

SCHOOL PSYCHOLOGY GRADUATE STUDENT HANDBOOK

2011-2012 Academic Year Revision



**School Psychology Program
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WELCOME!

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

Our doctoral program is fully accredited by the American Psychological Association, and has full program approval from the National Association of School Psychologists. Our next APA site visit will be scheduled for 2014.

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

This handbook is designed to assist you in having a successful experience in our program. It contains detailed descriptions of all of the key operating procedures and policies of the program. In addition, the degree requirements for the Ph.D. in School Psychology and the M.S. in School Psychology are included in appendices A and B. These materials are an essential tool that you should become very familiar with as you navigate your graduate school experience.

In addition to this handbook, our program website at <http://spsy.uoregon.edu> includes additional information regarding the program, such as news, faculty profiles and contact information, and resources. All of the forms and related resources that are described in this handbook are available as downloads or links on the website.

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

With our regards,

Laura Lee McIntyre, Ph.D.
Associate Professor and Director, School Psychology Program

Angela Whalen, Ph.D.
Instructor and Co-Director, School Psychology Program

INTRODUCTION

Mission and Values

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

Program Philosophy

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

Program Overview

The doctoral program in School Psychology at the University of Oregon includes an individualized plan of study with 165 quarter credits minimum, culminating in an original research dissertation, a pre-doctoral internship, and the Doctor of Philosophy (Ph.D.) degree. This program prepares students to qualify for state board of psychology examiner's licensure as a professional psychologist, as well as state department of education certification or licensure as a school psychologist in Oregon and most other states. Students who complete this program are automatically eligible to sit for the Nationally Certified School Psychologist (N.C.S.P.)

examination and credential, offered by the National Association of School Psychologists. It should be noted that students must complete a minimum of 600 school-based internship hours in order to be eligible for sitting for the N.C.S.P. examination and credential.

Students are not required to earn a master's degree as they progress toward their Ph.D., but may elect to do so through completion of a M.S. degree in Special Education. Students interested in pursuing a concurrent M.S. degree in Special Education should work with the SPED Program Director to develop a program plan. Please be aware that additional coursework in special education is required. The M.S. degree in Special Education is designed to assist students in meeting the requirements of the Oregon Teacher Standards and Practice Commission for an initial license as a *school psychologist*. This program does not necessarily satisfy state department of education certification/licensure requirements outside of Oregon.

The doctoral program is accredited by the American Psychological Association¹ (APA) and National Association of School Psychologists² (NASP). Although our master's program is not NASP approved, the School Psychology Program is pursuing NASP approval and hope to have the M.S. program approved in the near future. Both our doctoral program and master's program are approved by the Oregon Teacher Standards and Practices Commission. The master's program is accredited by the Oregon Teacher Standards and Practices Commission³ for the educational licensure of school psychologists in Oregon.

This program manual describes the elements of graduate study in School Psychology including training objectives, coursework requirements, evaluation plans, procedural issues, and timelines.

¹Commission on Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; (202) 336-5979; www.apa.org

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

³Oregon Teacher Standards and Practices Commission, 465 Commercial Street NE, Salem, OR 97301; (503) 378-3586; <http://www.tspc.state.or.us>

PROGRAM OBJECTIVES AND COMPETENCIES

Objectives

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

1. master basic foundational knowledge in the fields of psychology and education
2. develop expertise in planning and conducting applied research in psychology and education

3. demonstrate proficiency in professional writing and scholarly analysis
4. deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency
5. demonstrate skill in teaching, at both the university pre-service level and the professional in-service level
6. develop skills in supervision of school psychology services
7. demonstrate skills in leadership and professional service
8. develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology

Competencies

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

1. Students will master basic foundational knowledge in the fields of psychology and education
 - a. *Document completion of all courses listed in the Psychological and Educational Foundations domain of the program requirements, with a grade of B- or higher*
 - b. *Submit a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student. If the paper was completed as part of a course, the student must document receiving a grade of B- or higher; if the paper was completed independently, then a member of the school psychology faculty must read and approve the paper.*
2. Students will develop expertise in planning and conducting applied research in psychology and education
 - a. *Design at least two research studies prior to dissertation. Studies will either be completed as part of a course and receive a grade of B- or higher or developed as part of a research team and approved by the supervising faculty member.*
 - b. *Assist with an empirical research study. Participation must occur as part of a faculty-member's research team and participation must receive a grade of satisfactory or higher.*
 - c. *Successful completion the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research*
3. Students will demonstrate proficiency in professional writing and scholarly analysis
 - a. *Prepare written reviews of at least two professional publications (e.g., journal articles, books, assessment tools, proposals)*
 - b. *Write at least one comprehensive scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature.*
4. Students will develop proficiency in delivering psychological services in school settings, including assessment, intervention, and consultation skills

- a. *Submit at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment*
 - b. *Submit a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem. Your report must include pre-intervention data and data collected after implementation of the intervention.*
 - c. *Submit a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee*
 - d. *Submit a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school (e.g., setting within a school, entire school), school system, or agency*
 - e. *Receive ratings of satisfactory or higher on all ratings provided by practicum supervisors*
5. *Students will obtain experience and develop skills in teaching, at both the university pre-service level and the professional in-service level*
- a. *Prepare and give at least two lectures in undergraduate or graduate level courses, and present the lesson plans and supporting materials. Include a written evaluation (1-2 pages) from the supervising instructor of the course in which lesson plans were developed and lectures were conducted*
 - b. *Plan and conduct at least one in-service training program for professionals or parents and conduct a self-evaluation of the in-service.*
 - c. *Receive ratings of satisfactory or higher in supervised college teaching experiences.*
6. *Students will obtain experience and develop skills in supervision of school psychology services*
- a. *Assist the practicum coordinator or other faculty member in supervision of a student enrolled in practicum, for at least one quarter, while enrolled in Supervised College Teaching course. Receive a grade of at least satisfactory and complete a self-evaluation of your supervision skills.*
 - b. *Receive satisfactory evaluations from all individuals who oversaw your supervision.*
7. *Students will obtain experience and develop skills in leadership and professional service*
- a. *Participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPSP or OSPA board, student member of admissions or search committees). Submit a brief (1-2 page) description, analysis, and reflection of participation in the leadership/service activity*
8. *Students will develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology*
- a. *Attend at least two professional conferences or conventions (at least one of which is national), and conduct a paper, poster, symposium, or workshop presentation during at least one of these meetings*
 - b. *Participate in at least one additional professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation*

PROFESSIONAL BEHAVIOR

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

1. Students are expected to meet all the personal and professional criteria that are required to become licensed educational professionals. These criteria are grounded in the Oregon Teacher's Standards and Practices Commission (TSPC) standards for professional behavior, ethics and values. For the initial license, the specific TSPC criteria include:
 - Is dependable, conscientious and punctual;
 - Meets work schedule demands;
 - Is aware of the importance of professional appearance and demeanor;
 - Is aware of, and acts in accordance with school policies and practices;
 - Is respectful of cultural patterns and expectations that operate within a school;
 - Collaborates with parents, colleagues and members of the community to provide internal and external assistance to students and their families if needed to promote student learning.
2. Students are expected to display the general personal and managerial skills that they will need to function effectively as special education instructors, including the following:
 - Is able to relate well with students, teachers, supervisors, and other professionals;
 - Behaves ethically and responsibly both on campus and in the field;
 - Communicates accurately and effectively with various types of individuals and groups;
 - Is consistently prepared for practicum and field study activities;
 - Maintains the confidentiality of school records;
 - Attends required program functions;
 - Completes assignments and other program requirements in a timely fashion.
3. Students should also refer to the Student Conduct Code (<http://conduct.uoregon.edu>), which applies to all UO students. It should also be noted that our definition of communication includes verbal, written, and electronic communications.
4. For school psychology students, the criteria for professional behavior also include adherence to the ethical conduct standards of the American Psychological Association and National Association of School Psychologists. These ethical conduct codes are available on the websites of the two organizations, located at www.apa.org and www.nasponline.org, respectively.

COMMUNICATION WITHIN THE PROGRAM

The program provides a mailbox for each student against the wall outside of 365 of the HEDCO Education Building, and the names on student mailboxes are updated and reorganized at the beginning of each academic year. Although student and faculty mailboxes provide an important means of distributing printed materials, *it is the practice of the program faculty and staff to use e-mail messaging as the primary means of communication within the program*, such as for making announcements, contacting students, setting appointments and meetings, and so forth. All students in the program should secure access to e-mail services and check their messages frequently (at least once per day is recommended). Students may establish UO e-mail accounts and receive e-mail and other support through the Computer Help Desk, 151 McKenzie Hall. Although students may also have e-mail addresses outside of the UO system, *we request the use of UO e-mail addresses as the primary means of communication within the program, so that student contact information may be easily located on the UO website directory*. Students should notify the program faculty and staff of their e-mail addresses and any changes that are made.

STUDENT ADVISING

Model of Advising

The School Psychology Program employs a "strong student-strong advisor" model of student advising. This model is based on the assumption that although students ultimately make a majority of decisions regarding their program, advisors are actively involved in the decision-making process. For example, although students are not required to have their advisor's pre-registration approval on coursework, advisors provide information and guidance regarding the proposed coursework within the framework of each student's individual goals, the School Psychology Program and Graduate School demands.

Initial Assignment to an Advisor

Upon acceptance into the School Psychology Program, students are assigned to faculty advisors. In making these assignments, the faculty considers a number of factors for doctoral students, including students' stated interests and preferences, and we strive to make sure an assignment is a good match. However, this initial assignment need not be permanent nor does it symbolize or guarantee compatibility of interests or philosophies. Masters students are currently being assigned to Dr. Whalen, who serves as Co-Director of Training and Coordinator of our M.S. Program in School Psychology.

Formalizing the Advisor/Advisee Relationship

During their first year in the program, doctoral students identify their advisor in a more formal manner, and determine whether the initial advising assignment should continue beyond the first year. This decision is bilateral, based upon the matching of student and faculty interests, philosophy, and/or working compatibility. Students should talk with their potential advisor about their current interests and long term plans. If it is determined that the student should make a change in advisor from their initial first year assignment, the student should reach an agreement with their prospective new advisor, and should submit a completed Change of Advisor form to the Academic Secretary, Emily Cornell, in 341 HEDCO.

Changing Advisors

Because student or faculty interests may change over time, and because people may have stylistic "mismatches," it is important to note that the advisor-advisee relationship may change based upon initiative from either participant. Before this change takes place formally, or another advisor is secured, we encourage both participants to discuss the matter. This initial step facilitates the professional treatment of these matters and precludes miscommunication by other parties. Upon securing another advisor, the student must complete a Change of Advisor form and submit it to the Academic Secretary.

