:

1. Preauthorization is required.
2. Conferences must be a State or National conference.
3. The student must be the first author on the presentation.
4. The presentation can be a poster presentation or paper presentation where the student is the primary individual responsible for the proposal submission and the presentation content.
5. For PhD students: after the Research & Inquiry requirement is fulfilled, students continue to be eligible to apply for funding as primary presenter.
6. The student may submit only one request for travel funds per year.
7. All receipts MUST only reflect the student's name (no other person), including lodging. If sharing a room with another student who is requesting reimbursement, **separate receipts are required**. This means that you should have the final bill split with your costs separated out to your own bills. Do NOT exchange money between students and seek reimbursement on behalf of someone else. It will be denied as it is not University policy to process travel this way.
8. Students **can** be reimbursed for airfare and conference registration prior to travel. Those receipts should be submitted with the preauthorization/reimbursement form.
9. Students must collect the receipts, complete the student travel preauthorization/reimbursement form, and provide the supporting documentation to the program coordinator for reimbursement within 4 weeks after the conference ends. The program is not obligated to reimburse any travel that is not submitted within the 4-week period.

## UCar 2016-17 Request and Usage Policy

The School Psychology program, in support of practicum students without private and reliable means of transportation, will cover the costs for using the University of Washington UCar service. This service is being offered to assist students who need the support to attend practicum sites in schools. In order to use this service, students must:

- Complete the online University of Washington Fleet Services safety training, available here at Driver Safety & Awareness Training. At the end of successfully completing this training, the student must print, sign, and return to the program coordinator the UW Driver Agreement and Acknowledgement, which will stay on-file.
- Submit a UCar request via email to the Program Coordinator Sarah Pharris, with Departmental approval needed before any reservations can be initiated. Please include the following:
    1. Date, pick-up time of reservation:
    2. Date, return time of reservation:
    3. Destination name:

[8] To be considered a PhD student, you must be in the 3rd year in the program (or beyond) and fulfilling Ph.D. requirements (i.e., R & I)

4. Destination address:

## Financial Assistance

Limited financial assistance is available. Procedures for identifying potential sources of funding and for applying for it are described on the next few pages.

Source: http://education.uw.edu/admissions/funding-and-financial-aid

The College of Education provides financial support for a limited number of its graduate students, mostly through teaching and research assistantships. Because opportunities in the College may be few in any given year, your success in securing financial aid will depend a great deal on the time and effort you are willing to invest. We therefore provide you with a few guidelines toward that end.

(1) **Plan ahead.** Begin investigating sources of financial aid as early as possible, and apply early. Don't wait for your admission notice to start investigating and applying for financial aid. Most outside funding requires applying one year before the funding is needed.

(2) **File a Free Application for Federal Student Aid** (FAFSA) with the College Scholarship Service in February annually to establish eligibility for the next academic year. It is a basic requirement for many other sources of financial support. A new application is required each year that you seek assistance. For further information contact the Financial Aid Office, 105 Schmitz, (206) 543-6101 or email: osfa@u.washington.edu. You may also file a FAFSA electronically. http://www.fafsa.ed.gov/ International students should obtain the form directly from the university's Financial Aid Office and return it to them.

(3) **Research and Teaching Assistantships** are available in the College of Education and other departments across campus. The College of Education makes annual appointments to TA and RA positions. If you believe you meet the minimum requirements, you may apply for any assistantship position that is posted. All positions have a minimum registration requirement of 10 credits each quarter in which you hold an assistantship. Additional requirements are stated on individual postings. Please visit our website at: http://education.uw.edu/admissions/research-and-teaching-assistantships for current vacancies (*see page 148 above for more information*).

(4) **Workshops** are provided by the Financial Aid Office, and are commonly scheduled during January and February. The workshop includes information on programs available, eligibility requirements, application process, and completing the FAFSA. For information call (206) 543-6101 or visit 105 Schmitz.

(5) **Work Study Positions** are provided by the Financial Aid Office, and are commonly

scheduled during January and February. The workshop includes information on programs available, eligibility requirements, application process, and completing the FAFSA. For information call (206) 543-6101 or visit 105 Schmitz.

(6) **Grants & Funding Info Service** (ground floor, Suzzallo Library) has information on merit-based funding. http://www.lib.washington.edu/gfis/ Phone (206) 616-3084, email gfis@u.washington.edu

(7) **A few web possibilities:** http://www.fastweb.com/
http://www.grad.washington.edu/fellow/fellow_area.htm
http://www.finaid.org/ http://fdncenter.org/

(8) **Libraries** usually offer a selection of reference books for sources of financial aid; a bibliography of some good ones is available:
http://www.grad.washington.edu/fellow/booklist.htm

(9) **Several scholarships are offered annually** by the College, see the Scholarships and Funds page for more information:
http://education.washington.edu/current/funding/index.html

(10) General application requirements include goal statement, resume, two letters of recommendation, unofficial transcripts, and an FAFSA on file. **Apply to as many funding sources as possible.** If you are offered more assistance than you need, you do not have to accept every offer. Keep copies of all the materials you submit as they're bound to be needed again. Re-apply every year that you're in graduate school.

**Say Thanks.** If you are successful in obtaining a financial award, write a thank you note to the funding agency and to any person who helped you get the award. Let them know if it made a difference in your ability to attend school. In addition to making them feel good about helping you, it may even play a part in assuring that the funds continue to be available to other students. Plus if you need their assistance again, they'll remember you as the one with the good manners.
Source: http://education.washington.edu/current/funding/index.html

**College of Education Scholarships**

The College of Education, through its Faculty Council, distributes a number of scholarships annually. Most of these scholarships are possible through the generous gifts of alums and other supporters of the College of Education.

**Eligibility**

Only current and incoming College of Education students are eligible for College of Education scholarships. Some scholarships have additional, specific criteria based on the intent of the donor(s). These criteria are listed below.

To be considered for need-based scholarships, students must submit the Free Application for Federal Student Aid (FAFSA) and have it on file in the UW Office of Student Financial Aid by the scholarship application deadline (*typically early March – please check the web link above for updates*). Eligibility regarding need-based financial aid is determined by the FAFSA. *International students*: If you have a Social Security number, you may submit a FAFSA form by mailing it to the office listed in the instructions. If you do not have a Social Security number, you can have the form evaluated by the UW Office of Student Financial Aid. This needs to be done as soon as possible.

**Criteria for Evaluating College Scholarship Applications**

1. Academic history shows merit: strong academic record, consistency with goal statement, academic awards or honors

2. Goals related to education: clear, thoughtful goals, consistent with choices and current experience.

3. Life experience: linked broadly to education or learning; clear relationship between experience and goals; nonacademic awards and experience, service and volunteer work; experience with diverse groups or cultures; obstacles overcome.

4. Potential to contribute to field of education: collegiality, enthusiasm, professional involvement, leadership, diverse talents or background.

The full list of available College of Education scholarships and more information about student travel funding and more can be found here:
http://education.washington.edu/current/funding/scholarships.html

**UW Campus and Online Funding Resources**

Online grants, scholarships and funding information can be found here:
http://www.lib.washington.edu/gfis/subjects.html

The UW's Grants and Funding Information Service has a blog highlighting funding opportunities here: http://uwgfis.blogspot.com/

Here is an online guide to all campus-wide UW funding resources:
http://www.lib.washington.edu/gfis/campus.html

The first Grants Funding and Information Service also maintains a sizeable reference area on the ground floor of the Suzzallo Library here on the Seattle UW campus.

**Teaching & Research Assistantships**

## Teaching Assistantships

There are two teaching assistant positions within the school psychology program. Since the TA positions serve the second year of the EdS program, both of these positions are only available to advanced doctoral students. One teaching assistant has a primary focus on supporting the assessment courses (EDPSY 540, 564, 573 and 577) while the other teaching assistant supports the both counseling and assessment (EDPSY 507, 564, 544, and 546). The position announcement usually posts in April of each academic year. To apply, the student must provide a recent vita and cover letter indicating which position is most suitable for their experience and clinical interests. The letter of application shall be submitted to the Director of the School Psychology program. Decisions are made by the final faculty meeting of the year.

## Research Opportunities

The University of Washington is a major research university. So there are many opportunities to become involved in research on either a volunteer or paid basis. Students should discuss with their advisors how they might go about obtaining research experience. Faculty within the School Psychology program conduct research in a variety of settings. Doctoral students should begin working on faculty projects early in their programs.

The University of Washington actively recruits graduate and professional students from throughout the nation and the world. In order to provide competitive recruitment packages, the University offers a number of graduate service appointments (e.g. Teaching Assistantships, Research Assistantships, Staff Assistantships, Fellowships, Traineeships). Academic student employees in the College of Education (both domestic and international) receive tuition waivers as well as health insurance coverage for themselves and their dependents. Non-resident domestic students who do not hold graduate service appointments but who are in their second or later year of enrollment, may be eligible to qualify for residency or they may be awarded a non-resident tuition waiver, thereby allowing them to pay in-state tuition.

The College of Education offers teaching, research, and staff assistantship positions are offered to approximately 30 graduate students each academic year. These positions involve a wide range of activities. Primary consideration is usually given to doctoral students with a strong background of successful teaching, research, and/or administrative experience. If you are interested in specifically working on funded research projects, we recommend that you make contact with faculty whose research interests most closely match your own.

To be eligible, students must be admitted by the Graduate School, be enrolled for at least 10 credits per quarter of coursework toward an advanced degree, and maintain a high level of scholarship. As positions become available, specific job descriptions will be posted that may include varying application deadlines as well as more specific criteria.

Appointments are made on a quarterly or annual basis and may be available for renewal. Service to the College requires an average of 20 hours weekly. Appointments provide a monthly salary, a quarterly tuition waiver, and health insurance.

Job descriptions are posted for a minimum of seven days; links to specific job descriptions and criteria are posted below. If you are interested in applying for any of these positions please follow "how to apply" instructions at the bottom of the posted position description. If no instructions are provided, please contact the College of Education Area or office that has listed the position.
Source: http://education.uw.edu/admissions/funding-and-financial-aid

## Minority Recruitment and Retention

Current students and graduates are encouraged to assist in the recruiting process. The University of Washington School Psychology Program seeks a diverse student body, including members of underrepresented groups such as minorities and men.

For information on college faculty with research interests in cultural diversity & education see the Education, Equity and Society webpage
http://education.uw.edu/programs/graduate/equity-studies )

The College of Education is committed to cultivating an inclusive environment that supports diverse community building within our faculty, staff, and student body. We embrace the values of a diverse learning community and have a long-standing commitment to increasing the diversity of our students, staff, and faculty.

**The *Office of Student Diversity and Inclusion (OSDI)*.& the Office of International Students**
With a focus on diversity and social justice, the UW College of Education ***Office of Student Diversity and Inclusion (OSDI)***. is committed to equity and access for all students.

1. Increasing the enrollment of students from historically underrepresented minority groups
2. Increasing the retention and graduation rates of students from historically underrepresented minority groups
3. Fostering an excellent and equitable educational and social learning environment that provides a welcoming and supportive climate for all College of Education students, faculty, and staff
4. Engaging, building, and maintaining the College of Education in meaningful relationships across the UW campuses and in our local, regional, and national communities

Please contact us if you have any questions or concerns.
Phone: 206-543-1821
Office: Miller 201A
Email: recruit@u.washington.edu

**GRADUATE OPPORTUNITIES & MINORITY ACHIEVEMENT PROGRAM (GO-MAP)**
**Resources Page:** https://grad.uw.edu/diversity/go-map/resources-for-students/

GO-MAP is a division of the Graduate School that serves the needs of graduate students of color and those from other underrepresented groups while also providing opportunities for all

students to learn and develop through experiences in cultural, ethnic, and racial diversity. GO-MAP works primarily in the areas of recruitment and outreach, financial assistance, research and scholarship, and community building by offering programs, events, activities, and opportunities for students, faculty, staff, and the community. For more information, students should visit their website (https://grad.uw.edu/diversity/go-map/resources-for-students/ ) or stop in to their office in G-1 of the Communications Building.

## Resources for International Students

The Office of Minority Recruitment and Retention staff are prepared to work with international students in the College of Education. They can be reached through the student services office in Miller 206.

**International Student Tuition Waiver**

The University offers an international student tuition waiver for graduate students. School psychology doctoral students are eligible to apply for this waiver during their 5th or 6th year while they complete their predoctoral internship. During the predoctoral internship year, students apply for "on leave" status with the graduate school; however, this is not an option for international students. As a result, we suggest that all international students in the program apply for this waiver for the year of their predoctoral internship. For information on how to apply, follow this link: https://grad.uw.edu/graduate-student-funding/funding-information-for-departments/awards-and-funding-resources/international-student-tuition-waivers/ Note: We have had several students receive this award during their predoctoral internship year so do not hesitate to ask your advisor for a letter of support.

**International Student Services**

The International Student Services Office provides assistance to international students, scholars, and faculty in meeting United States Immigration and Naturalization Service regulations dealing with such matters as maintaining lawful status, extensions of stay, transfers of schools/programs, and working authorizations. The Office also provides a formal orientation to the campus and community for new international students and visiting faculty; advice and counsel for educational, financial, and personal problems; and dissemination of important and timely information through newsletters and workshops. The Office is located in 459 Schmitz, (206) 221-4404. Students may also visit the ISS web site at http://iss.washington.edu/.

Students should note that the College of Education also provides assistance to international students through its ***Office of Student Diversity and Inclusion (OSDI)***. The OSDI is located in 206 Miller Hall. Students should feel free to stop by if they have any questions or simply want to visit. Office hours will be posted on the bulletin board outside 206 Miller Hall. Students may contact OSDI by telephone at 206-543-1821.

**SPEAK Test for International TAs**

The SPEAK Test given by the University of Washington's Testing Center is for students who have applied for the UW graduate school only. The test is FREE the first time it is taken. Pre-registration is required. For more information, please visit the Office of Educational Assessment website:

http://www.washington.edu/oea/services/testing_center/exams/tse.html

**ENGL 102 Advanced ESL for International Teaching Assistants**
This class is designed to prepare international teaching assistants for speaking and teaching skills related to lecturing, classroom management, and teacher-student interaction. SPEAK Test is REQUIRED. To get an entry code, please call the International Educational Outreach and English Language program at 206-543-2310.

## Other Campus Resources

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI)
The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 education in Washington State. You can download and search information related to the Washington K-12 curricula and standards. http://www.k12.wa.us/

U.S. DEPARTMENT OF EDUCATION
The official website of U.S. Department of Education features current U.S. educational policies and lists demographic data about K-12 student population and staff distribution.
http://www.ed.gov/nclb/landing.jhtml?src=pb

CAMPUS BOOKSTORES
The University Bookstore is an independent bookstore serving the University of Washington. In addition to textbooks, the Bookstore carries general books, gifts, supplies, and UW paraphernalia. The main store is located at 4326 University Way (43rd St. and University Ave.). Two smaller, satellite stores are located in the Odegaard Library and in the South Campus Center (Health Sciences complex).

Students may visit the University Bookstore web site (http://www.bookstore.washington.edu/) for more information. Students should note that many textbooks can be purchased on-line.

COMPUTING RESOURCES
There are a number of computing resources available on the University campus. Below are the most common ones available to students.

MARY GATES HALL COMPUTING RESOURCE CENTER
This general access lab offers a variety of hardware and software, including laser printing. The lab is located in room 131 of Mary Gates Hall. Students should see their web site for hours of operation: http://www.washington.edu/lst1/technology_spaces/computing_commons.

OUGL COMPUTING COMMONS
OUGL Computing Commons offers services similar to those in the Mary Gates Hall Computing Resource Center. It is located on the second floor of the Odegaard Undergraduate Library. Students should see their website for specific hours of operation: http://www.washington.edu/lst1/technology_spaces/computing_commons.

CENTER FOR SOCIAL SCIENCE COMPUTATION AND RESEARCH (CSSCR)
Students should familiarize themselves with this upper campus computing center. It is located on the first floor of Savery Hall in rooms 110-116 and rooms 117-121 (check the map to find Savery Hall) and exists to help students in the social sciences use computers in their research. The Center has a large number of terminals and printers connected to mainframes as well as microcomputer teaching classrooms. The Center offers basic courses free of charge in computing, e.g., SPSS X, MS Windows, etc. Consultants are available to assist you. Students should see their web site for more specific information and for hours of operation: http://julius.csscr.washington.edu/.

ACCESS TECHNOLOGY CENTER
The Access Technology Lab (ATL) provides resources to improve access to computing resources for UW students, faculty, and staff. The computers, software and special equipment in the lab provide technology that is accessible to users who are blind, have low vision, have certain physical limitations, or for any other reason need computing resources available to them in alternative formats. The Access Technology Lab is located inside the Mary Gates Hall Computing Resources Center and is open for users during the same hours. The staff members assigned specifically for the ATC are available from 9:00 a.m. to 5:00 p.m. Monday through Friday. Students should see the ATL website for more information: https://itconnect.uw.edu/learn/accessible/atc/

OTHER DEPARTMENTAL CAMPUS LABS
Several departmental labs on campus are open for general student use. Students should see this web site for specific locations and hours: http://itconnect.uw.edu/learn/accessible/

COUNSELING CENTER
The Student Counseling Center offers career, academic skills, and personal counseling to currently enrolled University of Washington students. It provides career testing and interpretation workshops, as well as academic skills workshops on a variety of topics including stress management, test anxiety and time management. Personal and couple counseling issues are also addressed through individual or group therapy, which is provided by professional staff who possess either Doctoral or Educational Specialist degrees. For further information regarding Counseling Center services, students should visit the center at 401 Schmitz Hall or call 206-543-1240. Students can visit the Center's web site at https://www.washington.edu/counseling/ .

DISABILITY RESOURCES FOR STUDENTS
The Disability Resources for Students Office (DRS) coordinates academic accommodations for enrolled students with documented disabilities. Accommodations are determined on a case-by-case basis and may include classroom relocation, sign language interpreters, recorded course materials, note taking, and priority registration. DRS also provides needs assessment, mediation, referrals, and advocacy as necessary and appropriate. Requests for accommodations or services must be arranged in advance and require documentation of the disability, verifying the need for the accommodation or service. Detailed information is available on the DRS website: http://depts.washington.edu/uwdrs/ .

Technical and adaptive equipment is available through both DRS and Computing & Communications. Information about adaptive-technology computer software and equipment and their locations on campus may be obtained from DRS. Publications include the *Access Guide for Persons with Disabilities* (http://www.washington.edu/admin/ada/), showing classroom access, elevator locations, ramps, parking, and restrooms; the *Campus Mobility Route Map,* a quarterly newsletter, and other publications.

Additional information is available from the Disability Resources for Students Office: 448 Schmitz, Box 355839, (206) 543-8924, (TTY) 543-8925, uwdss@u.washington.edu.

HEALTH CENTER

Hall Health is a member of the University of Washington Physicians Primary Care Network and is a preferred provider for many health insurance plans. As an outpatient clinic, Hall Health offers care to University of Washington students, faculty, and staff, and to the general public. Highly trained and experienced professionals provide the services, and all care is confidential. The physicians and nurse practitioners hold clinical faculty appointments at the UW School of Medicine and are board certified. Some of the services provided by Hall Health include primary care, women's health, pediatric health, mental health, sports medicine, pre-travel counseling and immunizations, and physical therapy.

Hall Health Primary Care Center is open Monday through Friday from 8:00 am to 5:00 pm, except Tuesdays when it is open from 9:00 am to 5:00 pm. Students should call 206-685-1011 or visit the web site for more information: http://www.hallhealthcenter.com/.

HUMAN SUBJECTS DIVISION

The University of Washington requires that all research undertaken by faculty, students or staff involving human participants must be reviewed and approved by the UW Human Subjects' Division (HSD) *prior to* contacting potential study participants or beginning secondary data analysis. Depending on the risk to participants, this review will be completed either by the College human subjects review committee or by committees within the UW Human Subjects Division (HSD). This may include class projects.

On its web site, the College of Education has summarized some of the most important aspects of the human subjects review process. Students can find that web page here: http://education.uw.edu/faculty-and-research/ors/grant-proposal-guide-policies-guidelines . Students should also the consult the web site of the UW's Human Subjects Division, found at http://www.washington.edu/research/hsd/.

For additional information about the process, the type of review suitable for your project, application forms, and general assistance, students may also contact Naomi Wilson via email (naomiw@uw.edu ).

LIBRARIES

The main libraries on the Seattle Campus are the Suzzallo/Allen Libraries, located on the east side of Red Square near Mary Gates Hall, and the Odegaard Undergraduate Library, located on the west side of Red Square, near the statue of George Washington. In addition, there are many

satellite libraries spread throughout the campus. For more information about the libraries, and information about how to set up a library account, students should visit the Libraries website: http://www.lib.washington.edu/.

OFFICE OF MINORITY AFFAIRS AND DIVERSITY (OMAD)

The Office of Minority Affairs and Diversity, guided by the core principle of educational equity, works to ensure a welcoming climate in which all students will realize their full potential. OMAD provides a number of outreach activities and academic support services that are available to students at the University of Washington. The mission of OMAD includes the following areas of focus: (a) providing comprehensive academic support, (b) ensuring academic and personal growth, (c) building community, (d) providing leadership on diversity, and (e) offering educational programs. For more information about OMAD and its programs, students should view their website (http://depts.washington.edu/omad/) or visit their office in 394 Schmitz Hall.

PARKING SERVICES/TRANSPORTATION OFFICE

Commuter Services provides parking services to the university community and its visitors and is responsible for the construction, maintenance and operation of parking facilities on the UW Seattle campus. A range of parking options are available to faculty, staff, students, departments, visitors and guests.

The Transportation Services web site (http://www.washington.edu/facilities/transportation/ ) is the gateway for students' transportation needs, including maps and directions to various campus locations, special events parking, and alternative transportation options like U-PASS (http://www.washington.edu/facilities/transportation/student-u-pass ).

RECREATIONAL SPORTS

The Department of Recreational Sports Programs includes the Intramural Activities Building (IMA), the Waterfront Activities Center, the Golf Range, the Intramural Sports program, Club Sports, and the Sports and Fitness Instruction Program. Most activities are open to registered matriculated UW students who pay the Services and Activities fees, upon presentation of their current Husky ID Card. Other fees may apply for certain activities. Student should visit the Recreational Sports web site for further information: http://www.washington.edu/ima/ .

UNIVERSITY AND COLLEGE POLICIES

Students are encouraged to read carefully the University of Washington Graduate Degree Policies.

For clarification of policies within the College of Education, students can consult with the Office of Admissions and Student Services in 206 Miller. The staff on hand to assist all students includes Director Marty Howell, Assistant Dean of Graduate Studies, as well as staff members Paula Wetterhahn, Renee Dole, and Lisa Murakami, 206-543-7834.

GRADING AND GRADUATE CREDIT

Most courses in the program are graded because graduation from the university requires a minimum GPA. of 3.0. Grades are assigned along a continuum in increments of 0.1 from 4.0 to 0.0. To receive graduate credit, a grade of at least 2.7 is required. Many of the courses in the program are also offered for credit/no credit in which 80% of the material must be mastered in order to receive course credit or other criteria set by the instructor must be met.