Content and Timelines of Advising

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

Advisor Obligations

Advisors are to be available to meet, at a minimum, on a quarterly basis and review the student's performance within the goals and guidelines of the School Psychology Program, the College of Education, and UO Graduate School requirements. Advisors monitor the progress of the student with respect to timelines from these three groups and participate in an annual formal review and evaluation process for each of their advisees. Students should email their advisor to set up a meeting. Unless there are extenuating circumstances, program faculty will respond to student emails within 48 hours (excluding weekends). Advisors are role models for their advisees and serve as a valuable resource to students' professional and scholarly development. Advisors maintain open communication with their advisees and treat their advisees with respect and professional courtesy.

Advisee Obligations

Advisees should email their advisors to schedule quarterly advising meetings (more frequent meetings should be scheduled if needed). Advisees should come prepared to advising meetings and have a list of questions and topics for discussion. Advisees understand that they are ultimately responsible for a majority of decisions regarding their graduate programs and seek out the necessary information and resources to make informed decisions. Advisees understand that advising meetings are meant to be consultative regarding future planning and evaluative in terms of student experiences and competencies. Advisees treat their advisors with mutual respect and professional courtesy. Advisees agree to communicate openly with their advisor and seek additional support and assistance with professional and personal development, if needed. Although advisors serve an important function in the professional development of students and serve as the student's "point person" for professional and academic development, advisees understand that additional support and information may be obtained through other mechanisms. For example, advisees may seek out necessary support and information from the School

Psychology Program (e.g., support from the Director, Co-Director, Academic Secretary), Department (e.g., Department Head), College (e.g., Student Support Services, Tutoring Center, Dean's Office), or other University resources (e.g., Graduate School, University Counseling and Testing Center, Center on Diversity and Community).

COURSEWORK OVERVIEW

Specific coursework requirements and related requirements for the Ph.D. degree and the M.S. degree in School Psychology are found in the appendices to this handbook. Foundation courses for the School Psychology Program are divided into several basic domains, based on recommendations by APA and by NASP for doctoral training. In addition to completing the basic required academic courses, doctoral students complete two supervised college teaching experiences. Doctoral students are encouraged to seek out additional coursework and experiences in a chosen area of expertise (e.g., instruction, social and emotional behavior, or advanced methodology). Also included are the practicum and internship experiences where specific competencies are to be demonstrated. All courses are selected by students in consultation with their advisor. A general description of each of the basic domains of the School Psychology curricula is as follows:

Domains

Psychological and Educational Foundations

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

Measurement and Assessment

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

Statistics and Research

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

Practice of School Psychology

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

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

Supervised College Teaching and Supervision

Doctoral students gain experience in teaching and in supervision via two courses, both of which are taken after completion of SPSY 662 Foundations of Clinical Supervision. One experience focuses on graduate or undergraduate teaching and is fulfilled by successful completion of SPSY 602, Supervised College Teaching (SCT). The second provides students the opportunity to gain experience in the process of supervising others and is fulfilled by successful completion of an additional SPSY 602, Supervised College Teaching experience, focusing on applied practicum.

During the spring of the third year, students will be asked to submit a list of courses they are interested in completing a supervised college teaching experience through. In order to be eligible for supervised college teaching, the student must have taken and received a passing grade for the course they would be completing their SCT through. The appointment must be approved in advance by school psychology program faculty.

Concurrent Master's Degree in Special Education

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

Internship Experience

Consistent with the standards of the American Psychological Association and the National Association of School Psychologists, students complete an internship of one full-academic year equivalence. This requirement may be completed on a full-time basis for one year or on a half-time basis for two years. School-based internships are typically 9-10 months in duration. Clinic-based internships may last 12 months. These experiences are typically paid, and supervision is

the primary responsibility of the internship settings. Numerous settings are available within Oregon and nationally. Doctoral students must complete at least 1,500 clock hours of internship experience. Master's students must complete at least 1,200 clock hours of internship experience.

PRACTICUM TRAINING

Along with courses in core concepts, theory, and specialized techniques, students participate in practicum experiences that provide supervised applications of their skills. Doctoral and Master's students complete a minimum of 400 clock hours of supervised practicum experiences. These practicum experiences are composed of three main components:

- An introductory field study in a school-based site linked to content covered in core school psychology courses.
- An integrated, comprehensive practicum that includes placement in a local school district and a clinical practicum with exposure to a community-based service agency for school-age children and youth.
- An optional advanced practicum related to the student's professional goals and specialization interests (doctoral program only). Advanced practica must be approved by Program Faculty.

During all practicum activities, students receive supervision from a university supervisor in conjunction with an on-site supervisor who is a licensed school psychologist, a board licensed psychologist, or other appropriately credentialed professional. Across practicum experiences, students work at a variety of settings, for example in public school settings, community settings, and with children across the Oregon Teacher Standards and Practices Commission authorization levels (early childhood/elementary - preschool through grade 8; middle/high school level - grades 5 through 12).

Field Studies (60 Clock Hours)

Prior to completing the integrated practicum, all M.S. and Ph.D. students will enroll in a Field Studies course (SPSY 606) to gain applied experience engaging in a number of specific activities related to the practice of school psychology. These activities are linked to core school psychology coursework in the areas of assessment and consultation. Students enrolled in Field Studies are expected to work approximately 5 hours per week at their assigned school-based site plus receive one hour of university-based group supervision provided by the practicum coordinator (for a total of 6 hours per week).

Integrated Practicum (360 Clock Hours)

For each of the three academic quarters during Year 2 (M.S. students) or Year 3 (Ph.D. students), students are placed in a public school setting under the supervision of a licensed school psychologist. Springfield and Eugene 4-J school districts are the primary sites for the school-based practicum. Other local districts, such as Bethel and South Lane school districts, also may serve as sites. Placements outside of the Eugene/Springfield area are an exception and must be approved by the School Psychology faculty. Students also receive some experience in a clinical practicum at a community-based agency that serves school-aged children and youth. Students typically fulfill this requirement by completing a 1-credit community-based practicum within the Reading Clinic within the Center for Teaching and Learning at the UO College of Education.

Students complete approximately 12 practicum clock hours a week, which includes approximately 8 hours at their practicum site(s) and approximately 4 hours in supervision, instruction, and preparation related to practicum (2 hours in group supervision, 1-hour individual supervision by the on-site supervisor and by the university practicum coordinator, and 1 hour in related activities). Total number of clock hours earned during the integrated practicum is a minimum of 120 per quarter (12 hours a week for 10 weeks per quarter). Students register for SPSY 609, 3 credits, School Psychology Practicum for fall and winter; SPSY 626, 3 credits, School Psychology Final Supervised Practicum spring quarter.

The spring quarter prior to completing Integrated Practicum, students complete an application process that is reviewed by the school psychology practicum coordinator (Dr. Whalen). To apply for this practicum, students must (a) be a student in good standing, (b) have completed core school psychology courses (SPSY 610 Introduction to Consultation, SPSY 617 Tests and Measurement, SPSY 661 Principles and Practices, SPSY 671 Behavioral Assessment, SPSY 674 Educational Assessment, and SPSY 672 Intellectual Assessment) with a B- grade or better; (c) have completed additional coursework as specified by the student's academic advisor, and (d) be recommended by their academic advisor for placement.

As part of the application process, students submit to the practicum coordinator:

- Personal Statement (which includes description of background information and relevant experiences, goals for practicum experiences)
- Professional vita
- Unofficial transcripts as of winter quarter (students submit a copy of spring grades the week before fall quarter of the beginning of practicum).

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

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

Advanced Practicum (Year 4, Doctoral Students Only: 340 Clock Hours)

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

Advanced practicum opportunities are made available in a variety of ways. First, specific

advanced practicum opportunities will be offered by program faculty and may change from year to year. The faculty member is responsible for providing supervision to the students who are completing an advanced practicum under his or her direction. Second, students may satisfy the advanced practicum requirement through participation in the Child and Family Center's clinical practicum offering, under the direction of Dr Beth Stormshak, Director of the Child and Family Center. Participation in this practicum requires a commitment for involvement across an academic year, as well as the prerequisite of CPSY 642, Child-Family Interventions.

In carrying out advanced practicum training, students and faculty should understand the following procedures and issues:

- In some cases, it may be appropriate for a student to take either research credit or practicum credit for a field-based clinical research experience. Either option is satisfactory, but students may not "double count" both types of credit for the same experience.
- Students should keep an ongoing log of their practicum training and "other clinical experience" hours, using the APPIC clock hour log system.
- Advanced practicum experiences must be part of an overall written plan for the student's training, approved and monitored by their academic advisor.
- Once students have completed the 340 clock hour minimum advanced practicum requirement, students register for at least 3 credits of SPSY 609, Advanced Practicum, under the direction of their academic advisor. The advisor will award academic credit retroactively for the practicum hours completed, once the student provides them with a log of hours and activities, and documentation from faculty who supervised the field experience.

Practicum Evaluation Process

Detailed practicum evaluation procedures are provided to students in a materials packet available from Dr. Angela Whalen, the program's practicum coordinator. These materials are also available on the program's website. The School Psychology Program faculty meets quarterly to review and evaluate each student's progress and conduct a formal annual review of student progress spring quarter. Students' performance in practicum is conducted throughout each practicum experience using a multiple source evaluation process, including on-site observations, 3-way meetings between the practicum student, on-site supervisor, and university supervisor, completion of course assignments, completion of appropriate evaluation forms, and progress towards completion of Professional Competencies. Students provide on-going documentation of their practicum-related activities and submit a final portfolio at the end of each quarter. Selected materials from these portfolios are included in the student's final year-end evaluation portfolio.

Remediation Contract

Should there be areas of concern in a practicum student's skills or performance, the university practicum supervisor, the on-site supervisor, and the student may develop a remediation contract. This contract will include input from the student's academic advisor and may include input from other faculty. The university practicum supervisor has primary responsibility for designing, implementing and monitoring the contract. If the contract includes increased on-campus supervised activity, coursework, or additional practicum hours, the student's advisor and the

School Psychology Program faculty must approve the contract. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be withheld until this plan is fulfilled to the satisfaction of all parties.

INTERNSHIP TRAINING

This section includes a brief overview of the School Psychology Program's internship guidelines. Additional comprehensive guidelines for internship selection and training are also available on the program's website, under the "Current Students" link and the "Interns" heading.

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

School-based internships are typically 9-10 months in duration. Clinic-based internships may last up to 12 months. Doctoral students must accrue at least 1,500 clock hours of internship experience, whereas master's students must complete at least 1,200 clock hours. These experiences are typically paid, and the internship site is responsible for providing the primary supervision. Numerous internship settings are available throughout the United States.

Internship Registration

Students must register for a minimum of 9 credits related to their internship experience. Students in the master's program must enroll for 9 credits of SPSY 704 (internship in school psychology) during the internship year, divided into 3 credits each of the 3 quarters of the academic year in which the internship is completed. Doctoral students may register for 8 of the 9 required internship credits during the year prior to their internship, by enrolling for SPSY 605 (Reading and Conference in Pre-Internship Planning) credits, and then complete the 9th internship-related credit by registering for 1 credit of SPSY 704 during their final term of the internship experience.

The UO Graduate school allows doctoral students who have successfully defended their dissertation and received an internship assignment to apply for up to three terms of "In Absentia" status. During these terms, students will not be required to pay tuition or fees. **Although students may be eligible for "In Absentia" status, students should keep in mind that they must register for at least 1 credit of "Internship" (SPSY 704) during the term in which they complete their internship and they must also register for 3 credits of Dissertation (SPSY 603) during the term in which they graduate.**

Doctoral students who have not successfully defended their dissertation prior to embarking on an internship must continue to register for a minimum of 3 credits of Dissertation (SPSY 603) until they successfully defend their dissertation. Once they have defended their dissertation, they become eligible for In Absentia status as described above and will be required to register for at least 1 credit of "Internship" during the term they complete their internship and graduate.

Students are also responsible for complying with all other applicable Graduate School deadlines and requirements related to dissertations and graduation. The In Absentia terms associated with

the internship requirement are in addition to the three terms of leave and three terms of In Absentia status that are available to all doctoral students. Students should be aware that being on “In Absentia” status or being enrolled at less than a half time level (5 credits) has implications for eligibility for new student loans and repayment of previous student loans.

EXAMPLES:

Student A defends her dissertation in Spring Term prior to the internship year. She can be In Absentia for up to three terms, and register for 1 credit of Internship during the following Spring or Summer term, depending on which term she completes the internship. She should also register for 3 credits of Dissertation during the term she plans to graduate.

Student B defends his dissertation during the Winter Term of his internship year and will complete the internship during the following Summer term. He will register for 3 credits of Dissertation during Fall and Winter terms, be In Absentia for Spring Term and register for 1 credit of Internship and 3 credits of Dissertation during Summer term. The student should also have completed 8 credits of Pre-Intern Planning in the year prior to Internship, so that he completes a total of 9 credits related to Internship (8 credits of SPSY 605 and 1 credit of SPSY 704).

Student C defends her dissertation in the Spring term, which is the last term of her Internship year. She will register for 3 credits of Dissertation during Fall and Winter Terms, and 3 credits of Dissertation and 1 credit of Internship during Spring Term.

Please direct any questions about internship registration to Dr. Ken Merrell, who serves as the program’s internship coordinator.

Students on internship must also be aware of the Graduate School policy on registering for dissertation credits: Students must be enrolled for a minimum of three (3) credits of Dissertation (SPSY 603) during the term prior to and the term of the oral defense and graduation.

Internship Stipends

Students in the UO School Psychology Program historically have been well supported financially while on their internships. Some school-based internship sites provide a level of compensation similar to that of a beginning school psychologist, and some sites base intern pay on a fraction of a full-time FTE (e.g., .75) beginning psychologist salary. Students who participate in APPIC internships typically receive less compensation. We *strongly* discourage students from participating in non-paid internship experiences, which should only be considered as a “last resort,” and after consultation with the student’s advisor and internship coordinator.

Expectations and Selection Procedures for Internship Sites

Doctoral Internships

As an APA-accredited and NASP-approved program, we expect that our doctoral students will complete their internships at sites that are compatible with our program’s philosophy and training objectives, that provide the highest level of training and supervision, and that meet the

doctoral internship training standards for APA and NASP. Doctoral students are expected and encouraged to apply for internships at sites that are part of the Association of Psychology Postdoctoral and Internship Centers (APPIC) system (see www.appic.org for more details).

Because there are fewer APPIC internships available for doctoral students than the number of students seeking these internships nationwide, we recognize the need for some flexibility in this requirement. In situations where a student is not able to obtain an internship at an APPIC-member site, or where their training interests or personal circumstances cannot be realistically met through available APPIC sites, students are expected to pursue internship placements at sites that have formal internship programs that meet the basic elements of the Council of Directors of School Psychology Programs (CDSSP) internship training standards. There are 12 components of the CDSSP policy, which is available at <http://www.education.ucsb.edu/cdspp/pdf/CDSPP-Internship-Guide.pdf>.

Doctoral students who wish to have an internship approved that involves an exception from these guidelines must make a formal written request to their advisor and Internship Coordinator, who will take the request to a faculty meeting for approval by a majority vote of the faculty. The written request must describe the proposed internship, how it deviates from APPIC/CDSSP internship standards, and why it meets their particular internship training need. In all instances, interns must receive a minimum of 2 hours per week of individual supervision by a licensed psychologist or licensed/certified school psychologist.

Master's Internships

There is no central clearinghouse or national accreditation/approval process for master's or specialist level internships. For students in our master's program, selection of internship sites should be based upon the fit of that site for a student's professional goals and objectives, the potential site's compliance with the standards for internship training established by NASP, and the compatibility of that site with our program's philosophy and training objectives. Some of the key elements in making determinations of suitability of potential internship sites include the following provisions:

- The internship site appoints an appropriately credentialed school psychologist to be responsible for the quality and integrity of the internship experience and to provide internship supervision.
- The internship site provides release from duties time for the supervisor to meet with and supervise the potential intern on a regular, weekly basis. The internship site also allows time for direct observation and evaluation of the intern.
- Internship experiences are broad-based with respect to the contemporary practice of school psychology and are individualized with respect to the competencies of prospective interns and the philosophy and training objectives of our program.

General Expectations for Selection of Internships

Doctoral students seeking internships through the APPIC process should begin their site screening and application preparations during the summer or early fall of the year prior to their planned internship. The APPIC application deadline and timelines are posted at www.appic.org.

The APPIC process generally includes application deadlines in early November, with interviews early winter and the match process concluding in late February.

Selection of internship sites that are not part of the APPIC system—including all master’s or specialist level internships and some predoctoral internships—generally occurs on a later timetable than the APPIC process. For these internships, prime time for recruitment, applications, and candidate selection is generally from March through May. Many of these non-APPIC internships are advertised by direct recruitment through contacts with our program faculty, by participation in the online NASP Career Center, or through personal contacts and recruitment at the annual NASP convention in winter or early spring each year. Students may also apply directly to specific school districts where they may be interested, through their standard personnel selection processes.

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

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

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

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

Internship Supervisors

Field supervisors of doctoral interns must hold a doctoral degree in psychology, and in accordance with APA and APPIC Internship Guidelines, must be appropriately credentialed psychologists (e.g., board licensed or state department of education certified). Internship supervisors from sites that are not APPIC accredited must be approved by the Internship

Coordinator and verification of their training and credentials may be required. History of supervision of University of Oregon school psychology interns and compliance with university supervision and evaluation procedures is weighted heavily in approving internship supervisors.

The supervisor is required to provide ***at least two hours of individual, face-to-face supervision time per week***. If the student's internship plan specifies that they will have two supervisors, it is acceptable for the individual supervision to be split between the two supervisors. Additional supervision beyond the two required hours may be desirable at times at the discretion of the employing internship site and field supervisor. In addition, we require at least two additional hours per week beyond the individual supervision for purposes of supervised didactic training and professional development. These additional two hours could be group supervision, case presentations, seminars, observing the supervisors, attending staffing meetings, or other appropriate activities that are specified as part of the intern's written plan.

Written Internship Plan

The intern, in conjunction with their on-site supervisor, develops an internship plan that specifies objectives, goals, and activities to complete during the internship year and during specific academic quarters. The program's Internship Coordinator gives final approval to the internship plan, which must be submitted to the Internship Coordinator, signed by the field supervisor and intern, *no later than the first day of internship or the beginning of Fall quarter classes, whichever is first*. For students completing APPIC internships, contracts may be submitted to the Internship Coordinator within 1-week of the commencement of their internship. The written internship plan is different from an employment contract, which is usually issued by the employing agency, and specifies conditions of the appointment rather than the types of activities in which the intern will be engaged.

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

- General goals for the internship year
- Specific goals for each academic quarter, such as rotations, site placement, etc.
- Specific, quantifiable objectives for your internship (e.g., types of services provided, populations and problems you will gain expertise with, activities you will engage in)
- Supervision; who will provide supervision, hours of supervision per week, and types of supervision (e.g., individual, group)
- Specification of educational or training components of the internship, such as supervision, groups, in-service training opportunities, research opportunities, etc.
- If applicable, specification of how much time per week will be released from service activities to allow the intern to work on their thesis or dissertation research
- A statement regarding procedures and timelines for evaluation of the intern's performance

An Internship Plan Addendum should be submitted to the Internship Coordinator for students completing internships with multiple rotations (e.g., two 6-month rotations). At the beginning of

the student's second rotation, an addendum to the Internship Plan should be submitted to the Internship Coordinator that reflects additional information regarding the intern's training goals, objectives, activities, and supervision. Sample internship plans may be viewed by contacting the program's Internship Coordinator.

Internship Evaluation Process

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

A conference between the intern, the supervisor, and the program's Internship Coordinator must be held mid-term during each academic quarter that the intern is completing internship requirements. This conference is for the purpose of facilitating communication between the program and the internship site, ensuring that program standards and requirements are being met, and to support any consultation or problem-solving that is necessary for the student to have a successful experience. The mid-term conference may be a face to face meeting in situations where distance from UO is not a significant factor, or it may be conducted as a three-way conference call or a video conference. The mid-term conference is scheduled sometime during weeks 4, 5, or 6 of the UO academic term. **It is the responsibility of the intern to work with his or her supervisor and the program's Internship Coordinator to arrange a time and place for the conference.**

Interns and their field supervisors are required to submit the following materials to the UO School Psychology Internship Coordinator at the end of each academic quarter of the internship, no later than the second day of finals week for that quarter:

- A completed UO Quarterly Intern Professional Behavior Evaluation Form (available on the program website), with the number of internship clock hours completed for that quarter and to date, signed by the intern and the field supervisor.
- Other relevant materials, such as any evaluation notes, summary letters, or internship site evaluation forms.
- For the final term of internship, a log of the intern's clock hours (preferably a cumulative weekly log), broken down by appropriate service and training categories, and signed by the intern and the field supervisor. The program's internship log form is available on the program website.