Graduate credit is given for courses numbered 500 and above. Some courses at the 400 level may be used toward advanced degree requirements if approved by the program; these courses are graduate courses that are also open to advanced undergraduates. No credit is given for undergraduate study (300 and below), study that is remedial, or study that is designed to remove deficiencies in meeting requirements for program admission.

COURSE WAIVERS

Given the cohort design of the UW School Psychology program and the linear sequence that is required regarding classes taught specifically from a school psychology perspective, students are expected to complete all the courses in the Educational Specialist sequence as designed. Under the circumstances that a student may have already taken a graduate level class that aligns almost identically to one of the courses being offered in the sequence, s/he may wish to see if that particular course could be waived. Waiving classes is the exception and not the rule, and requires multiple steps to obtain such a waiver. In order to waive a class, the student needs to obtain permission from his/her advisor, and then proceed to discuss the potential waiver with the instructor of the course and the Assistant Dean of Graduate Studies in order to gain approval for the waiver. The waiver process cannot be initiated until completion of one quarter of registration. Students who receive course waivers are still responsible for the content of the course or courses being waived. In addition, the credits for the waived course are not transferable and will not count toward Graduate School minimum credits for the degree; therefore another course will have to be taken "in residence" to fulfill the requirement. In the case of EDPSY 490, we recommend that those who obtain the waiver will take EDPSY 491 in its place.

The College's course waiver petition form can be found at the bottom of the student forms page: http://education.uw.edu/my-coe/current-students/forms/doctoral-degree-forms

*A Comprehensive Reference for UW Students*

# UW Student Guide

**Academics:** Advising, Classes and Registration, Grades, Transferring Credit, Majors and Minors, Graduation Requirements, Other Resources

**Finances:** Tuition and Fees, Financial Aid, Scholarships, Residency, Taxes, Student Employment

**Student Life:** Housing, Food Service, U-PASS and Commuting, Health Care, Childcare, Student Government, Enrichment, Sports and Leisure

**University Policies:** Student Conduct Code, Computer Usage, Privacy, Diversity

**Of Particular Interest To:** Graduate students, international students, students with children, veterans, women, gay/bisexual/lesbian/transgender, student athletes, disabled students, and minority students

**Moving On:** Career Center, Commencement, Graduation, Official Transcripts

**We're Here To Help:** Student Service Offices.

Other resources for students are available from the UW Home Page, including Computing and Networking and Libraries.

For this comprehensive resource list for UW students, visit:
**http://www.washington.edu/students/**

College of Education
UNIVERSITY OF WASHINGTON

## FINGERPRINTING FOR CERTIFICATION STUDENTS

Washington State requires that all certification applicants be fingerprinted for a background record check through the Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI). Clearance by both agencies is a requirement before you can begin any of your field experience/practicum in your certificate program.

The attached information includes a fingerprinting card along with instructions from the Office of the Superintendent of Instruction (OSPI). Beginning September 1, 2006 you will have the option of having fingerprints electronically processed through live scan (see attachment). It is important that you begin your clearance process immediately as it can take several weeks for information to be posted. Should any investigation be necessary, it must be completed before you begin your field experience.

Also, as of October 1, 2007 OSPI will be reducing the fee of criminal background checks for certification applicants from $65 down to $60.25 (due to the FBI reducing their share of the processing fee from $24.00 to $19.25).

If you have any questions about the forms or the procedures, please contact:

Michael Nielsen
Certification Coordinator
211 Miller
mnielsen@u.washington.edu
206-616-9610

# FINGERPRINTING FAQ FOR UW CERTIFICATION PROGRAMS

**When should fingerprinting be done?**

Each program determines when students will begin having regular unsupervised work with children. Fingerprinting should occur approximately four months prior to this. In most programs **fingerprinting should occur as soon as possible during the first quarter in your program.** Clearance is valid for two years from the date of FBI clearance; should it lapse while you are still in your program, you will need to be fingerprinted again.

**Can I get fingerprinted by UW police?**

Yes, but you must make an appointment directly with campus police (206-543-0507). In addition to the state fee of $65 (before September 30, 2007)/$60.25 (October 1, 2007 and thereafter), UW Police have a $7 service charge for taking your prints.

**Where else can I have fingerprinting done?**

You can check with your local city or county police department. For Seattle, you can go to:

Seattle Police Department
610 5th Avenue
8-4:30 Monday-Thursday
$7 per card, cash/check/money order

King County Sheriff
516 3rd Avenue
8:30 - 4 Monday -Friday
$10 for 2 cards, cash/check/money order

**Can I use UW photo ID?**

Only a state issued ID is acceptable (any state's driver's license/ID card). Passports are not accepted.

**Should I sign the fingerprint card before presenting it with my picture ID to?**

No, but you should completely filled out the rest of the card using black ink before getting fingerprinted. Read carefully the accompanying instructions on how to fill out the fingerprint card.

**Will I know I've received WSP/FBI clearance? Can I use clearance done for a school district or another state or employer?**

Results are entered into the OPP (Office of Professional Practices) database from which designated staff at the UW check for clearance. If you were fingerprinted for a school district we should be able to access that information. Prints cleared for other purposes (i.e. private schools, government agencies) are not entered into this database; these results cannot be accessed and you will need to be fingerprinted again. You will not be notified of your clearance unless there is a problem with your prints.

**What do I do if I get notice that my prints are smudged or unreadable ("resubmit")?**

You should contact the agency that took the prints in case they can be done again without charge. Otherwise, you will need to have the reprints done by an authorized agent such as a police department.

**OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION**
**Fingerprint Records Office**
**Old Capitol Bldg**
**PO Box 47200**
**Olympia, WA 98504-7200**
**Fingerprint Office: (360) 725-6135**
**Web site: http://www.k12.wa.us – E-mail: oppfp@k12.wa.us**

# Fingerprint Background Check Instructions For Certification, College and University Applicants

Washington State law (RCW28A.410.010) requires that all applicants who do not possess a valid Washington teaching certificate at the time of application be fingerprinted for a background record check through the Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).

Each educational service district (ESD) office within Washington State has the ability to process fingerprints electronically using live-scan technology. Washington State University and Central Washington University also have live-scan capabilities. Provided your fingerprints are of good quality, live-scan greatly reduces the turnaround time. However, if you have worn ridge detail you will benefit by having your fingerprints taken with black printer's ink using the ink-and-roll method.

You may select one of the following options to complete the fingerprint process:

(1) You may complete the electronic live scan fingerprint process in person at one of the ESD locations listed below. Please contact the ESD of your choice for information regarding the submission of your fingerprints through the live scan process and any additional processing fees they may change. **The fingerprint background check fee is $43.50, plus the ESD's processing fee.**

(2) If you are fingerprinted by an agency other than an ESD office using the ink-and-roll method, you must use the enclosed fingerprint card and follow the instructions on the reverse side of this sheet. For processing, **mail the completed fingerprint card and money order, cashier's check, or personal/business check made payable to the Office of Superintendent of Public Instruction (OSPI) in the amount of $43.50 to: OSPI, Attention: Fiscal Office, P. O. Box 47200, Olympia, WA 98504-7200.**

(3) You may have your fingerprints processed manually by the WSP Criminal Records Division located at 3000 Pacific Avenue, Olympia, WA 98504; but you must first pay the background check processing fee to OSPI and obtain an Electronic Applicant Submission form. Having your fingerprints processed manually ensures the WSP will not reject your fingerprints due to poor print quality. **The cost for processing fingerprints manually is $53.50, plus the WSP's processing fees.**

Information on both the fingerprinting and certification process can also be obtained by accessing the Office of Superintendent of Public Instruction's web page at www.k12.wa.us/certification (for certification information) or http://www.k12.wa.us/ProfPractices/fingerprint (for fingerprint information).

| | | | | |
|---|---|---|---|---|
| **ESD 101** | 4202 S. Regal St. | Spokane, 99223 | (509) 789-3800 | *http://www.esd101.net* |
| **ESD 105** | 33 South 2nd Ave. | Yakima, 98902 | (509) 575-2885 | *http://www.esd105.wednet.edu* |
| **ESD 112** | 2500 N.E. 65th Ave. | Vancouver, 98661 | (360) 750-7500 | *http://www.esd112.org* |
| **ESD 113** | 6005 Tyee Drive SW | Tumwater, 98512 | (360) 464-6709 | *http://www.esd113.org* |
| **Olympic ESD 114** | 105 National Ave. N. | Bremerton, 98312 | (360) 478-6868 | *http://www.oesd.wednet.edu* |
| **Puget Sound ESD 121** | 800 Oakesdale Ave SW | Renton, 98057 | (425) 917-7600 | *http://www.psesd.org* |
| **ESD 123** | 3918 W. Court St. | Pasco, 99301 | (509) 547-8441 | *http://www.esd123.org* |
| **North Central ESD 171** | 430 Old Station Road | Wenatchee, 98801 | (509) 665-2610 | *http://www.ncesd.org* |
| **Northwest ESD 189** | 1601 R Avenue | Anacortes, 98221 | (360) 299-4072 | *http://www.esd189.org* |

(Revised April 2013)

Revised April 2013)

## IN ORDER TO MEET THE FINGERPRINT REQUIREMENT, THE APPLICANT MUST FILL OUT THE FINGERPRINT CARD AS FOLLOWS:

1. Enter your name (including aliases), complete mailing address, social security number (optional), citizenship, date of birth and personal information (sex, race, etc.). The spaces for OCA, FBI, MNU numbers may be left blank. **A card with other missing or incomplete information will be rejected.**

   **Mandatory Information:**

| Name | Place of Birth | Date of Birth | Race | Sex | Eye Color | Hair Color | Height | Weight |
|---|---|---|---|---|---|---|---|---|

   Entering your social security number is optional. However, it is very useful for verifying we have the correct individual's file when a public school district or college/university requests clearance information. Your social security number will only be used for this purpose; it will not be disseminated.

2. **SPI Applicants**: If you are submitting a certification application through an Educational Service District (ESD), please write in the EMPLOYER AND ADDRESS Section: "SPI Certification." SPI stands for Superintendent of Public Instruction.

   **College/University Applicants**: If you are in a program at a Washington State college/university, please write the name of the college or university in the employer and address box. (Do not write "SPI Certification.")

3. If not previously stamped on the fingerprint card, insert in the section REASON FINGERPRINTED: **School District Employees/Contractors/28A.400 RCW**. *You must use this exact wording or your card will be rejected.* Also, please make sure that the ORI Section has **WA920310Z** imprinted or written in.

4. Take the fingerprint card to a law enforcement agency or to an agency authorized to take fingerprints. The agency may charge a separate fee for this service.

5. Please bring one form of picture identification to the agency taking fingerprints.

6. Provide the agency with an envelope (minimum size 9" x 12") with adequate postage.

   Each agency has its own policy regarding the submission of the fingerprint card and payment to OSPI. **Mail completed card and money order, cashier's check or personal/business check made payable to the Office of Superintendent of Public Instruction (OSPI) in the amount of $43.50 for processing to OSPI, Attention: Fiscal Office, P.O. Box 47200, Olympia, WA 98504-7200.**

7. Please do not bend the card when mailing; this can cause the card to be rejected by the WSP.

   Enclosure: Fingerprint Card

## THESE INSTRUCTIONS ARE PROVIDED FOR APPLICANTS USING THE FINGERPRINT CARD (IF YOU PLAN TO SUBMIT FINGERPRINTS ELECTRONICALLY AT AN ESD, YOU WILL NOT NEED A FINGERPRINT CARD).