In addition to supervisory meetings throughout the quarter, on-site supervisors meet at the end of each quarter with the intern to complete and review evaluation forms. *All evaluation forms must be received by the School Psychology Program Internship Coordinator **by the second day of finals week each quarter.*** Summer term internship evaluation forms must be received by the Internship Coordinator no later than Tuesday of the 8th week of summer session. The specific due dates for each quarter are communicated by the Internship Coordinator to interns. At the end of spring quarter, the student also evaluates their internship experience. The Internship Coordinator reviews all internship evaluation materials, assigns grades, and is responsible for organizing the involved professionals to settle any disagreements.

Remediation Contracts

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

ADVANCEMENT TO DOCTORAL CANDIDACY

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

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

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

The process for advancing a student to doctoral candidacy is set in motion by the program director and the academic secretary, after the student has passed their comprehensive examination. It is the graduate school, not the program, that makes the formal determination of advancement to candidacy, following recommendation of the student by the program.

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

OTHER DEGREE REQUIREMENTS

Doctoral Degree Requirements Established by the Graduate School

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by the Graduate School. These requirements are explained in detail in the Graduate School section of the *University of Oregon Catalogue*, and are summarized briefly as follows:

Minimum coursework requirement. The student must complete at least three years of full-time graduate-level academic work (defined as a minimum of 9 hours per term) beyond the bachelor's degree.

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

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

Dissertation. All doctoral candidates submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge in the field, and conform to the standards outlined in the *University of Oregon Style and Policy Manual for Theses and Dissertations*, which is available from the Graduate School's website.

Research Compliance. Students who engage in research that involves human participants must receive approval of their research procedures from the Human Subjects Committee *before* beginning to collect data. In addition, all students involved with research or conducting their own studies must complete successfully the University's Collaborative IRB Training Initiative (CITI). CITI is a web-based training, go to <http://www.uoregon.edu/~humansub/citi.htm> for more information and to take the CITI.

Dissertation Committee. The dissertation committee includes at least four instructional faculty members with the rank of assistant professor or higher. The Chair and at least one inside member must be from the SPSY major. The outside member must be from outside the Department of Special Education and Clinical Sciences but may be from within the College of Education. The committee must be approved by the Graduate School Dean *no later than six months before completion of the dissertation.*

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

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

Submission of Dissertation. Following final approval of the final draft of the dissertation, two copies, signed by the dissertation committee chair, must be submitted to the Graduate School. *At the time of submission, be sure to double-check the Grad School's website for current submission requirements.*

Time Limit. The required on-campus residency, passing of comprehensive examinations, and completion of the doctoral dissertation must all be accomplished within a seven year period. If

this period is exceeded, either a second year of residency or a new set of comprehensive exams or both are required.

Continuous Enrollment. Graduate School regulations require "continuous enrollment" (except for summers) until all program requirements have been completed, unless on-leave status (maximum time of 3 academic terms) has been approved. University of Oregon policy states, "Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all program requirements have been completed. (Graduate Council, March 10, 1965). To be continuously enrolled, the student must register for 3 graduate credits each term, excluding summer sessions." Approval of request for on-leave status guarantees the student's right to return to the program in good standing by the end of the requested time of leave. Students who leave a program without approval of on-leave status or who fail to return by the end of the approved year face two consequences:

1. The student must file a petition for readmission. Departmental approval of the petition is not automatic; the department may deny the request, or may attach other stipulations to the approval.
2. Any changes in degree requirements and procedures adopted by the Graduate School or the Department during the student's absence will apply to the readmitted student's program of study.

Each doctoral student is required to maintain continuous enrollment while completing all requirements for the degree. Three classes of registration are available which meet the requirement. They are (1) full-time registration, (2) part-time registration, and (3) on-leave registration.

Doctoral candidates: may apply for a) on-leave for a maximum of three academic terms prior to advancement to candidacy; b) in absentia for a maximum of three academic terms after advancement to candidacy.

Master's Degree Requirements Established by the Graduate School

Students who pursue master's degrees in school psychology or special education are also required to meet specific requirements that have been established by the UO Graduate School. A complete list of the Graduate School requirements for master's students is available on the Graduate School's website, at <http://gradschool.uoregon.edu/?page=mastersDegreeProcedures>. Master's students are encouraged to study these requirements early in their program, to ensure that all UO requirements are met in addition to specific program requirements.

DOCTORAL COMPREHENSIVE EXAMINATION

The primary purpose of the comprehensive examination is to evaluate a student's qualification to pursue a doctoral degree in school psychology. The comprehensive examination provides an opportunity for students to demonstrate their mastery of theory, science, philosophy, research, and application within the broad field of school psychology. The examination requires students to integrate knowledge from diverse areas across the field into a comprehensive understanding of school psychology. Thus, the exam process is designed so that students will demonstrate expertise broadly, rather than within a narrow or limited area of the field.

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

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

General Guidelines

- **Role of the advisor and colleagues:** Your academic advisor will play a key role in assisting you in developing a timeline for your comprehensive examinations and in developing a general plan for your research proposal and for your case presentation. You may review research proposals and case presentations developed by other students however the work you turn in/present must be your own. Once you have committee approval (see Composition of Examination Committees) you will work independently on the examination. Receiving assistance from other students, from faculty, or from professional colleagues is considered a violation of academic honesty as per UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>) and may be grounds for dismissal from the program.
- **Formal Proposal of Intention to Take Comps:** After you have determined a date to complete a portion of your examination you will submit a written proposal to the School Psychology Faculty Committee. The proposal is designed to document that you have selected feasible topic areas and that your proposed date and committee is acceptable (research proposal) and that your proposed case presentation contains requisite features to meet the objectives of that portion of the examination. The Faculty Committee will provide formal feedback (approval, conditional approval with suggestions for modification, disapproval). If the proposal is approved you may move forward. If you receive conditional approval the faculty committee will notify you as to next steps and a timeframe for modifying your proposal. Note that you must receive formal approval of your proposal before moving forward. If your proposal is not approved meet with your advisor to develop a new proposal for completing your comprehensive examination.
- **Comprehensive Examination Committees** Students should work with advisors to identify potential committee members. Students may have the same or a different committee for each component of the examination. The final determination of committee makeup is made by the School Psychology Faculty Committee and is determined based upon faculty availability and interest, faculty expertise, and faculty load (e.g., course load, other committee work). Committees will consist of three faculty, at least two of whom must be tenure-line faculty within the School Psychology program. The third member may be a

non-tenure line faculty member in the program or, with special approval from the School Psychology Faculty Committee, a tenure-line faculty member in another program in the Department of Special Education and Clinical Sciences or in the College of Education. The committee notifies the student of their committee upon approval of the formal Proposal of Intention to Take Comps for each component of the examination.

- Timing of the Examination: Students may schedule their research proposal at any time after completion of their 2nd year in the program and their case presentation at any time during or after their 3rd year in the program (in order to have the requisite practicum experiences). Students entering with a Master's degree *may* be approved to schedule their research proposal and case presentation at an earlier time. The proposed dates for the research proposal and case presentation should be included in the formal Proposal of Intention to Take Comps. Faculty will not read research proposals or score case presentations during the summer or winter break. Per program requirements, comprehensive examinations must be passed prior to (a) proposing the dissertation and (b) applying for internship.
- Evaluation: Students will receive a score and written feedback on the completed portion of the comprehensive examination within 2 weeks of submission or presentation. (If a research proposal is completed during the summer or a break, the score will be provided within 2 weeks of the start of the subsequent term). Evaluation criteria exist for each portion of the examination and the research proposal and case presentation are scored separately. Committees will attempt to reach a unanimous decision regarding scoring of the examination. If the decision of the committee is not unanimous then the score of the majority of members will be used. The final score and written feedback will be provided to the student and to the School Psychology Faculty Committee. The final score on the examination will be determined by the School Psychology Faculty Committee. The grading scale used for comprehensive examinations consists of Meritorious (outstanding, beyond what would be expected), Pass (meets expectations), Conditional Pass (additional clarification needed), and Fail (major revisions are needed). Both Meritorious and Pass are considered passing scores. Students who receive a Conditional Pass will be expected to address areas of concern as delineated for each portion of the examination. Students who receive a score of Fail will need to redo that portion of the examination. A score of Conditional Pass will be awarded only once, revisions will be scored as either Pass or Fail. If a student fails any portion of the comprehensive examination twice this may be grounds for dismissal from the program.

Upon passing the Comprehensive Examination, the program recommends the student to the Graduate School for advancement to candidacy. The student will then work with the Program's Academic Secretary to process his/her advancement in GradWeb (via the Graduate School's website: <http://gradschool.uoregon.edu>).

Comprehensive Examination: Research Proposal

Overview

The purpose of the research proposal is to document a student's skill in developing a research question, synthesizing relevant literature, and designing an empirical study to answer the research question as it relates to the scientific study of school psychology. Skills to be documented include the ability to (a) articulate a research question of applied importance within the field of school psychology (b) synthesize the literature to document the need for the proposed research, (c) delineate and operationalize the independent and dependent variables, (d) describe key features of the proposed study including participants and setting, measurement of relevant variables, and procedures to be implemented, (e) propose a relevant empirical design designed to elucidate effects of the independent variable upon the dependent variable, and (f) describe how data would be analyzed including any statistical or visual analyses .

The proposed study must meet the following criteria:

- It is original in that the student has not discussed the idea extensively with another person (e.g., the study cannot be what the student is considering for his or her dissertation) and the study has not been conducted already (systematic replications are appropriate; however, simply manipulating one small component of a published study, such as changing a schedule of reinforcement for reading from every 3 correct words to every five correct words while holding everything else constant, would not be acceptable).
- It contributes to the theoretical basis of the field
- The study is methodologically sound and focuses on the collection of original data (not archival data)

Procedure

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

examination. Faculty will not read research proposals during the summer or winter break. Once a date has been selected the proposal will be accepted.

3. On the first day of the 2-week period, the academic secretary will send the student’s research questions via email and place a copy in the student’s campus mailbox. Questions will be emailed to students no later than 9:00am. Students will receive two research questions/topics and both will be from the list submitted to the School Psychology Faculty Committee. Students will select one topic/question within which to build the proposal
4. The proposal will consist of the following sections:
 - a. Introduction: Written as an introduction to a published research paper (e.g., APA style, scientific language, appropriate citations), the introduction will succinctly summarize relevant research and end with a “Statement of the Problem” identifying how the proposed study adds to extant literature. Study goals, research questions, and hypotheses should be articulated.
 - b. Method: The method section also mirrors published research articles in that participants and setting are articulated, the independent and dependent variables are defined, the measurement system is articulated, and the procedures to be used are clear. In other words, the student must provide details sufficient for the committee to gauge the extent to which the study could be feasibly conducted as written.
 - c. Data Analysis and Results: This section describes the data analytic procedures (single-subject or group design) to be used and discusses how results would be and depicted, analyzed, and interpreted.

Scoring

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

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

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

Students who receive a *Conditional Pass* will identify a week to complete revisions. The student will notify the Committee Chair of the proposed week for revisions and the Chair will ensure that the proposed timeframe is feasible for committee members. The student will be notified via email of acceptance of the proposed week for revisions. On the first day of the identified week

the student will meet with the Committee Chair to receive feedback. The Chair will identify area(s) that were addressed inadequately and will stipulate flaws; however, specific instructions for how to rectify errors will not be provided. The student will then have one week to make revisions. The revised research proposal should be submitted to the academic secretary by no later than 5:00 pm 7 days from the proposed start date. At this point the question will either receive a Pass or a Fail; Conditional Pass is not an option.

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

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

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

Comprehensive Examination: Case Presentation

Overview

The purpose of the case presentation component of the comprehensive examination is to document student skill/competence in service delivery as a school psychologist. In so doing, the case presentation allows students to demonstrate skills in case conceptualization, assessment, intervention, and consultation.

Skills to be documented include the ability to conceptualize a case from a coherent theoretical orientation and to use that orientation to (a) articulate the problem, (b) conduct assessments useful in identifying possible intervention strategies, (c) develop an evidence-based intervention linked to assessment, (d) provide adequate consultation to change agents throughout the assessment and intervention process, and (e) collect data to document assessment outcomes, intervention effects, and fidelity of implementation.

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

Procedure

1. The first step in the process is to select an appropriate case for presentation. Consult with your advisor and your University practicum supervisor(s) in this process. Be sure to select a case that allows you to demonstrate your skills in assessment, intervention, and consultation. You do not need to select the "perfect case" as there is no perfect case; however, you should select a case which, at minimum, allows you to document skills in conducting an adequate assessment and developing an intervention linked logically to the assessment. Ideally you also will have consulted with the teacher, parent, or other change agent to guide implementation and will have collected sufficient data to monitor intervention effects and fidelity of implementation. Intervention effectiveness and high fidelity of implementation are not criteria upon which you will be judged; however, it is important that you are able to discuss limitations and possible solutions to those problems. If you have not had a consultation case in which you were able to fully implement and evaluate an intervention then you will be expected to discuss the intervention you would have recommended and how you would have progress monitored outcomes and treatment integrity.
2. Submit the *Formal Proposal of Intent to Take Comprehensive Exam: Case Presentation Portion* (Appendix E) to the School Psychology Faculty Committee documenting key features of the case and how this case allows you to document your skills as a school psychologist. Proposals should be 1-2 pages, single-spaced. Case presentations will occur on pre-determined dates during the Fall, Winter, or Spring quarters. You must submit your proposal the quarter before you wish to take your case presentation portion of the examination. Dates for case presentations will be announced in the quarter prior and will not conflict with course times. When your proposal is accepted you will be notified of the time of your case presentation.

3. The School Psychology Faculty Committee will consider input from the student and his or her advisor when selecting a 3-person committee to assess the case presentation. The committee may include one non-tenure line faculty member in School Psychology, or with special permission a tenure line faculty member in the Department of Special Education and Clinical Sciences or College of Education.
4. The case presentation will be scheduled for a 60-min block. Students should plan a case presentation that lasts no longer than 30 minutes; the remainder of the time will be devoted to question/answer and discussion. Students should prepare a visual presentation (e.g., using PowerPoint) highlighting the following:
 - a. Relevant background information
 - b. Assessments conducted and results
 - c. Intervention developed and how the intervention was linked to the assessment
 - d. Outcomes (effects, fidelity, consultation process)
 - e. Discussion (next steps, problem-solving, what you could have done differently)

Scoring

The case presentation will be scored by the committee using the following criteria:

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

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

Students who receive a *Conditional Pass* will receive written feedback from the committee documenting areas of weakness. The student will address the areas of weakness in an abbreviated case presentation to be scheduled on the case presentation date in the subsequent term. The revised presentation will be scored as either Pass or Fail.

Students who receive a grade of *Fail* (either on the initial presentation or subsequent to a Conditional Pass) will work with the advisor to develop a written plan of action delineating how areas of weakness identified by the committee will be addressed. Steps could include (but are not limited to) submitting a written product or providing a new case presentation. The School Psychology Faculty Committee will review the plan and provide formal approval. Once approved the student has 3 months to complete the proposed steps. A second failing grade may result in dismissal from the program.

The scoring matrix used by the faculty is below. Within this matrix faculty will assess (a) general knowledge within each domain and (b) case-specific content. For each area, individual faculty will assign a rating of *Exceptional*, *Adequate*, *Substantive Weakness*, or *Egregious Weakness*. Together the faculty will assign an overall score of *Meritorious*, *Pass*, *Conditional Pass*, or *Fail*.

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

DOCTORAL DISSERTATION

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

Timeline for Completing Dissertation Proposal

Doctoral students are required to have their dissertation prospectus or proposal approved by their committee prior to accepting an internship offer. Exceptions to this policy may be made by the program faculty, upon the recommendation of the student’s advisor. Students should work closely with their advisor and plan on having their dissertation proposal meeting by the end of their third year or early in their fourth year of study, so that they can proceed with both their dissertation and internship in a timely and compatible manner.

Students who leave for internship without having previously completed their proposal are at a serious disadvantage in completing their doctoral program in a timely manner. Preparing a proposal is much more difficult when a student is not on campus with direct access to their dissertation advisor, committee members, and the UO’s research library. In addition, returning to UO from the internship site for a proposal meeting often proves to be costly to the student in terms of travel expenses and time away from the internship.

STUDENT ACTIVITIES SUMMARY AND PROFESSIONAL COMPETENCIES PORTFOLIO

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

Students demonstrate competency by earning passing grades (of B- or higher or “satisfactory”) in all coursework and graded practicum and research experiences. In addition, students complete an annual Student Activities Summary (see Appendices F and G) and update their Professional Competencies Portfolio.

The Student Activities Summary and accompanying Portfolio are designed to provide students the opportunity to provide quantifiable documentation of how program objectives have been met. Objectives and competencies for the School Psychology Doctoral Program are defined on pages 7-8. Students turn in specific materials as part of the annual summary and these materials are compiled across years and form the Professional Competencies Portfolio.

STUDENT EVALUATION PROCEDURES

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

Quarterly Review

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

Annual Student Review and Evaluation

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

Student portfolios must be submitted in a three-ring binder to the Graduate Secretary no later than **May 15th** of each year. Portfolios must be organized with labeled dividers/tabs and materials must be labeled and numbered according to the Annual Activities Summary page. Portfolios should include the following information:

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

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

Annual Evaluation Outcomes and Notification

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

Failure to Make Adequate Progress

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

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

satisfactorily meet the terms of the Remediation Agreement may result in receiving a non-passing grade in a course and/or termination from the School Psychology Program.

Notification Process for Student Dismissal

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

DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES

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

Mediation and Conflict Resolution

The UO Office of Student Life has a conflict resolution program, an informal, voluntary and confidential process to assist individuals and groups work through conflict, plan for the future, or make decisions. Students, faculty and staff have used Conflict Resolution Services (CRS) to help resolve a wide variety of conflicts such as conflicts with friends or roommates, disagreements among students and professors, issues regarding custody and/or divorce, conflicts related to university housing, workplace conflicts, conflict within or among student or workgroups. Specifically, CRS offers mediation and facilitation services, in addition to workshops, classes and coaching related to communication and conflict resolution. For information regarding the conflict resolution program, go to the website at <http://studentlife.uoregon.edu/SupportandEducation/StudentConflictResolutionServices/tabid/134/Default.aspx>, or call the program at (541) 346-0617.

Other Resources

Grades. If the concern pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising and Student Services (164 Oregon Hall, 346-3211) about appropriate petitioning procedures.

Discrimination. If any student enrolled at the University of Oregon believes s/he has been discriminated against on the basis of age, sex, sexual orientation, race or ethnicity, marital status,

religion, handicap, or national origin, s/he may file a report with the UO Bias Response Team, who will respond to the action within 24 hours. Reports are filed on the BRT's website at <http://darkwing.uoregon.edu/~brt/>.

Formal Academic Grievance Procedures

The processes and timelines for initiating and responding to formal academic grievances by students are governed by State of Oregon Administrative Regulations (OAR) and are listed in detail in the Oregon University System's STUDENT GRIEVANCE PROCEDURE OAR-571-03-100. If a student wishes to file a grievance, the complete text for this OAR is located under "Student Grievance Procedures" on the following website:

http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_003.html

A paper copy of these grievance procedures may also be requested from the program director or department head.

STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

General Student Governance

Systematic student input into the program is handled generally by the Student Representatives. The student representatives participate in a monthly School Psychology Faculty meeting. These meetings are used to discuss program concerns/issues and to attempt to problem-solve through recommendations, information gathering, development of working committees, and so on. Generally, the meetings occur monthly and are open to all students, except during executive sessions when confidential information is discussed (e.g., when student evaluations are conducted). Informal rules are normally used with decisions made by consensus. In some instances, matters of particular importance to the program are brought to a formal vote, and the student representatives are voting members in these decisions.

School Psychology Student Representatives

Composition. Three School Psychology students (representing first year, second year, third year and above) will be elected or nominated to serve as student representatives (SR) of the School Psychology Program. SR's may be self nominated, nominated by their peers, or elected in the Fall quarter during the first full week of classes. Each SR will serve from fall (after elections) through the following summer. Students may serve for more than one year.

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

Responsibilities. SRs have responsibility for the following:

1. The SRs primary responsibilities will be to attend meetings, to represent student interests and concerns, and to inform their respective cohort of relevant developments and procedures. Additional involvement and responsibility is negotiable.
2. Meeting with the faculty at the beginning of the year (during the second full week of classes) to determine roles and responsibilities. At this meeting a faculty member will be appointed as an advisor to the SRs. This faculty advisor will be responsible for communicating with the SRs should the monthly School Psychology faculty meeting be canceled.
3. Participate in monthly School Psychology faculty meetings. Each SR will have 1 vote.
4. Convening a general student meeting at the beginning or end of each term. *All School Psychology students are expected to attend.* The purpose of this meeting is for the SRs to: (a) inform and discuss with students program management issues and decision-making activities in which the SRs are participating; (b) discuss the planning of a social occasion for the term, including recruiting student volunteers to help plan such an occasion; and (c) during the spring term meeting, discuss planning for and recruit volunteers to help plan an end-of-the-year social event for students and faculty.
5. Keeping a logbook of memos, tasks, meetings, minutes of meetings, etc.