(Revised April 2013)

# APPENDICES

Appendix A: Quarterly Student Evaluation
Appendix B: School Psychology Practicum Evaluation
Appendix C: Field Study Quarterly Developmental Evaluation
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Appendix H: General Exam Evaluation
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# Appendix A: Quarterly Student Evaluation

| **Quarterly Student Evaluation System Ratings**:<br>4 points- Exceeds Expectations<br>3 points- Meets Expectations<br>2 points- Approaching Expectations<br>1 point- Does not meet expectations | |
|---|---|
| **Disposition** | Rating |
| **Written Communication**: Demonstrates effective written communication skills – writes in an organized, clear manner. | |
| **Ethical Responsibility**: Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | |
| **Time Management**: Demonstrates time management and organization –organizes work and manages time effectively. | |
| **Interpersonal Relations**: Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | |
| **Supervision/Feedback**: Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | |
| **Overall Performance**: this score is based on the ratings above and the faculty discussion. | |

## Appendix B: School Psychology Practicum Evaluation

*All evaluations are now completed online using the Catalyst tool.*
*The content below is a reference for students and faculty to complete the evaluations*

Practicum Student: _____ Instructor/Supervisor: _____

Quarter/ year:_____ Date of evaluation: _____

The school psychological assessment practicum experience in the School Psychology Program is clinic-based with school-linked components. Students are to complete a full psychological assessment with two clinical cases that were referred to the clinical training laboratory at the University of Washington. As part of this experience, students conduct clinical interviews with parents and referred children, interviews with the child's teachers, observations in the school, and administer a full battery of assessment instruments. The following evaluation is based on student performance on all of these tasks within the context of the practicum experience.
The rating scale is as follows:

4 **Excellent**– well above average/needing little assistance; demonstrates pre-internship competence
3 **Good** – average and needing regular assistance; demonstrates emerging competence
2 **Fair** – below average and needing considerable assistance; demonstrates minimal competence
1 **Unsatisfactory** – needs additional training; not ready for internship
N/O Not observed this quarter or no opportunity to demonstrate level of mastery

| **Standard II: Data-based decision making and accountability**. (Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes). | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery | | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | | |
| Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice | | | |
| Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics | | | |
| Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness | | | |
| Access information and technology resources to enhance data collection and decision making | | | |

| | | |
|---|---|---|
| Measure and document effectiveness of their own services for children, families, and schools | | |
| **Standard III: Consultation and Collaboration**. (Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services) | | Evaluation<br>Self-Evaluation \| Supervisor Evaluation |
| Activity | Rating | Supervisor's Comments |
| Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery | | |
| Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics | | |
| Consult and collaborate at the individual, family, group, and systems level | | |
| Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others | | |
| Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others | | |
| Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services | | |

| **Standard IV (Element 4.1): Interventions and Instructional Support to Develop Academic Skills**. (Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence based curriculum and instructional strategies) | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | | |
| Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices | | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills | | | |
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services | | | |
| | | Evaluation | |
| | | Self-Evaluation | Supervisor Evaluation |

| **Standard IV (Element 4.2): Interventions and Mental Health Services to Develop Social and Life Skills**. (Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health) | | | |
|---|---|---|---|
| Activity | Rating | Supervisor's Comments | |
| Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | | |
| Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices | | | |
| Integrate behavioral supports and mental health services with academic and learning goals for children | | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning | | | |
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services | | | |
| | | Evaluation | |

| **Standard V (Element 5.1): School-wide Practices to Promote Learning**. (Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote academic outcomes, learning, social development, and mental health). | | Self-Evaluation | Supervisor Evaluation |
|---|---|---|---|
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc. | | | |
| Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities | | | |
| Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services. | | | |
| Develop school policies, regulations, services, and accountability systems to ensure effective services for all children | | | |

| **Standard V (Element 5.2): Preventive and Responsive Services**. (Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.) | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks | | | |
| Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services | | | |
| Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families | | | |
| Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics | | | |
| Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services | | | |

| **Standard VI: Family-School Collaboration Services**. (Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.) | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children | | | |
| Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families | | | |
| Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children | | | |
| Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns | | | |

| **Standard VII: Diversity in development and learning**. (Awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.) | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect or diversity and in development and learning is a foundation for all aspects of service delivery | | | |
| In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts | | | |
| Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed | | | |
| Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics | | | |

| **Standard VIII (Element 8.1): Research and program evaluation**. (Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings). | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery | | | |
| Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels | | | |
| Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels | | | |
| Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings | | | |

| **Standard VIII (Element 8.2): Legal, ethical, and professional practice.** (Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists) | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals | | | |
| Engage in effective, collaborative professional relationships and interdisciplinary partnerships | | | |
| Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills | | | |
| Utilize supervision and mentoring for effective school psychology practice | | | |
| Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth | | | |
| Engage in career-long self-evaluation and continuing professional development | | | |

| **Professional Work Characteristics**<br>**(**The **ultimate goal** of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The following are characteristics that the UW school psychology program aspires to instill in students prior to internship. | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | | | |
| Demonstrates effective oral communication skills –speaks orally in an organized and clear manner | | | |
| Demonstrates effective written communication skills –writes in an organized, clear manner. | | | |
| Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | | | |
| Demonstrates attending/listening skills – attends to important communications and listens effectively. | | | |

| | | |
|---|---|---|
| Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change. | | |
| Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. | | |
| Demonstrates time management and organization –organizes work and manages time effectively. | | |
| Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | | |
| Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | |
| Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system. | | |
| Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. | | |

**UW SCHOOL PSYCHOLOGY PROGRAM**

# Appendix C: Field Study Quarterly Student Developmental Evaluation

Field Study Student: _____ Doc Supervisor: _____

Site: _____ Quarter/ year: _____ Date: _____

The field study experience in the School Psychology Program is a year-long school-based practicum experience in which students have opportunities to apply and advance their knowledge and skills in assessment, intervention, consultation, problem solving, and professional standards of behavior within an MTSS framework of practice under the supervision of doctoral supervisors and UW faculty. The purpose of the following evaluation is for students to 1) reflect on and self-assess development of critical knowledge and key skills and 2) receive feedback on development to focus training goals and experiences.

Trainees and supervisors will use the following key to rate progress and development:

**1—Observer**- (*Beginner*) this constitutes an area of *new learning or development*; trainee is appropriately acting in the observer role by 1) shadowing and observing a skilled model, 2) asking questions and engaging in reading/literature review, and 3) seeking opportunities to assist and collaborate with a skilled/experienced team member. In supervision, trainee requires a high level of directive supervision & opportunities for observation.

**2—Novice**- (*Developing knowledge/experience*) trainee shows basic knowledge of topic and/or foundational skills for practice; trainee has adequate experience observing and/or collaborating with a more skilled team member on this area of practice and is now a strong collaborator who can take the lead on a case with support. In supervision, trainee requires a moderate level of supervision, including planning, monitoring, and reviewing work; mentors and supervisors should assess strengths & needs in order to teach to trainee's "zone of proximal development."

**3—Advanced Novice-** (*Gaining independence/fluency*) trainee shows increased fluency in applying learning/knowledge and performing activity/role with increased independence, still in consultation/collaboration with supervisor/advanced peer; trainee may mentor peers in this area. In supervision, trainees benefit from opportunities for independent practice but still require guidance, monitoring, and consultation.

**4—Emerging Practitioner**- (*Knowledgeable, skillful, independent*) trainee appears knowledgeable, skillful and competent in topic, role and/or activity; trainee serves as 'expert' model/teacher on team. In supervision, trainee requires lots of varied opportunities to apply, reflect on, & extend skills; supervision is primarily consultative.

**Data based decision-making and accountability.** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

| 1—Observer | 2—Novice | 3—Advanced Novice | 4—Emerging Practitioner |
|---|---|---|---|

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|---|---|---|---|---|
| I have practical knowledge of and experience with varied tools for behavioral screening and assessment (observation, direct behavior ratings, standardized measures). | | | | |
| I can effectively develop and implement interventions that are based on data gathered from assessment and team problem solving processes. | | | | |
| I can effectively monitor and evaluate the success of individual, group, and systems interventions. | | | | |

Supervisor Comments:

Training goals and plan:

**Consultation and Collaboration.** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|---|---|---|---|---|
| I have knowledge of and applied skills in behavioral, mental health, collaborative, and/or other consultation models and methods. | | | | |
| I can effectively consult and collaborate on behavioral assessment and intervention at the individual, group and systems levels. | | | | |
| I can effectively facilitate collaboration and communication among diverse school personnel, families, community professionals, and others. | | | | |
| I can effectively implement the consultative problem solving process in consultation and collaboration with others. | | | | |

Supervisor Comments:

Training goals and plan:

***Complete only if engaging in academic assessment/intervention activities***

**Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| **Knowledge/skill:** | **Baseline** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|---|
| I have skills to properly administer, analyze, & interpret screening and curriculum based measures to assess and monitor development of foundational academic skills (reading, writing, math). | | | | |
| I can link assessment data to development of evidence-based academic interventions. | | | | |
| I am knowledgeable about and can effectively implement evidence-based, targeted (Tier 2) academic interventions for at-risk students. | | | | |
| I am knowledgeable about and can effectively implement evidence-based individualized, intensive (Tier 3) academic interventions for students who are high-risk or have a diagnosed learning disability. | | | | |
| I understand how learning difficulties impact social-emotional and behavioral functioning (and vice versa) and have the skills to effectively improve emotional and behavioral functioning via improved academic achievement. | | | | |

Supervisor Comments:

Training goals and plan: (use back of page as needed)

**Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| **Knowledge/skill:** | **Baseline** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|---|
| I have skills to properly administer, analyze, & interpret screening, observation, and direct behavior rating data to measure and monitor behavioral, affective, and social skill development. | | | | |
| I can link assessment data to development of behavioral interventions (FBA/BIP). | | | | |
| I utilize ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions. | | | | |
| I am knowledgeable about and can effectively implement evidence-based Tier 2 social-behavioral interventions. | | | | |
| I am skilled in facilitating Tier 2 small group interventions to improve social, emotional, and behavioral skills. | | | | |
| I understand the behavioral and emotional impacts on learning and have the skills to effectively improve educational experience via social-emotional intervention. | | | | |

Supervisor Comments:

Training goals and plan: (use back of page as needed)

**School-Wide Practices to Promote Learning.** *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| **Knowledge/skill:** | **Baseline** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| I am knowledgeable about evidence-based school-wide practices that promote positive social-emotional, behavioral, and academic development for all students. | | | | |
| I can consult and collaborate with school staff on creating and maintaining effective and supportive learning environments for children and others within a multi-tiered continuum of school services. | | | | |
| I can utilize data-based decision making and evaluation methods, problem--solving strategies, consultation, technology resources, and other services for systems-level initiatives. | | | | |
| I have knowledge and skills to effectively monitor and evaluate the success of systems interventions. | | | | |

Supervisor Comments:

Training goals and plan:

**Preventive and Responsive Services.** *School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| **Knowledge/skill:** | **Baseline** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|---|
| I can apply knowledge of resilience and risk factors to assess and design learning environments to better promote resiliency and prevent the development/escalation of academic and behavioral problems. | | | | |
| I can contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety. | | | | |
| I can apply knowledge of resilience and risk factors to assess and design learning environments to better promote resiliency and prevent the development/escalation of academic and behavioral problems. | | | | |

Supervisor Comments:

Training goals and plan:

**Family–School Collaboration Services** *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| **Knowledge/skill:** | **Baseline** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|---|
| I can design and implement evidence-based practices and policies across tier levels to facilitate family–school collaboration to enhance academic and behavioral outcomes for students. | | | | |
| I have knowledge and skills to effectively consult and assist parents with home practices that promote the academic and behavioral success of their child & address issues and concerns. | | | | |
| I can identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families. | | | | |

Supervisor Comments:

Training goals and plan:

**Diversity in Development & Learning** *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|---|---|---|---|---|
| I demonstrate a commitment to becoming a culturally competent practitioner when I 1) promote respect for individual differences, 2) ask questions instead of making assumptions, and 2) seek consultation when working with students and families from diverse cultures. | | | | |
| In consultation and collaboration with others, I am mindful of and take into account individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services for students, staff and families. I recognize complex interactions between individuals with diverse characteristics and with this in mind, implement effective methods for all children, families, and schools to succeed. | | | | |
| I advocate for social justice and recognize that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs. | | | | |

Supervisor Comments:

Training goals and plan:

**Research and Program Evaluation** *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| Knowledge/skill: | Baseline | Fall | Winter | Spring |
|---|---|---|---|---|
| I have developed a 'toolkit' of various techniques, tools, and technology resources for effective data collection, measurement, analysis, and accountability for data based decision-making and evaluation of services across tiers. | | | | |
| I can review (search, interpret, and evaluate) research literature and apply that knowledge to select, develop, modify, and inform interventions to provide | | | | |

| | | | | |
|---|---|---|---|---|
| effective service delivery for students, families, and staff at the individual, group, and/or systems levels. (I have skills to translate research into effective practice.) | | | | |

Supervisor Comments:

Training goals and plan:

**Legal, Ethical, and Professional Practice** *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

**1—Observer** **2—Novice** **3—Advanced Novice** **4—Emerging Practitioner**

| **Knowledge/skill:** | **Baseline** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|---|
| I demonstrate effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals. | | | | |
| I engage in self-reflection and self-evaluation and seek opportunities for continuous learning and professional development. | | | | |
| I seek professional/peer consultation for effective decision-making when appropriate; I utilize supervision and mentoring for effective school psychology practice. | | | | |
| I engage in effective, collaborative professional relationships and interdisciplinary partnerships. | | | | |

Supervisor Comments:

Training goals and plan:

**Professional Work Characteristics.** *The following are characteristics that the UW school psychology program aspires to instill in graduate trainees prior to internship and professional practice. Professional work characteristic are 1) self-assessed and 2) formally assessed by supervisors using the scale below. Performance in this domain is taken into consideration for field study grades and shared with advisors for quarterly evaluation of graduate student performance and progress in the program.*

**1—Unsatisfactory** **2—Developing** **3—Satisfactory** **4—Mastery**

| **Professional Work Characteristic:** | **Fall** | **Winter** | **Spring** |
|---|---|---|---|
| Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | | | |
| Demonstrates effective oral and written communication skills –speaks and writes in an organized and clear manner. | | | |
| Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | | | |
| Demonstrates attending/listening skills – attends to important communications and listens effectively. | | | |
| Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change. | | | |
| Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. | | | |
| Demonstrates time management and organization –organizes work and manages time effectively. | | | |
| Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | | | |
| Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | | |

| | | | |
|---|---|---|---|
| Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system. | | | |
| Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. | | | |

Supervisor Comments:

Training goals and plan:

# Appendix D: e-Portfolio Evaluation Form

*The e-portfolio evaluations are now completed online using the Canvas Student Evaluation System page. The content below is a reference for students and faculty to complete the evaluations*

**Rating Scale descriptors**

**Excellent**: Strong evidence of pre-internship competence; ready for internship

**Very good:** Above average evidence of pre-internship competence; ready for internship

**Good:** Average evidence of pre-internship competence; demonstrates average competence in the standard; ready for internship

**Adequate:** Adequate evidence of pre-internship competence; demonstrates minimal competence in the standard

**Not adequate:** Inadequate evidence of pre-internship competence. Additional evidence and/or experiences are needed prior to internship

| Criteria | Ratings | | | | | Pts |
|---|---|---|---|---|---|---|
| **Data based decision making and accountability** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Consultation and collaboration** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Interventions and instructional support to develop academic skills** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Interventions and mental health series to develop social and life skills** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **School wide practices to promote learning** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Preventative and responsive services** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Family-school collaboration services** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Diversity in development and learning** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Research and program evaluation** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| **Legal, ethical, and professional practice** | Excellent 5 points | Very Good 4 points | Good 3 points | Adequate 2 points | Not Adequate 1 point | 5 pts |
| | | | | | | Total: 50 pts |

## Appendix E: School Psychology Quarterly Internship Evaluation

*All evaluations are now completed online using the Catalyst tool.*
*The content below is a reference for students and internship supervisors to complete the evaluations*

Intern Name: _____ Supervisor: _____

Quarter/ year:_____ Date of evaluation: _____

The internship experience in the School Psychology Program is a full time experience. Site supervisors are to complete the online evaluation of the intern on a quarterly basis. The following evaluation is based on intern performance on all of these tasks within the context of the internship experience. Interns are expected to achieve a 3.0 or higher on all domains by the Spring quarter of the internship.

The rating scale is as follows:

5 **Mastery**– well above average/needing little assistance; demonstrates residency level competence
4 **Satisfactory** – average and needing regular assistance; demonstrates emerging competence
3 **Developing** – below average and needing considerable assistance; demonstrates minimal competence
2 **Unsatisfactory** – needs additional training; not ready to complete internship
N/O Not yet demonstrated: No opportunity

| **Standard II: Data-based decision making and accountability**. (Interns have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes). | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery | | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | | |
| Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice | | | |
| Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics | | | |
| Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness | | | |
| Access information and technology resources to enhance data collection and decision making | | | |

| | | |
|---|---|---|
| Measure and document effectiveness of their own services for children, families, and schools | | |
| **Standard III: Consultation and Collaboration**. (Interns have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services) | | Evaluation |
| | | Self-Evaluation / Supervisor Evaluation |
| | | |
| Activity | Rating | Supervisor's Comments |
| Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery | | |
| Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics | | |
| Consult and collaborate at the individual, family, group, and systems level | | |
| Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others | | |
| Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others | | |
| Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services | | |
| | | Evaluation |

| **Standard IV (Element 4.1): Interventions and Instructional Support to Develop Academic Skills**. (Interns have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence based curriculum and instructional strategies) | | Self-Evaluation | Supervisor Evaluation |
|---|---|---|---|
| | | | |
| Activity | Rating | Supervisor's Comments | |
| Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | | |
| Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices | | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills | | | |
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services | | | |
| **Standard IV (element 4.2): Interventions and Mental Health Services to Develop Social and Life Skills**. (Interns have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health) | | Evaluation | |
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |

| Activity | Rating | Supervisor's Comments |
|---|---|---|
| Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs | | |
| Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices | | |
| Integrate behavioral supports and mental health services with academic and learning goals for children | | |
| Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning | | |
| Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services | | |

| **Standard V (element 5.1): School-wide Practices to Promote Learning**. (Interns have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote academic outcomes, learning, social development, and mental health). | Evaluation | |
|---|---|---|
| | Self-Evaluation | Supervisor Evaluation |
| | | |

<table>
<tr><td>Activity</td><td>Rating</td><td colspan="2">Supervisor’s Comments</td></tr>
<tr><td>Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.</td><td></td><td colspan="2"></td></tr>
<tr><td>Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities</td><td></td><td colspan="2"></td></tr>
<tr><td>Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services.</td><td></td><td colspan="2"></td></tr>
<tr><td>Develop school policies, regulations, services, and accountability systems to ensure effective services for all children</td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2" rowspan="2">Standard V (element 5.2): Preventive and Responsive Services. (Interns have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.)</td><td colspan="2">Evaluation</td></tr>
<tr><td>Self-Evaluation</td><td>Supervisor Evaluation</td></tr>
<tr><td></td><td>Activity</td><td>Rating</td><td colspan="2">Supervisor’s Comments</td></tr>
</table>

| | | |
|---|---|---|
| Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks | | |
| Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services | | |
| Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families | | |
| Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics | | |
| Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services | | |

| **Standard VI: Family-School Collaboration Services**. (Interns have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.) | Evaluation | |
|---|---|---|
| | Self-Evaluation | Supervisor Evaluation |
| | | |

| Activity | Rating | Supervisor's Comments |
|---|---|---|

| | | |
|---|---|---|
| Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children | | |
| Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families | | |
| Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children | | |
| Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns | | |

| **Standard VII: Diversity in development and learning**. (Interns have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.) | Evaluation | |
|---|---|---|
| | Self-Evaluation | Supervisor Evaluation |
| | | |

| Activity | Rating | Supervisor's Comments |
|---|---|---|

| | | |
|---|---|---|
| Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect or diversity and in development and learning is a foundation for all aspects of service delivery | | |
| In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts | | |
| Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed | | |
| Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics | | |

| **Standard VIII (element 8.1): Research and program evaluation**. (Interns have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings). | Evaluation | |
|---|---|---|
| | Self-Evaluation | Supervisor Evaluation |
| | | |

| Activity | Rating | Supervisor's Comments |
|---|---|---|
| Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery | | |
| Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels | | |
| Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels | | |
| Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings | | |

| **Standard VIII (Element 8.2): Legal, ethical, and professional practice**. (Interns have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists) | Evaluation | |
|---|---|---|
| | Self-Evaluation | Supervisor Evaluation |
| | | |

| Activity | Rating | Supervisor's Comments |
|---|---|---|
| Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals | | |

| | | |
|---|---|---|
| Engage in effective, collaborative professional relationships and interdisciplinary partnerships | | |
| Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills | | |
| Utilize supervision and mentoring for effective school psychology practice | | |
| Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth | | |
| Engage in career-long self-evaluation and continuing professional development | | |

| **Professional Work Characteristics**<br>**(**The **ultimate goal** of the internship experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for professional practice. The following are characteristics that the UW school psychology program aspires to instill in internship prior to graduation. | | Evaluation | |
|---|---|---|---|
| | | Self-Evaluation | Supervisor Evaluation |
| | | | |
| Activity | Rating | Supervisor's Comments | |

| | | |
|---|---|---|
| Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | | |
| Demonstrates effective oral communication skills –speaks orally in an organized and clear manner | | |
| Demonstrates effective written communication skills –writes in an organized, clear manner. | | |
| Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner. | | |
| Demonstrates attending/listening skills – attends to important communications and listens effectively. | | |
| Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change. | | |
| Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. | | |
| Demonstrates time management and organization –organizes work and manages time effectively. | | |

| | | |
|---|---|---|
| Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients. | | |
| Responsiveness to supervision/feedback – is open to supervision/ feedback and responds to such appropriately | | |
| Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes. | | |
| Demonstrates systems orientation – understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of the system. | | |
| Demonstrates problem-solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions. | | |

## Appendix F: Student Performance Goals and Objectives (PhD Program)

**Goal #1: Students will acquire scientific knowledge of psychology as a discipline.** Students will have exposure to all aspects of the field of psychology as well as school psychology as a sub-discipline. They will learn to be critical evaluators of research in the context of theory as well as participants in scientific inquiry.

**Objective for Goal #1**

To develop psychologists in a scientist practitioner model that integrates the principles of psychological theory, human behavior, development, and learning in the context of evidence-based research.

**Competencies expected for the objective**

1a. Students will demonstrate knowledge of statistical methods and research design
1b. Students will demonstrate knowledge of cognitive and affective bases of behavior
1c. Students will demonstrate knowledge of social and developmental bases of behavior
1d. Students will demonstrate knowledge and sensitivity to exceptionalities and individual differences (including cultural differences)
1e. Students will demonstrate knowledge of biological bases of behavior

**How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*

1a. Student transcripts show a grade of *3.0 or higher* in EDPSY 490, 591, 593, and 594. Student transcripts reflect a grade of "*cr*" in EDPSY 575 & 576. Research and Inquiry evaluation rating (*pass*), general exam evaluation rating (*pass*), dissertation proposal evaluation rating (*pass*), and dissertation defense evaluation rating (*pass).* Student self-rating of *3 or higher* on the annual program evaluation items 31-39. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 9. Praxis score *(pass).*

1b. Student transcripts reflect a course grade of *3.0 or higher* in EDPSY 501, 502, 507, 540, & 548. Transcripts also reflect a *grade of "cr"* in EDPSY 572. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 3. Praxis score *(pass).*

1c. Student transcripts show a course grade of *3.0 or higher* in EDPSY 531, 601, and PSY 543. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 4. Praxis score *(pass)*

1d. Student transcripts include a course grade of *3.0 or higher* in EDPSY 548, 552 & 553, EDSPE 525 & 526. Student self-rating of *3 or higher* on the annual program evaluation items 43-46. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 5. Praxis score *(pass).*

1e. Student transcripts reflect a course *grade of "credit"* in EDPSY 577 & 578[9]. Praxis score *(pass)*.