**SRs will neither attend nor have any voting power at closed administrative or student evaluation meetings.

Student Representative to OSPA

Student elections will be held during spring quarter for a number of leadership positions, including the student representative to OSPA. A summary of the Oregon School Psychologists Association (OSPA) student representative criteria and responsibilities as delineated through OSPA are listed below.

Criteria.

- full time student
- not on internship
- communicates well with peers and faculty
- reliable, dedicated person
- good group member

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

Responsibilities.

- Attend OSPA board meetings
- Serve in a non-voting position on the OSPA executive board
- Serve as a liaison between OSPA and the UO School Psychology Program
- Expand student involvement in the OSPA conference
- Familiarize the executive board with current "state of the art" practice
- Develop student column for the OSPA newsletter

- Prepare a brief report on what occurred at the OSPA executive board meeting to be submitted for the monthly School Psychology Program general staff meetings so that it may be added to the minutes of the program general staff meeting.

Selection. Students may self-nominate or nominate a peer for student representative to OSPA. Should more than one student be nominated, a general student election will be held. The student nominee who receives the most votes will be the new student representative to OSPA.

Travel Compensation. Mileage reimbursement and carpooling are available from OSPA to the student representative to OSPA.

Faculty Appointed Student Leadership Positions

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

COE Consortium Representative

- Participates in consortium meetings at least three times a year to collaboratively discuss the design, evaluation, and recommendations for improving the professional education programs at the UO

NASP Student Leader

- Sends NASP updates as received by NASP
- Encourages NASP membership, attendance at conferences and coordinates housing at NASP Convention
- Coordinates Fall SPSY Awareness activity and Spring SPSY Advocacy activity
- Attends NASP Student Leaders program meeting at the annual National Association of School Psychologists convention.

APA Student Leader

- Sends APA and SASP updates as received by national organizations
- Encourages APA membership
- Recruits student publications for SASP newsletter

SPSY Admissions (one student representative)

- Writes brief biographical sketches for applicants invited for interviews (phone and in-person). Disseminates bios to faculty and students prior to interviews.
- Coordinates interview day schedule
- Coordinates transportation, buddies, and lodging for candidates
- Summarizes student review information for faculty

STUDENT INSURANCE

All School Psychology students are **REQUIRED** to carry professional liability insurance from the time they enter the program through completion of internship. This insurance is available through either APA or NASP. Specific application procedures will be provided to students during fall orientation meeting. It is the student's responsibility to obtain and maintain this

insurance. Students must provide the practicum coordinator with proof of insurance, which will be kept in the student's practicum file. We do not have a minimum amount of liability coverage that is required, but students should ensure that their policy includes reasonable coverage.

Students are strongly advised to purchase their own medical and accident insurance. Questions concerning insurance coverage should be directed to the University of Oregon's office of Business Affairs or the Student Health Center. The University offers comprehensive health insurance policies for students at affordable group rates.

Students are responsible for providing their own insurance coverage while working in a practicum or field placement. The University does not offer liability coverage or cover accidental or medical costs for students placed in non-university sites.

SUPPORT SERVICES AND ACCOMMODATIONS

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found in the University of Oregon Undergraduate and Graduate Bulletin, on the general UO website, and in the governance offices of the Associated Students of the University of Oregon. Students with disabilities may receive accommodations for their particular needs from the Office of Academic Advising. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinators, their advisor, or the Office of Academic Advising for more information.

STUDENT RECORDS

University of Oregon Records Policy (571-20-005) states that, "Students who are enrolled in the University generally have the right to inspect those records maintained by the University which directly affect them."

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

MATERIALS LIBRARY

The program maintains a materials library that includes a large collection of assessment instruments, intervention materials, and training videos. These materials are used extensively in the core assessment courses of the program and in practicum training. Use of the materials in the library is reserved for school psychology students under faculty supervision. Requests for use of the materials outside the school psychology program must be made by faculty members. Requests for use of materials should be directed to the Practicum Coordinator (Angie Whalen awhalen@uoregon.edu; 346-2898).

STATEMENT ON ACADEMIC DISHONESTY

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

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

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

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

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

Standards regarding plagiarism of written work are clearly delineated on the library website referenced previously and are not rewritten here. Students are expected to be aware of the above

guidelines and to act with integrity in all professional and scholarly pursuits. If a student has concerns about whether another student has engaged in academic dishonesty, the student is encouraged to discuss the matter first with the fellow student. If the matter is not resolved, the concerned student is encouraged to discuss the matter with his or her own advisor.

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

FILING A PROGRAM PLAN

Copies of students' individualized coursework program plan, signed by the appropriate faculty, must be filed with the Department Graduate Secretary. Students should begin developing their program plan during their first year, and submit the plan with the assistance of their advisor, for faculty approval during their second year. Students who enter the program having already earned a master's or specialist degree in school psychology should submit their program plan for approval by the end of their first year of study in most cases. Approved program plans must be on file prior to a student being recommended to take their comprehensive exams. The following steps and regulations govern the submission and approval of student program plans:

Step 1. Obtain a copy of the program plan form by downloading and printing it from the Program Forms and Checklists section of the program's website.

Step 2. Secure an informal copy of your most recent University of Oregon transcripts from the registrar's office or from Duckweb. If you are transferring any graduate credits from other universities, be sure to secure those transcripts as well. The Transfer of Graduate Credit form can be found online at <http://gradschool.uoregon.edu/pdf/transferGradCreditGS820.pdf>

Step 3. Meet with your advisor and discuss your program plan. Identify a general plan as to how you will meet the program's requirements. In addition, begin to identify a possible area of expertise. At this time, negotiate how requirements that you believe are not applicable to you will be handled through waivers and transfers (see definition of terms).

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

Step 5. Fill out School Psychology Program Plan, noting

- a) courses taken and planned
- b) any proposed exceptions to the published program of study (waivers or transfers)
- c) for doctoral students, the proposed area of expertise

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

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

Step 8. Return the signed Program Plan to advisor or the program's academic secretary.

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

Course Substitution Policy

Students admitted to the UO school psychology program are required to complete the program requirements that are current the year they begin their matriculation at UO. If program requirements are changed after a student enrolls in the program, the student may elect to use the more recent program of study requirements. In most cases, the student's program plan should reflect exactly what is indicated in the program requirements. There are two exceptions: 1) students may substitute graduate credits earned prior to their matriculation in the UO school psychology program for UO required courses that are essentially similar, and 2) in some circumstances a student may be allowed to substitute a UO course for a required UO course that is offered outside of the SPSY program. The following paragraphs provide details and processes for such course substitutions.

Substitution of Non-UO Graduate Credits. If a student earned graduate credits prior to their matriculation in the UO program, they may petition to substitute some or all of these credits in lieu of required UO courses. The main criterion to be considered in making such substitutions is that the non-UO course was *essentially similar* to the UO course for which substitution is requested. The process for making such a substitution is that the student, in consultation with their advisor, will complete a "Petition to Substitute Courses" form (available from the academic secretary) for each class in question, provide supporting evidence (transcript and course syllabus), and request that a UO faculty member who normally teaches the course in question review the request. The main criterion for the UO faculty member to consider for such requests is whether or not the non-UO course is essentially similar to the UO course in question. If the faculty member approves the request, it may be a complete substitution approval (meaning the course will be substituted as is), or it may be a modified substitution, meaning that the faculty member may require certain conditions to ensure similarity across the two courses. Examples of such modifications might include a 1-credit Reading and Conference on the course topic in order to cover additional materials, having the student work with the instructor in assisting in teaching the course, or asking the student to do another assignment or product related to the class. After the UO instructor approves a substitution, the student also obtains their advisor's signature of approval, and the completed forms and supporting documentation will be included with their program plan for approval by the full faculty. As a general principle, program faculty will accept approved course substitutions on the plan of study without conditions when the UO instructor and the student's advisor have approved the substitution. *It is essential that the student consult with their advisor prior to seeking a course substitution, and it is appropriate for the advisor to contact the UO course instructor prior to the student, to inform the instructor regarding this process and the advisor's recommendation.*

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

APPENDIX A

UNIVERSITY OF OREGON

School Psychology Program Doctoral Degree Requirements *Revised September, 2011*

Completion of the APA-accredited Ph.D. program in School Psychology at the University of Oregon requires a minimum of 165 quarter credit hours.

The program normally requires four years of full-time study on campus for completion of the coursework and practica, plus a full-time internship consisting of a minimum of 1500 clock hours of supervised experience, which is usually completed during the fifth year of the program. All students in the Ph.D. program complete comprehensive exams and a dissertation. In addition to core courses, doctoral students pick an area of expertise and pursue additional coursework and training in that area.

PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS (33 credits minimum)

Theories of Learning and Instruction (8 credits)

EDUC 654 Advanced Applied Behavior Analysis (4)

SPED 660 Design of Instruction (4)

History of Psychology (3)

CPSY 607 History and Systems of Psychology (3)

Individual Differences in Behavior (3 credits)

EDLD 637 Diversity in Education (3)

Human Development (2 credits)

CPSY 610 Lifespan Developmental Psychology (2)

Psychopathology (4 credits)

SPSY 650 Developmental Psychopathology (4)

Biological Aspects of Behavior (4 credits)

SPSY 610 Biological Aspects of Behavior (4)

Cognitive Aspects of Behavior (4 credits)

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

Social Aspects of Behavior (4)

CPSY 610 Social Psychology (4)

MEASUREMENT AND ASSESSMENT (16 credits)

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

STATISTICS AND RESEARCH (47 credits minimum)

Statistics and Research Design (21 credits)

- EDUC 614 Educational Statistics (4)
- EDUC 640 Applied Statistics, Design, and Analysis II (4)
- SPED 626 Grant Writing (3)
- EDUC 650 Single-Subject Research Methods I (3)¹
- EDUC 652 Single- Subject Research. Methods II (3)¹
- EDUC 642 Multiple Regression in Educational Research (4)

Application of Research Skills: Dissertation Research (26 credits minimum)

- SPSY 603 Dissertation (18 credits minimum)
- SPSY 601 Research team experience or independent research (8 credits minimum)²

PRACTICE OF SCHOOL PSYCHOLOGY (48 credits minimum)

Consultation (10)

- SPSY 610 Introduction to Consultation (4)
- SPSY 610 Advanced Consultation I (3)
- SPSY 610 Advanced Consultation II (3)

Academic and Social Behavioral Interventions (11 credits)

- SPED 540 Early Literacy for Diverse Learners (4)
- CDS 610 Beginning Counseling Skills (3)
- CPSY 642 Child-Family Interventions (4)³

Teaching and Supervision (7 credits)

- SPSY 662 Foundations of Clinical Supervision (3)
- SPSY 602 Supervised College Teaching (2)
- SPSY 602 Supervised College Teaching—Supervising Applied Practicum (2)

Professional Standards and Ethics (10 credits)

- SPSY 661 Principles and Practices in School Psychology (4)
- SPED 628 Law and Special Education (3)
- CPSY 612 Professional Ethics (3)

Applied Field Study and Practicum Experiences (Minimum 11 credits and 400 clock hours)

Field Studies (1-2 credit; 60 clock hours minimum)

Prior to completing the Integrated Practicum, students will enroll in a 1-2 credit Field Studies course (SPSY 606) to gain applied experience engaging in a number of specific activities related to the practice of school psychology. These activities are linked to core school psychology coursework including assessment and consultation. Students enrolled in Field Studies are expected to work approximately 5 hours per week at their assigned school-based site, plus one hour of group supervision provided by the practicum coordinator (total of 6 hours per week).

Integrated Practicum (9 credits; 360 clock hours minimum)

SPSY 609	School Psychology Practicum I (3) (Fall quarter) (120 clock hours)
SPSY 609	School Psychology Practicum II (3) (Winter quarter) (120 clock hours)
SPSY 626	Final Supervised Field Experience (3) (Spring quarter) (120 clock hours)

Community Agency Practicum (1 credit; 40 clock hours minimum)

SPSY 609	School Psychology Practicum (1) (variable registration date)
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INTERNSHIP EXPERIENCE (9 credits and 1500 clock hours minimum⁵)

SPSY 605	Reading: Pre-Internship Planning & Advisement (8) (enrollment in year prior to internship)
SPSY 704	School Psychology Internship (1) (enrollment during final term of internship)

NOTES

¹Students with prior single-subject research methods courses at the undergraduate level should enroll in EDUC 650; students with no prior single-subject coursework should enroll in EDUC 652

²Of the minimum of 8 required credits of SPSY 601 research team experience, at least 2 credits must be earned from working on student-directed dissertation research projects

³CPSY 642, Child-Family Interventions, is a required prerequisite for students who wish to do their advanced practicum at the UO's Child and Family Center.

⁴See student handbook for possible exceptions to the 9 credit internship registration requirement.

APPENDIX B

UNIVERSITY OF OREGON

School Psychology Program

Master's Degree Requirements

Revised September, 2011

Completion of a Master of Science degree in School Psychology at the University of Oregon requires a minimum of 92 credit hours, including required courses in four domains, practicum experiences, and a 1,200 clock hour internship. This program normally requires two years of full-time study on campus for completion of the coursework and practica, plus a full-time internship that is completed during the third year of the program. Students in the M.S. program complete a Professional Competencies Portfolio as a culminating project.

PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS (8 credits minimum)

Theories of Learning and Instruction (4 credits)

SPED 660 Design of Instruction (4)

Human Development and Psychopathology (4 credits)

SPSY 650 Developmental Psychopathology (4)

Recommended:

EDLD 637 Diversity in Education (3)

SPSY 651 Cognitive and Affective Aspects of Behavior (4)

SPSY 610 Biological Aspects of Behavior (4)

CPSY 610 Social Psychology (4)

MEASUREMENT AND ASSESSMENT (16 credits minimum)

SPSY 617 Tests and Measurement in Education (4)

SPSY 671 Behavioral Assessment (4)

SPSY 672 Intellectual Assessment (4)

SPSY 674 Educational Assessment (4)

STATISTICS AND RESEARCH (10 credits minimum)

Statistics and Research Design (7 credits)

EDUC 614 Educational Statistics (4)

EDUC 650 Single-Subject Research Methods I (3)¹

Application of Research Skills (3 credits minimum)

SPSY 503 Master's Thesis (1-16) (formal thesis option)²

-OR-

SPSY 601 Research team experience or independent research (1-16)³

PRACTICE OF SCHOOL PSYCHOLOGY (38 credits minimum)

Consultation (10 credits)

- SPSY 610 Introduction to Consultation (4)
- SPSY 610 Advanced Consultation I (3)
- SPSY 610 Advanced Consultation II (3)

Academic and Social Behavioral Interventions (14 credits)

- SPED 540 Early Literacy for Diverse Learners (4)
- CDS 610 Beginning Counseling Skills (3)
- CPSY 642 Child-Family Interventions (4)
- SPED 522 Math Instruction (3)

Professional Standards and Ethics (14 credits)

- SPSY 661 Principles and Practices in School Psychology (4)
- SPSY 662 Foundations of Clinical Supervision (3)
- SPED 628 Law and Special Education (3)
- CPSY 612 Professional Ethics (3)
- SPSY 605 Reading: Final Professional Competencies Portfolio Evaluation (1)⁴

PRACTICUM EXPERIENCES (11 credits and 400 clock hours minimum)

Field Studies (1 credit; 60 clock hours minimum)

Prior to completing the Integrated Practicum, students will enroll in a 1 credit Field Studies course (SPSY 606) to gain applied experience engaging in a number of specific activities related to the practice of school psychology. These activities are linked to core school psychology coursework including assessment and consultation. Students enrolled in Field Studies are expected to work approximately 5 hours per week at their assigned school-based site, plus one hour of group supervision provided by the practicum coordinator (total of 6 hours per week).

Integrated Practicum (9 credits; 360 clock hours minimum)

- SPSY 609 School Psychology Practicum I (3) (Fall quarter) (120 clock hours)
- SPSY 609 School Psychology Practicum II (3) (Winter quarter) (120 clock hours)
- SPSY 626 Final Supervised Field Experience (3) (Spring quarter) (120 clock hours)

Community Agency Practicum (1 credit; 40 clock hours minimum)

- SPSY 609 School Psychology Practicum (1) (variable registration date)

INTERNSHIP EXPERIENCE (9 credits and 1,200 clock hours minimum)

- SPSY 704 School Psychology Internship (3)

NOTES

¹Students with prior single-subject research methods courses at the undergraduate level should enroll in EDUC 650; students with no prior single-subject coursework should enroll in EDUC 652

²If writing a Thesis, a minimum of nine credit hours of 503 Thesis is required by the Graduate School and College of Education. Register for a minimum of three credits during the term preceding graduation. See the Graduate School website for additional thesis and graduation requirements.

³SPSY 601 Research may include credits earned from working on a faculty-led research team, completing an independent research project that does not conform to the standards of a traditional Thesis, or working on student-directed dissertation research projects

⁴Students register for SPSY 605 Reading: Final Professional Competencies Portfolio Evaluation during the term prior to beginning internship (typically spring of 2nd year).

APPENDIX C

UNIVERSITY OF OREGON

School Psychology Program

Master's Degree Program Competencies

Revised September, 2011

- 1. Master of foundational knowledge in psychology and education.**
 - a. Successful completion of coursework with grade of B- or better, as documented in your master's program plan.
 - b. Scholarly paper integrating foundational knowledge in psychology and education (please include a copy of the paper in your portfolio).

- 2. Develop expertise in planning and participating in applied research in psychology and education.**
 - a. Design at least one applied research study using a single-subject or group design. If you choose to complete a thesis, the thesis must be a study designed *in addition to* the study designed for this requirement. Studies must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. If you have planned additional studies, please copy and paste the study information and document them below.
 - b. Assist with an empirical research study *or* conduct an original research study (Thesis). Assisting with a study may occur as part of a faculty-member's research team or dissertation research conducted by a doctoral candidate in School Psychology. The thesis must conform to graduate school requirements. In either case, students must receive a grade of satisfactory or higher (Pass).
 - c. Successfully complete the Collaborative IRB Training Initiative (CITI) online course for ethical conduct of research (Place a copy of the CITI certificate in your portfolio).

- 3. Demonstrate proficiency in professional writing and scholarly analysis**
 - a. Prepare a written review of at least one professional publication (e.g., journal articles, books, assessment tools, proposals). Reviews must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please turn the reviews in with your portfolio.
 - b. Write at least one scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. . Papers must either have received a grade of

B- or better in a course or be approved by a school psychology faculty member. If not completed as part of a course, indicate the approving faculty member.

4. Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency

- a. Submit at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please include copies in your portfolio—use pseudonyms or black out identifying information.
- b. Submit a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem. Your report must include pre-intervention data and data collected after implementation of the intervention. . Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention reports can follow assessment results used for a above.
- c. Submit a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Your report must include pre-intervention data and data collected after implementation of the intervention. . Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention reports can follow assessment results used for a or b above.
- d. Submit a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school (e.g., setting within school, entire school), school system, or agency. Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention reports can follow assessment results used for a or b above.
- e. Submit evaluation reports from all practicum supervisors. Below list the term and supervisor for which you have submitted evaluations.

5. Demonstrate skills in leadership and professional service

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

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

- a. Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology. Record your attendance (and presentations, if applicable).

- b. Serve as primary or co-author for at least one of the following. Describe below.
 - Paper, poster, symposium, or workshop at a professional conference (national, regional, or local) related to the practice of school psychology.
 - Publication of a journal article, book chapter, professional newsletter article, or training manual related to the practice of school psychology.
 - Inservice training, workshop, or seminar related to the practice of school psychology for a school district, community agency, or professional group.
 - Preservice training or class lecture related to the practice of school psychology.

APPENDIX D

Formal Proposal of Intent to Take Comprehensive Exam: Research Portion

Date Submitted: _____/_____/_____

Student: _____

Advisor: _____

- Proposed Date to receive research topics
- Proposed committee
- Topic areas to be considered

APPENDIX E

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

Date Submitted: _____/_____/_____

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

Student: _____

Advisor: _____

- Context (e.g., clinic, middle school classroom, elementary school playground)
- Relevant background information (e.g., age, existing diagnoses, academic placement)
- Theoretical orientation guiding case conceptualization
- Presenting concerns
- Assessments completed (please note which were used to inform the intervention you developed)
- Key components of intervention developed (e.g., scaffold instruction, home-school note, point system)
- Data collection (frequency, who recorded, target responses) and data to be presented graphically in case presentation (e.g., graph of off-task behavior, graph of reading fluency)
- Documentation of intervention fidelity (how documented)
- Consultation modality (e.g., phone only, meetings) and frequency

APPENDIX F

UNIVERSITY OF OREGON, COLLEGE OF EDUCATION, SPECIAL EDUCATION AND CLINICAL SCIENCES

School Psychology Program (M.S.) Graduate Student Annual Activity Summary

Name: _____

Year Entered Program: _____

Academic Year Reviewed: _____ - _____

Advisor: _____

School Psychology Program (M.S.): Graduate Student Annual Activity Summary

Instructions: The Activity Summary is designed to be a working document, one that you update each year. Thus, by the end of your time in the doctoral program the Activity Summary will document successful completion of all competencies. Thus, when updating the Summary do not erase material from previous years, simply add to it. Do not be concerned if you do not have information to enter into some sections; the form serves students at all levels of training.