**Goal #2: Students learn to apply scientific knowledge to professional practice of psychology.** Students in the program will recognize the importance of evidence based research and utilize such evidence to inform their practice in assessment, consultation, and interventions.

**Objective for Goal #2**

To prepare students with the ability to implement best practices and data based decisions in assessment, consultation, and counseling with preschool and school aged populations.

**Competencies expected for the objective**

2a. Students will demonstrate the ability to administer and interpret cognitive assessment measures and report results in a meaningful way to others.

2b. Students will demonstrate the ability to administer and interpret academic assessment measures and report results in a meaningful way to others.

2c. Students will demonstrate an understanding of the function of human behavior and use this understanding to assess and provide interventions for behavioral issues.

2d. Students will demonstrate an understanding of development and use the understanding to conduct assessment and intervention for preschool age children.

2e. Students will demonstrate mastery of at least one evidence-based approach to individual counseling.

**How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*

2a. Student transcripts show a grade of *3.2 or higher* in EDPSY 540 and 564. Student self-rating of *3 or higher* on the annual program evaluation items 1,4, 9, and 10. Faculty rating of *3 or higher* on the practicum standards evaluation form- domains 1 and 3.

2b. Student transcripts reflect a course grade of *3.2 or higher* in EDPSY 507 & 564. Student self-rating of *3 or higher* on the annual program evaluation items 2, 6, 8, 10, and 14. Faculty rating of *3 or higher* on the practicum standards evaluation form- domains 1 and 3.

2c. Student transcripts show a course grade of *3.2 or higher* in EDPSY 544, 546, 551, 560, 564, 565. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 4.

2d. Student transcripts include a course grade of *3.2 or higher* in EDPSY 573.

[9] 578 course is no longer a required course

2e. Student transcripts reflect a course *3.2 or higher* in EDPSY 544, 546, and 565. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 7.

**Goal #3: Students will have first-hand experience in generating scientific knowledge.** Students in the program will be exposed to both large- and small-scale research. They will be expected to develop their own projects and present their work to the faculty and students of the College of Education. Students are encouraged to work on research projects with faculty to obtain opportunities for new inquiry and dissemination of findings.

**Objective for Goal #3**

To prepare students to be critical consumers of research and to have advanced knowledge and skills to conduct scientific inquiry and dissemination of research.

**Competencies expected for the objective**

3a. Students will develop their own research project and produce a high quality research paper that may be considered for publication

3b. Students will complete a satisfactory presentation of the research project to the College of Education community.

3c. Students will produce (and orally defend) a written examination to their supervisory committee that responds to research questions on topics of the student's scientific interest.

3d. Students will develop a comprehensive dissertation proposal and orally defend the proposal with their supervisory committee.

3e. Students will orally defend the findings of their dissertation with their supervisory committee.

**How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*

3a. Faculty rating of *pass* on the Research and Inquiry form

3b. *Satisfactory* comments from COE faculty and students on the Research and Inquiry feedback sheets.

3c. Faculty rating of *2.0 or higher* on the general exam evaluation form.

3d. Faculty rating of *"pass"* on the dissertation proposal evaluation form

3e. Faculty rating of *2.0 or higher* on the dissertation evaluation form

**Goal #4: Students will learn the expanded professional role of the school psychologist.** Students in the program will be trained in a comprehensive model of service delivery that extends well beyond the traditional role of providing psychological assessment. Students will be mentored in addressing the "whole" child including ecological, socio-emotional, cognitive, academic, and developmental needs.

**Objective for Goal #4**

To prepare students with the skills and abilities to work effectively in schools as well as clinical settings utilizing their skills in consultation, intervention, and assessment.

**Competencies expected for the objective**

4a. Students will demonstrate the ability to administer and interpret cognitive assessment measures and provide evidence based recommendations for intervention.

4b. Students will demonstrate the ability to administer and interpret academic assessment measures and provide and implement evidence based interventions.

4c. Students will demonstrate an understanding of the function of human behavior and use this understanding to assess and provide interventions for behavioral issues.

4d. Students will demonstrate mastery of at least one evidence-based approach to individual counseling.

**How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*

4a. Student transcripts show a grade of *3.2 or higher* in EDPSY 540 and 564. Faculty rating of *3 or higher* on the practicum standards evaluation form- domains 1 and 3.

4b. Student transcripts reflect a course grade of *3.2 or higher* in EDPSY 507 & 564. Faculty rating of *3 or higher* on the practicum standards evaluation form- domains 1 and 3.

4c. Student transcripts show a course grade of *3.2 or higher* in EDPSY 544, 546, 551, 560, 564, 565. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 4.

4d. Student transcripts reflect a course *3.2 or higher* in EDPSY 544, 546, and 565. Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 7.

**Goal #5: Students will learn how to evaluate empirically the effectiveness of interventions. Students will learn how to use their scientific knowledge to make decisions about interventions and determine the effectiveness of interventions.**

**Objective for Goal #5**

To teach students how to determine intervention effectiveness through empirical data analysis.

**Competencies expected for the objective**

5a. Students will demonstrate the ability to collect baseline data, design an intervention, and evaluate the efficacy of the intervention.

5b. For research projects that include intervention implementation, students will demonstrate an ability to evaluate the effectiveness of the intervention

**How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*

5a. Student transcripts will reflect a course grade of *3.2 or higher* in EDPSY 507, 544, 546, 551 and "credit" in EDPSY 566; Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 9.

| |
|---|
| 5b. Faculty rating *of 2.0 or higher* on question #7 research and inquiry evaluation form AND the dissertation defense evaluation form question #8 |
| **Goal #6: Students will learn the importance of individual and cultural differences.** Students will develop an understanding of the cultural context and it impacts development of school-aged children. |
| **Objective for Goal #6**<br>To prepare students to provide culturally responsive services to children in schools. |
| **Competencies expected for the objective**<br>6a. Students will demonstrate the ability to recognize and include cultural factors in the process of psychological assessment and interpretation.<br>6b. Students will complete (and respond to questions on) a research-based paper on service delivery to diverse populations and/or underserved children.<br>6c. Students will address individual and cultural differences as part of the research and inquiry project<br>6d. Students will address individual and cultural differences in the dissertation |
| **How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*<br>6a. Student transcripts will reflect a course grade of 3.2 or higher in EDPSY 507, 544, 546, 551 and "*credit*" in EDPSY 566; Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 5.<br>6b. Faculty rating of *3 or higher* on the students answer to question #5 on the Masters/Specialist Oral exam. Grade of "*pass*" on the research supported diversity paper.<br>6c. Faculty rating of *2.0 or higher* on question #8 of the research and inquiry evaluation form<br>6d. Faculty rating of *2.0 or higher* on question # 8 of the dissertation defense evaluation form |
| **Goal #7: Students learn about professional, legal, and ethical standards for the practice of professional psychology.** Students will be held to the highest standard of legal and ethical practice. Faculty will model these standards and provide immediate feedback in circumstances when ethical decisions are imperative. |
| **Objective for Goal #7**<br>To prepare psychologists who are competent in assessing for legal and ethical challenges and engaging in best practices within this context. |
| **Competencies expected for the objective**<br>7a. Students will demonstrate the ability to recognize legal and ethical issues in the context of school-based practice.<br>7b. Students will demonstrate the ability to make decisions about the best legal and ethical course of action when presented with ethical dilemmas.<br>7c. Students will address legal and ethical issues in research. |

| 7d. Students will demonstrate knowledge of the standards of legal and ethical practice. |
|---|
| **How outcomes are measured and minimum thresholds for achievement of goal.** *Minimum threshold is noted in italics*<br>7a. Student transcripts will reflect a course grade of "*credit*" in EDPSY 570; Faculty rating of *3 or higher* on the practicum standards evaluation form- domain 10.<br>7b. Student transcripts reflect a course grade of *3.0 or higher* in EDSPE 504 (or equivalent) and a course grade of *"credit*" in EDPSY 568 & 570; Faculty rating of *3 or higher* on the students answer to question #10 on the Masters/Specialist Oral exam.<br>7c. Faculty rating of *2.0 or higher* on question #5 of the research and inquiry evaluation form<br>7d. Faculty rating of *2.0 or higher* on question # 5 of the dissertation defense evaluation form |

School Psychology Program

## Appendix G: Research And Inquiry Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site. The content below is a reference for students and faculty to complete the evaluations*

Student: _____ Evaluator:_____

Date of evaluation: _____

The Research and Inquiry paper and presentation is the first formal step in obtaining the Ph.D. in school psychology. This step is evaluated at two levels: the written scientific paper and the formal presentation conducted in front of the College of Education faculty. The following represents a scoring rubric that the faculty will use to evaluate each students Research and Inquiry paper and presentation. The rating scale is as follows:

5 **Excellent**– exceedingly well above average/needing little or no assistance

4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.

3 **Good** – showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project

2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area

1 **Not Adequate** – needs additional training; does not meet satisfactory completion of criteria area

NO Not Observed for this procedure/project

## Evaluation Criteria

1. Identify the content area(s) of the Research and Inquiry paper and presentation (see list below). _____

| Content Areas | |
|---|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____
_____
_____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____
_____
_____

4. Evaluate the student's rationale for conducting this study or analysis?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____
_____
_____

5. Identify the type of research design employed for this Research and Inquiry paper and presentation (see list below). _____

| Quantitative Designs | Qualitative Designs |
|---|---|
| a. t-tests | |
| b. ANOVA | |
| c. Regression (i.e., hierarchical, logistic) | |
| d. Structural Equation Modeling | |
| e. Growth Modeling | |
| f. Survival analyses | |
| g. other _____ | |

6. Evaluate how well the student implemented this design and analyzed the data (If student is using a mix-methods approach, evaluate the integration as well as the implementation of the mixed-method designs).

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

7. Evaluate the student's awareness of ethical issues and how well their R & I paper and presentation addressed the ethical issues.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

8. Evaluate the student's process and/or procedures for selecting the assessment instrument used in study[10]. If student is conducting secondary analyses, evaluate the student's empirical support for using such assessment measures. Were the assessment instruments norm-referenced or criterion-based (circle one)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

9. Evaluate the student's implementation of empirically based interventions[11]. If not empirically based, evaluate the student's procedural structure to determine efficacy of the intervention/treatment.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

10. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the Research and Inquiry paper and presentation.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

11. Evaluate the student's ability to integrate the findings of the Research and Inquiry project to the field of school psychology.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

12. Evaluate the student's ability to understand the limitations of his/her study and problem-solve how they may be addressed in future research studies.

[10] Evaluation of these criteria may be limited to Research and Inquiry paper
[11] Evaluation of these criteria may be limited to Research and Inquiry paper

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

**Overall Evaluation:** How would you rate this student's overall Research and Inquiry paper and presentation?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

## In order to pass Research and Inquiry, the overall score must exceed 2.0

## School Psychology Program
## Appendix H: General Exam Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site. The content below is a reference for students and faculty to complete the evaluations*

Student: _____Evaluator: _____

Date of evaluation: _____

The General Exam is the second formal step in obtaining the Ph.D. degree in school psychology. This step is usually evaluated at two levels: the written answers (step 1) and the oral defense of those answers (step 2) in front of your supervisory committee. The scoring rubric that faculty will use to evaluate each student's General Exam is as follows:

5 **Excellent**– exceedingly well above average/needing little or no assistance

4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge, breadth, and good command in criteria area

3 **Good** – showed average knowledge, breadth, and command in criteria area; student needed regular assistance to complete answer appropriately

2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge, breadth, and command in criteria area

1 **Not Adequate** – needs to gain additional knowledge, breadth, and command of content area(s); does not meet satisfactory basic expectations in criteria area

N/O Not Observed during the General Exam

## Evaluation Criteria

1. Identify the content area(s) of the General Exam (see list below).

_____

| Content Areas | |
|---|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

4. Evaluate the student's written answers and his/her thoroughness in addressing the question?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

**Not Adequate** **Adequate** **Good** **Above Average** **Excellent**

Comments:

_____
_____

5. Evaluate the student's oral presentation style?

**1** **2** **3** **4** **5**
**Not Adequate** **Adequate** **Good** **Above Average** **Excellent**

Comments:

_____
_____

6. Evaluate the student's awareness of ethical issues and how well their General Exam answers (written and oral) address ethical issues.

**1** **2** **3** **4** **5**
**Not Adequate** **Adequate** **Good** **Above Average** **Excellent**

Comments:

_____
_____

7. Evaluate the student's familiarity and command of the literature to address questions that were asked during the oral part of the General Exam.

**1** **2** **3** **4** **5**
**Not Adequate** **Adequate** **Good** **Above Average** **Excellent**

Comments:

_____
_____

8. Evaluate the student's awareness and/or coverage of empirically based interventions in answering the General Exam questions. If not empirically based intervention do not exist for the specific content area of focus, evaluate the student's procedural structure to determine how to measure the efficacy of a new intervention/treatment.

**1** **2** **3** **4** **5**
**Not Adequate** **Adequate** **Good** **Above Average** **Excellent**

Comments:

_____
_____

9. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the written and oral defense of the General Exam.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

10. Evaluate the student's ability to apply his/her General Exam answers to the field of school psychology.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

11. Evaluate the student's ability to identify the current gaps in the literature/field and to problem-solve how they may be addressed in future research studies.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

**Overall Evaluation:** How would you rate this student's overall General Exam?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

## In order to pass the General Exam, the overall score must exceed 2.0

School Psychology Program

## Appendix I: Dissertation Proposal Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site. The content below is a reference for students and faculty to complete the evaluations*

Student: _____Evaluator: _____

Date of evaluation: _____

The Dissertation Proposal is the third step in obtaining the Ph.D. degree in school psychology. This step is usually formal and conducted in front of the supervisory committee (ideal), however this step can be also achieved via a phone-conference call as well (acceptable). There are two steps to completing the Dissertation Proposal: a written proposal (step 1) and an oral defense of the proposal (step 2). The following scoring rubric that the faculty will use to evaluate each student's Dissertation Proposal is as follows:

5 **Excellent**– exceedingly well above average/needing little or no assistance

4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.

3 **Good** – showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project

2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area

1 **Not Adequate** – needs additional training; does not meet satisfactory completion of criteria area

N/O Not Observed for this procedure/project

## Evaluation Criteria

1. Identify the content area(s) of the Dissertation Proposal paper and presentation (see list below).

_____

| Content Areas | |
|---|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area(s).

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

4. Evaluate the student's rationale for conducting this study or analysis.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

5. Identify the type of research design employed for this Dissertation Proposal paper and presentation (see list below). _____

| Quantitative Designs | Qualitative Designs |
|---|---|
| a. t-tests | |
| b. ANOVA | |
| c. Regression (i.e., hierarchical, logistic) | |
| d. Structural Equation Modeling | |
| e. Growth Modeling | |
| f. Survival analyses | |
| g. other _____ | |

6. Evaluate how well the student implemented this design and analyzed the data (If student is using a mix-methods approach, evaluate the integration as well as the implementation of the mixed-method designs).

**1 2 3 4 5**
**Not Adequate Adequate Good Above Average Excellent**

Comments:

_____
_____

7. Evaluate the student's awareness of ethical issues and how well their Dissertation Proposal paper and presentation addressed the ethical issues.

**1 2 3 4 5**
**Not Adequate Adequate Good Above Average Excellent**

Comments:

_____
_____

8. Evaluate the student's process and/or procedures for selecting the assessment instrument used in study[12]. If student is conducting secondary analyses, evaluate the student's empirical support for using such assessment measures. Were the assessment instruments norm-referenced or criterion-based (circle one)?

**1 2 3 4 5**
**Not Adequate Adequate Good Above Average Excellent**

[12] Evaluation of these criteria may be limited to the written Dissertation Proposal

Comments:

_____
_____

9. Evaluate the student's implementation of empirically based interventions[13]. If not empirically based, evaluate the student's procedural structure to determine efficacy of the intervention/treatment.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

10. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the Dissertation Proposal paper and presentation.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

11. Evaluate the student's ability to integrate the content area of the Dissertation Proposal to the field of school psychology.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

12. Evaluate the student's ability to understand the limitations of his/her study and problem-solve how they may be addressed in future research studies.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

**Overall Evaluation:** How would you rate this student's overall Dissertation Proposal paper and presentation?

[13]Evaluation of these criteria may be limited to the written Dissertation Proposal

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average Excellent** | |

Comments: _____
_____

**In order to pass, the Dissertation Proposal overall score must exceed 2.0**

School Psychology Program

## Appendix J: Dissertation Defense Evaluation

*All evaluations are now completed online using the Student Evaluation System Canvas site. The content below is a reference for students and faculty to complete the evaluations*

Student: _____Evaluator: _____

Date of evaluation: _____

The Dissertation Defense is the last step (provided the internship is complete) in obtaining the Ph.D. degree in school psychology. This step is formal and conducted in front of the supervisory committee. There are two steps to completing the Dissertation Defense: a written dissertation (step 1) and an oral defense of the dissertation (step 2). The following scoring rubric that the faculty will use to evaluate each student's Dissertation Defense is as follows:

5 **Excellent**– exceedingly well above average/needing little or no assistance

4 **Very Good** – above average and needing occasional assistance; demonstrating knowledge and breadth in criteria area.

3 **Good** – showed average knowledge and breadth in criteria area; student needed regular assistance to complete procedure/project

2 **Adequate** – below average and needing considerable assistance; student demonstrates minimal competence in knowledge and breadth in criteria area

1 **Not Adequate** – needs additional training; does not meet satisfactory completion of criteria area

N/O Not Observed for this procedure/project

## Evaluation Criteria

1. Identify the content area(s) of the written dissertation and oral defense (see list below).

_____

| Content Areas | |
|---|---|
| a. Biological bases | h. Individual differences in behavior |
| b. Cognitive and Affective aspects of behavior | j. Human development |
| c. Social-emotional aspects of behavior | k. Psychopathology and behavioral difficulties |
| d. History and systems of psychology | l. Professional standards and ethics |
| e. Psychological measurement | m. Theories and assessment methodologies and diagnosing |
| f. Research methodology | n. Understanding and implementing empirically based interventions |
| g. Statistical analyses to examine data | o. Consultation and supervision |
| | p. Efficacy and program evaluation of interventions |

2. Evaluate how well the student covered this specific content area(s).

**1 2 3 4 5**
**Not Adequate Adequate Good Above Average Excellent**

Comments:

_____
_____

3. Evaluate the student's comprehensiveness of the literature in the content area of focus.

**1 2 3 4 5**
**Not Adequate Adequate Good Above Average Excellent**

Comments:

_____
_____

4. Evaluate the student's rationale for conducting this study or analysis.

**1 2 3 4 5**
**Not Adequate Adequate Good Above Average Excellent**

Comments:

_____
_____

5. Identify the type of research design employed for the dissertation (see list below).
_____

| Quantitative Designs | Qualitative Designs |
|---|---|
| a. t-tests | |
| b. ANOVA | |
| c. Regression (i.e., hierarchical, logistic) | |
| d. Structural Equation Modeling | |
| e. Growth Modeling | |
| f. Survival analyses | |
| g. other _____ | |

6. Evaluate how well the student implemented this design and analyzed the data (If student is using a mix-methods approach, evaluate the integration as well as the implementation of the mixed-method designs).

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

7. Evaluate the student's awareness of ethical issues and how well their dissertation and oral defense addressed the ethical issues.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

8. Evaluate the student's process and/or procedures for selecting the assessment instrument used in study[14]. If student is conducting secondary analyses, evaluate the student's empirical support for using such assessment measures. Were the assessment instruments norm-referenced or criterion-based (circle one)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

[14] Evaluation of these criteria may be limited to the written dissertation

Comments:

_____
_____

9. Evaluate the student's implementation of empirically based interventions[15]. If not empirically based, evaluate the student's procedural structure to determine efficacy of the intervention/treatment.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

10. Evaluate the student's awareness and recognition of cultural and individual differences as represented in the dissertation and oral defense.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

11. Evaluate the student's ability to integrate the content area of the dissertation to the field of school psychology.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

12. Evaluate the student's ability to understand the limitations of his/her study and problem-solve how they may be addressed in future research studies.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average** | **Excellent** |

Comments:

_____
_____

**Overall Evaluation:** How would you rate this student's overall dissertation and oral defense?

[15] Evaluation of these criteria may be limited to the written dissertation

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Not Adequate** | **Adequate** | **Good** | **Above Average Excellent** | |

Comments: _____
_____

**In order to pass the Dissertation Defense, the overall score must exceed 2.0**

## Competency Benchmarks in Professional Psychology
## Appendix K: Doctoral Internship Evaluation

| | | | |
|---|---|---|---|
| Intern Name: | | | |
| Name of Placement: | | | |
| Name of Supervisor/ Person Completing Form (please include highest degree earned): | | | |
| Licensed Psychologist:<br>☑ yes<br>☐ no[16] | | License Number: | |
| Was this Intern supervised by other individuals also under your supervision?<br>☐ Yes<br>☐ No | | If yes, name of person and credentials: | |

| | | | |
|---|---|---|---|
| Type of Review: | ☐ Initial Review | ☐ Mid-placement review | ☐ Final Review |
| Date Evaluation Completed: | | | |
| Dates of Training Experience this Review Covers: | | | |

[16] If unlicensed, please attach a letter of explanation and documentation of qualification to supervise psychology interns

**Please rate each item by responding to the following question using the scale below:**

**How characteristic of the Intern's behavior is this competency description?**

| Not at All/Slightly | Somewhat | Moderately | Mostly | Very |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

**If you have not had the opportunity to observe a behavior in question, please indicate this by circling** "No Opportunity to Observe" [N/O].

**Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the Intern's current level of competence.**

## FOUNDATIONAL COMPETENCIES

### I. PROFESSIONALISM

| | | | | | | |
|---|---|---|---|---|---|---|
| **1. Professionalism:** as evidenced in behavior and comportment that reflects the values and attitudes of psychology. | | | | | | |
| **1A. Integrity -** Honesty, personal responsibility and adherence to professional values | | | | | | |
| Monitors and independently resolves situations that challenge professional values and integrity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **1B. Deportment** | | | | | | |
| Conducts self in a professional manner across settings and situations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **1C. Accountability** | | | | | | |
| Independently accepts personal responsibility across settings and contexts | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **1D. Concern for the welfare of others** | | | | | | |
| Independently acts to safeguard the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **1E. Professional Identity** | | | | | | |
| Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **2. Individual and Cultural Diversity:** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | | | | | | |
| **2A. Self as Shaped by Individual and Cultural Diversity** (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) **and Context** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|---|
| **2B. Others as Shaped by Individual and Cultural Diversity and Context** | | | | | | |
| Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context** | | | | | | |
| Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **2D. Applications based on Individual and Cultural Context** | | | | | | |
| Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **3. Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| **3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines** | | | | | | |
| Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **3B. Awareness and Application of Ethical Decision Making** | | | | | | |
| Independently utilizes an ethical decision-making model in professional work | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **3C. Ethical Conduct** | | | | | | |
| Independently integrates ethical and legal standards with all competencies | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **4. Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
| **4A. Reflective Practice** | | | | | | |
| Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **4B. Self-Assessment** | | | | | | |
| Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **4C. Self-Care** (attention to personal health and well-being to assure effective professional functioning) | | | | | | |
| Self-monitors issues related to self-care and promptly intervenes when disruptions occur | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **4D. Participation in Supervision Process** | | | | | | |
| Independently seeks supervision when needed | 0 | 1 | 2 | 3 | 4 | [N/O] |

## II. RELATIONAL

| **5. Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities. | | | | | | |
|---|---|---|---|---|---|---|
| **5A. Interpersonal Relationships** | | | | | | |
| Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **5B. Affective Skills** | | | | | | |
| Manages difficult communication; possesses advanced interpersonal skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **5C. Expressive Skills** | | | | | | |
| Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts | 0 | 1 | 2 | 3 | 4 | [N/O] |

## III. SCIENCE

| **6. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | | | | | | |
|---|---|---|---|---|---|---|
| **6A. Scientific Mindedness** | | | | | | |
| Independently applies scientific methods to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **6B. Scientific Foundation of Psychology** | | | | | | |
| Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **6C. Scientific Foundation of Professional Practice** | | | | | | |
| Independently applies knowledge and understanding of scientific foundations to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **7. Research/Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | | |
| **7A. Scientific Approach to Knowledge Generation** | | | | | | |
| Generates knowledge | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **7B. Application of Scientific Method to Practice** | | | | | | |
| Applies scientific methods of evaluating practices, interventions, and programs | 0 | 1 | 2 | 3 | 4 | [N/O] |

## FUNCTIONAL COMPETENCIES

### IV. APPLICATION

| | | | | | | |
|---|---|---|---|---|---|---|
| **8. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors. | | | | | | |
| **8A. Knowledge and Application of Evidence-Based Practice** | | | | | | |
| Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **9. Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | | |
| **9A. Knowledge of Measurement and Psychometrics** | | | | | | |
| Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | | |
| Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods | | | | | | |
| Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **9D. Diagnosis** | | | | | | |
| Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | | |
| Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **9F. Communication of Assessment Findings** | | | | | | |
| Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **10. Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | | |
| **10A. Intervention planning** | | | | | | |
| Independently plans interventions; case conceptualizations and intervention plans are specific to case and context | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **10B. Skills** | | | | | | |
| Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|---|
| **10C. Intervention Implementation** | | | | | | |
| Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **10D. Progress Evaluation** | | | | | | |
| Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **11. Consultation:** The ability to provide expert guidance or professional assistance in response to a client's needs or goals. | | | | | | |
| **11A. Role of Consultant** | | | | | | |
| Determines situations that require different role functions and shifts roles accordingly to meet referral needs | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **11B. Addressing Referral Question** | | | | | | |
| Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **11C. Communication of Consultation Findings** | | | | | | |
| Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **11D. Application of Consultation Methods** | | | | | | |
| Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases | 0 | 1 | 2 | 3 | 4 | [N/O] |

## V. EDUCATION

| | | | | | | |
|---|---|---|---|---|---|---|
| **12. Teaching:** Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. | | | | | | |
| **12A. Knowledge** | | | | | | |
| Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **12B. Skills** | | | | | | |
| Applies teaching methods in multiple settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **13. Supervision:** Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | | |
| **13A. Expectations and Roles** | | | | | | |
| Understands the ethical, legal, and contextual issues of the supervisor role | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **13B. Processes and Procedures** | | | | | | |
| Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **13C. Skills Development** | | | | | | |
| Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **13D. Supervisory Practices** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting | 0 | 1 | 2 | 3 | 4 | [N/O] |

## VI. SYSTEMS

| **14. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
|---|---|---|---|---|---|---|
| **14A. Knowledge of the Shared and Distinctive Contributions of Other Professions** | | | | | | |
| Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **14B. Functioning in Multidisciplinary and Interdisciplinary Contexts** | | | | | | |
| Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes** | | | | | | |
| Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **14D. Respectful and Productive Relationships with Individuals from Other Professions** | | | | | | |
| Develops and maintains collaborative relationships over time despite differences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **15. Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | | |
| **15A. Appraisal of Management and Leadership** | | | | | | |
| Develops and offers constructive criticism and suggestions regarding management and leadership of organization | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **15B. Management** | | | | | | |
| Participates in management of direct delivery of professional services; responds appropriately in management hierarchy | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **15C. Administration** | | | | | | |
| Demonstrates emerging ability to participate in administration of service delivery program | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **15D. Leadership** | | | | | | |
| Participates in system change and management structure | 0 | 1 | 2 | 3 | 4 | [N/O] |

| **16. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | | |
|---|---|---|---|---|---|---|
| **16A. Empowerment** | | | | | | |
| Intervenes with client to promote action on factors impacting development and functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| **16B. Systems Change** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Promotes change at the level of institutions, community, or society | 0 | 1 | 2 | 3 | 4 | [N/O] |

**Overall Assessment of Intern's Current Level of Competence**

Please provide a brief narrative summary of your overall impression of this Intern's current level of competence. In your narrative, please be sure to address the following questions:

- What are the Intern's particular strengths and weaknesses?
- Do you believe that the Intern has reached the level of competence expected by the program at this point in training?
- If applicable, is the Intern ready to move to the next level of training, or independent practice?

# University of Washington

## Appendix L: School Psychology Program Evaluation

We are required to evaluate the quality of our program periodically. We view school psychology as encompassing three interrelated, yet distinct functions: assessment, consultation, and interventions. In addition, we emphasize the scientist-practitioner model of training. Each of the items below represents a segment of our preparation program.

**PhD students, who are within the first three years of the program, should identify themselves as current Specialist degree students. Only 4th year and beyond should rate themselves as current PhD students.**

Please rate each item on a scale of lowest (1) to Highest (5) for quality of preparation.

PLEASE TAKE INTO ACCOUNT IN YOUR RATINGS ALL ASPECTS OF THE PROGRAM (NOT JUST FORMAL COURSES) INCLUDING PRACTICA, INTERNSHIP IN SCHOOLS, FACULTY MENTORING OUTSIDE OF CLASS, AND RESEARCH OPPORTUNITIES. We are also interested in your comments. Please complete this *anonymous evaluation* as soon as possible.

**Please note: If you are unable to rate anything because you have not been exposed to material, PLEASE leave the item BLANK**

**Section 1.**

1. Please check the most appropriate box to describe your status:

- ☐ I am an internship supervisor for a specialist degree student and evaluating the program from the perspective of student performance
- ☐ I am an internship supervisor for a doctoral student and evaluating the program from the perspective of student performance
- ☐ I am a current specialist degree student enrolled in the program
- ☐ I am a doctoral student who is evaluating the program from the perspective of a doctoral student in training
- ☐ I am Masters or specialist degree graduate who completed the program (not currently enrolled in the PhD Program)
- ☐ I am a PhD graduate who is evaluating the program from the perspective of a student who completed the program
- ☐ I am an employer of a Masters/specialist degree graduate of the program who is evaluating the program from the perspective of the graduates performance on the job

☐ I am an employer of a PhD graduate of the program who is evaluating the program from the perspective of the graduates performance on the job

**Section 2.**

## Assessment

| | Rating Scale | | | | |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| 1. Able to administer, score and interpret intelligence and other cognitive tests | | | | | |
| 2. Able to administer, score and interpret academic achievement tests | | | | | |
| 3. Able to administer, score and interpret measures of social/emotional functioning and behavioral adjustment | | | | | |
| 4. Able to assess adaptive behavior | | | | | |
| 5. Able to conduct behavioral assessment | | | | | |
| 6. Able to perform other kinds of assessment (e.g., curriculum-based, portfolio, dynamic) | | | | | |
| 7. Able to perform other kinds of assessment (e.g., process, neuropsychological) | | | | | |
| 8. Able to interpret assessment results in response to the reasons for referral and clinical hypotheses | | | | | |
| 9. Able to communicate results meaningfully to teachers, administrators, parents and students | | | | | |
| 10. Able to generate appropriate and useful recommendations for interventions | | | | | |
| 11. Able to write effectively | | | | | |
| 12. Knowledgeable about the DSM IV | | | | | |
| 13. Able to apply WACs appropriately in qualifying children for services | | | | | |

**Section 3.**

## Consultation

| | | | | | |
|---|---|---|---|---|---|
| 14. Able to consult effectively with teachers concerning academic issues | | | | | |
| 15. Able to consult effectively with teachers concerning behavioral management issues | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 16. Able to consult effectively with teachers concerning mental health issues | | | | | |
| 17. Able to consult effectively with parents | | | | | |
| 18. Able to consult effectively with administrators | | | | | |
| 19. Able to consult effectively with professionals from other disciplines (e.g., physicians and nurses, communication disorder specialists, physical and occupational therapists, counselors and other mental health specialists) | | | | | |
| 20. Able to understand the constraints placed on the consultee by the work environment | | | | | |
| 21. Able to assist consultee in generating alternative solutions | | | | | |

**Section 4.**

## Counseling and Interventions

| | Rating Scales | | | | |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| 22. Able to assess need for counseling | | | | | |
| 23. Able to establish goals and design appropriate individual counseling | | | | | |
| 24. Able to provide effective groups for students (e.g., for anger management) | | | | | |
| 25. Able to provide effective social skills training | | | | | |
| 26. Able to provide effective behavioral interventions | | | | | |
| 27. Able to provide effective crisis interventions for students | | | | | |
| 28. Able to provide effective parent education and to work with families | | | | | |
| 29. Able to evaluate the effectiveness of interventions employed | | | | | |
| 30. Able to utilize referral resources effectively | | | | | |

**Section 5.**

## Scientist/Practitioner

| | | | | | |
|---|---|---|---|---|---|
| 31. Able to discuss current research relevant to the practice of school psychology | | | | | |
| 32. Able to apply research to practice | | | | | |
| 33. Able to critically analyze the current research studies and identify gaps in the literature | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 34. Able to identify gaps in the current research field of school psychology | | | | | |
| 35. Able to conduct appropriate statistical analyses of data | | | | | |
| 36. Able to interpret statistical analyses as they apply to data | | | | | |
| 37. Able to integrate research findings to current literature reviews | | | | | |
| 38. Able to identify limitations in research studies | | | | | |
| 39. Able to present research findings in a professional setting | | | | | |

**Section 6.**

## Ethics

| | Rating Scales | | | | |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| 40. Demonstrates knowledge of ethical standards | | | | | |
| 41. Applies these standards in practice | | | | | |
| 42. Conducts research using ethical standards and guidelines | | | | | |

**Section 7.**

## Knowledge of Special Populations

| | | | | | |
|---|---|---|---|---|---|
| 43. Multicultural Issues | | | | | |
| 44. Individual differences | | | | | |
| 45. Handicapping conditions | | | | | |
| 46. Students with mental health issues | | | | | |

**Section 8.**

## Comments

Please provide us with any further thoughts you have regarding the strengths, weaknesses, course offerings, practica, faculty mentoring, etc. This feedback will help us in conducting a thorough, objective evaluation of our School Psychology Program.

Additionally, if you know of any children ages 7-18 who would be willing to volunteer to help our graduate students in the fall by practicing their tests assessments with them, please have them call the School Psychology Clinic (206) 543-4970 to provide contact information for scheduling.