Please turn in the Activity Summary and supporting documents to Emily Cornell by no later than May 15 of the current academic year.

Name: _____ Date: ____/____/____

Date of entry to Program: ____/____/____ Advisor: _____

7. Master of foundational knowledge in psychology and education.

c. Successful completion of coursework with grade of B- or better, as documented on the attached table of course completion.

d. Scholarly paper integrating foundational knowledge in psychology and education (please include a copy of the paper in your portfolio).

Date completed: ____/____/____ Course: _____

Topic: _____

Grade on paper or approval of faculty member: _____

8. Develop expertise in planning and participating in applied research in psychology and education.

d. Design at least one applied research study using a single-subject or group design. If you choose to complete a thesis, the thesis must be a study designed *in addition to* the study designed for this requirement. Studies must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. If you have planned additional studies, please copy and paste the study information and document them below.

Study 1:

Title of study: _____ Date design completed: ____/____/____

Designed as part of (circle one): course research team independent project

If course, grade received: _____ Have you run or do you plan to run this study?: YES NO

- e. **Assist with an empirical research study *or* conduct an original research study (Thesis). Assisting with a study may occur as part of a faculty-member's research team or dissertation research conducted by a doctoral candidate in School Psychology. The thesis must conform to graduate school requirements. In either case, students must receive a grade of satisfactory or higher (Pass).**

Research team/Doctoral candidate and faculty supervisor: _____

Dates of participation: From ____/____/____ to ____/____/____

Title of study: _____

Your role: _____

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

Date completed: ____/____/____

9. Demonstrate proficiency in professional writing and scholarly analysis

- c. **Prepare a written review of at least one professional publication (e.g., journal articles, books, assessment tools, proposals). Reviews must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please turn the reviews in with your portfolio.**

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

Date completed: ____/____/____

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

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

- d. **Write at least one scholarly paper critically reviewing an area of school psychology and suggesting directions for the field. This could include a concept paper or a review of the literature. . Papers must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. If not completed as part of a course, indicate the approving faculty member.**

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

Topic: _____

Grade on paper or approval of faculty member: _____

10. Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency

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

Report 1:

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

Grade on paper or approval of faculty member: _____

Report 2:

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

Grade on paper or approval of faculty member: _____

- g. Submit a written report of an intervention conducted with an individual student presenting with an academic or social-behavioral problem. Your report must include pre-intervention data and data collected after implementation of the intervention. . Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention reports can follow assessment results used for a above.**

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

Grade on paper or approval of faculty member: _____

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

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

Grade on paper or approval of faculty member: _____

- i. **Submit a written report of a consultation intervention, or a proposal for a consultation intervention, conducted at the systems level, such as a school (e.g., setting within school, entire school), school system, or agency. Reports must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Intervention reports can follow assessment results used for a or b above.**

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

Grade on paper or approval of faculty member: _____

- j. **Submit evaluation reports from all practicum supervisors. Below list the term and supervisor for which you have submitted evaluations.**

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

11. Demonstrate skills in leadership and professional service

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

Committee: _____

Your role: _____

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

- c. Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology. Record your attendance (and presentations, if applicable) below.

Year	Conference(s) Attended	Type of Presentation				Faculty/students involved
		Poster	Paper in symposium	Workshop	Panel	

- d. Serve as primary or co-author for at least one of the following. Describe below.
- Paper, poster, symposium, or workshop at a professional conference (national, regional, or local) related to the practice of school psychology.
 - Publication of a journal article, book chapter, professional newsletter article, or training manual related to the practice of school psychology.
 - Inservice training, workshop, or seminar related to the practice of school psychology for a school district, community agency, or professional group.
 - Preservice training or class lecture related to the practice of school psychology.

Date: _____ Topic: _____

Audience: _____

Describe the activity and your role:



Student Signature

____/____/____
Date

APPENDIX G

UNIVERSITY OF OREGON, COLLEGE OF EDUCATION, SPECIAL EDUCATION AND CLINICAL SCIENCES

School Psychology Program (PhD) Graduate Student Annual Activity Summary

Name: _____

Year Entered Program: _____

Academic Year Reviewed: ____ - ____

Advisor: _____

1. Mastery of foundational knowledge in psychology and education.

- a. Successful completion of coursework with grade of B- or better, as documented on the attached table of course completion.
- b. Scholarly paper integrating foundational knowledge in psychology and education (please include a copy of the paper in your portfolio).

Date completed: ____/____/____ Course: _____

Topic: _____

Grade on paper or approval of faculty member: _____

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

- a. Design at least two studies prior to proposal of your dissertation. The proposal cannot be used for your qualifying examination for doctoral candidacy. If the study was completed as part of a course, you must have received a grade of B- or better on the project; if completed outside a course, the study must have been approved by a school psychology faculty member. If you have planned additional studies, you may copy and paste the study information and document them below.

Study 1:

Title of study: _____ Date design completed: ____/____/____

Designed as part of (circle one): course research team independent project

If course, grade received: _____ Have you run or do you plan to run this study?: YES NO

Study 2:

Title of study: _____ Date design completed: ____/____/____

Designed as part of (circle one): course research team independent project

If course, grade received: _____ Have you run or do you plan to run this study?: YES NO

- b. Assist with an empirical research study. Participation must occur as part of a faculty member's research team and participation must receive a grade of satisfactory or higher.

Research team and faculty supervisor: _____

Dates of participation: From ____/____/____ to ____/____/____

Title of study: _____

Your role: _____

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

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

- a. **Prepare written reviews of at least two professional publications (e.g., journal articles, books, assessment tools, proposals). Reviews must either have received a grade of B- or better in a course or be approved by a school psychology faculty member. Please turn the reviews in with your portfolio.**

Review 1:

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

Date completed: ____/____/____

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

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

Review 2:

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

Date completed: ____/____/____

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

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

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

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

Topic: _____

Grade on paper or approval of faculty member: _____

4. Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.

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

Report 1:

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

Grade on paper or approval of faculty member: _____

Report 2:

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

Grade on paper or approval of faculty member: _____

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

Report 1:

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

Grade on paper or approval of faculty member: _____

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

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

Grade on paper or approval of faculty member: _____

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

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

Grade on paper or approval of faculty member: _____

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

Term	Supervisor	Placement (e.g., school)
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5. Demonstrate skill in teaching, at both the university pre-service level and the professional in-service level.

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

Lecture 1:

Course and instructor: _____

Date delivered: ____/____/____

Topic: _____

Lecture 2:

Course and instructor: _____

Date delivered: ____/____/____

Topic: _____

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

Topic of in-service: _____

Date delivered: ____/____/____

Audience: _____

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

Term	Supervisor	Course
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6. Develop skills in supervision of school psychology services.

(Completed after successfully completing Integrated practicum, school psychology foundational coursework, Foundations of Clinical Supervision, and while enrolled in Supervised College Teaching).

- a. Assist the practicum coordinator or other faculty member in supervision of at least one student enrolled in practicum, for at least one quarter. You must receive a grade of at least satisfactory in the course. Also, please write a brief (1-2 page) analysis of your experience. Describe what you think went well, and areas you could improve. Include this analysis in your portfolio.**

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

Number of students supervised: _____

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

Term	Supervisor	Context
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7. Demonstrate skills in leadership and professional service.

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

Committee: _____

Your role: _____

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

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

Year	Conference(s) Attended	Presentations at Conference				
		Poster	Paper in symposium	Workshop	Panel	Faculty/students involved

- b. Participate in at least one additional professional training experience outside of regular coursework and professional conferences, such as a special workshop, seminar, or in-service training presentation (note this could be documented as well in 5b).

Date: _____ Topic: _____

Type of training: _____ Audience: _____

Doctoral Student Signature

____/____/____

Date

Table 1. Courses Completed.

In the table below, for each course you have taken, please record the quarter you took the course, the number of credit hours earned, and your grade or anticipated grade. For courses or activities that you took more than once (e.g., replacing an incomplete, earning research team credits over multiple quarters, please simply record the new information *without deleting* previous information. Update this annually.

	Year & Quarter Taken	Credits	Grade or Anticipated Grade
Biological Aspects of Behavior SPSY 605/610 Biological Aspects of Behavior <i>or</i> PSY 545 Brain Mechanisms of Behavior <i>or</i> PSY 549 Human Neuropsychology		4 needed	
Cognitive and Affective Aspects of Behavior SPSY 610 Cognitive and Affective Aspects of Behavior PSY 539 Cognitive Science <i>or</i> PSY 535 Cognition		4 needed	
Social Aspects of Behavior CPSY 610 Social Psychology <i>or</i> PSY 556 Social Psychology		4 needed	
History and Systems of Psychology CPSY 610 History and Systems of Psychology		4 needed	
Psychological Measurement SPSY 671 Behavioral Assessment SPSY 672 Intellectual Assessment SPSY 674 Educational Assessment		12 needed	
Research Methodology SPSY 617 Tests and Measurement in Education SPSY 601 Research Team Experience		12 needed	
Techniques of Data Analysis SPSY 618 Statistics in Education I <i>or</i> EDUC 614 Educational Statistics SPSY 603 Dissertation		22 needed	
Individual Differences in Behavior EDLD 637 Diversity in Education		3 needed	

Human Development CPSY 610 Lifespan Developmental Psychology <i>or</i> PSY 575 Cognitive Development <i>or</i> PSY 578 Social development		2-4 needed	
Psychopathology SPSY 650 Developmental Psychopathology		4 needed	
Professional Standards and Ethics SPSY 609 School Psychology Practicum I SPSY 609 School Psychology Practicum and II SPSY 626 Final Field Experience SPED 628 Law and Special Education		12 needed	
	Year & Quarter Taken	Credits	Grade or Anticipated Grade
Academic Instruction and Development of Academic Skills SPED 660 Design of Instruction SPED 521 Special Education Reading Instruction <i>or</i> SPED 540 Early Literacy for Advanced Learners		8 needed	
Organization of Schools and Systems SPSY 661 Principles and Practices in School Psychology Topical Seminars in School Psychology		12 needed	
Practice of School Psychology SPSY 610 Introduction to Consultation SPSY 610 Advanced Consultation CPSY 641 or CDS 610 Beginning Counseling Skills CPSY 642 Child-Family Interventions SPSY 662 Foundations of Clinical Supervision SPSY 602 Supervised College Teaching SPSY 602 Supervised College Teaching—practicum supervision SPSY 605 Readings Pre-Internship Planning		33 needed	
Signature School Psychology Courses		9 needed	
SPSY 626, Grant Writing SPED 667 (EDUC 650) Single Subject Research Methods I SPED 624 (EDUC 654) Advanced Applied Behavior Analysis			