

**University of Oregon
College of Education**



**School Psychology Program
Practicum Handbook
2009-10**

School Psychology Program Website <http://spsy.uoregon.edu>

Memorandum

To: Cooperating Professionals
Re: Supervision of UO Practicum Students

Thank you for your willingness to assist in the preparation and training of prospective members of the school psychology profession. The faculty of the School Psychology Program understands and appreciates the important role that field supervisors play as mentors and models of professional practices for our students. Your interactions with practicum students have a major impact on the development of their career goals and professional identities.

I hope that the information contained in this handbook will be helpful to you as you supervise practicum or internship students from the UO School Psychology Program. I also hope that the experience of being a field supervisor will be personally and professionally rewarding.

If you have questions or comments regarding your role as a field supervisor, please do not hesitate to contact me at awhalen@uoregon.edu or 541-346-2898.

Sincerely,

Angie Whalen, Ph.D.
School Psychology Program Practicum Coordinator

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OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Mission and Values

The primary mission of the University of Oregon School Psychology Program is to prepare students to become exemplary practitioners and leaders in the field of school psychology. We seek to recruit and train students who have the desire to make a substantial impact in the field of school psychology at regional, state, and national levels. We 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 produce improved 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 structure and 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

The School Psychology Program faculty and students are behaviorally-influenced in our theoretical and philosophical orientations, meaning we value a focus on *observable constructs* that require *low-level inferences*. Within this general framework, our individual theoretical orientations range from applied behavior analysis to social-interaction 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 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.

Consistent with a scientist-practitioner training model, students are involved in school-based practica throughout the first two years of academic coursework. Practica are often linked directly to specific courses in which both conceptual knowledge and practical skills are developed. Additionally, students complete an internship of one full-academic year of at least 1200 hours (1500 hours minimum for doctoral students). Upon completion of the School Psychology Program, students are eligible to apply for licensure as a school psychologist through the Oregon TSPC.

Initial School Psychologist Licensure Requirements Checklist

The following “Initial School Psychologist Endorsement Planned Program” checklist shows the UO coursework, tests, and degree requirements for the Initial School Psychologist License through Oregon TSPC. When a candidate applies for the TSPC Initial School Psychologist License, this checklist will be completed and signed by the program director to verify completion of the University of Oregon licensure program. This checklist should be completed and signed by the School Psychology Program Director, and sent to the University of Oregon Student Records Coordinator.

Students in the doctoral and master’s degree programs will complete the required coursework as part of their degree requirements. Full lists of coursework requirements for the doctoral and master’s degree programs are located in Appendix A.

Initial School Psychologist
 Endorsement Planned Program
 University of Oregon, College of Education
Updated February, 2008
Effective for students enrolled Fall Term 2007 or later

| Last Name | First | MI | Former | | SS# |
|-----------------|-------|----|--------|--|------|
| Name of Advisor | | | | | Date |

I. A minimum of 79 graduate credits to include the following:

11 credits in Psychological and Educational Foundations

| | | | | |
|-------|----------|---------------------------------------|--|-----------|
| _____ | SPSY 650 | Child Development and Psychopathology | | 4 credits |
| _____ | SPED 660 | Design of Instruction | | 4 credits |
| _____ | EDLD 637 | Diversity in Education | | 3 credits |

23 credits in Measurement, Statistics, and Assessment

| | | | | |
|-------|----------|------------------------------------|--|-----------|
| _____ | SPSY 617 | Tests and Measurement in Education | | 4 credits |
| _____ | SPSY 618 | Statistics in Education I | | 4 credits |
| _____ | SPED 667 | Single-Subject Research Methods I | | 3 credits |
| _____ | SPSY 671 | Behavioral Assessment | | 4 credits |
| _____ | SPSY 672 | Intellectual Assessment | | 4 credits |
| _____ | SPSY 674 | Educational Assessment | | 4 credits |

20 credits in Methods of School-Based Intervention

| | | | | |
|-------|----------|---------------------------------------|--|-----------|
| _____ | SPSY 610 | Introduction to Consultation | | 4 credits |
| _____ | SPSY 610 | Advanced Consultation | | 4 credits |
| _____ | CPSY 641 | Beginning Counseling Skills | | 4 credits |
| _____ | SPED 521 | Special Education Reading Instruction | | 4 credits |

And One of the following courses:

| | | | | |
|-------|----------|--|--|-----------|
| _____ | SPSY 610 | Interventions for Child Behavior Disorders | | 4 credits |
| _____ | CPSY 642 | Child-Family Interventions | | 4 credits |

7 credits in Professional School Psychology

| | | | | |
|-------|----------|---|--|-----------|
| _____ | SPSY 661 | Principles and Practices of School Psychology | | 4 credits |
| _____ | SPED 628 | Law and Special Education | | 3 credits |

18 credits in School Psychology Practicum/Internship

| | | | | |
|-------|----------|--|--|-----------|
| _____ | SPSY 609 | School Psychology Practicum (Fall) | | 3 credits |
| _____ | SPSY 609 | School Psychology Practicum (Winter) | | 3 credits |
| _____ | SPSY 626 | Final Supervised Field Experience (Spring) | | 3 credits |
| _____ | SPSY 704 | School Psychology Internship | | 9 credits |

II. In addition, the Oregon Teacher Standards and Practices Commission (TSPC) requires:

A. Test of Basic Skills

_____ *Passing Scores on the Pre-Professional Skills Test (PPST)
Basic Skills Paper and Pencil Test: Reading – 174; Writing – 171; and Math - 175

OR

_____ *Passing Scores on the California Basic Skills Test (CBEST) with a minimum score of 41 on each of the three content areas (reading, language, and mathematics). A total score (sum of the reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing the content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved.

OR

_____ Passing scores on the Computer-Based Tests (CBT). Scores: Reading – 321, Writing 317, Math 320

B. Test of Specialty Area

_____ Passing Scores (660) on the Praxis II Specialty Area test: School Psychologist (#10400)

C. Protecting Student and Civil Rights in the Educational Environment Test

D. Verification of Completion of A Masters Degree in a behavioral science (list institution, degree/major, and date):

Reviewed by Licensure Office _____ Date: _____

III. To be completed by Director of Training at the time of program completion:

I verify that _____ has fulfilled the requirements of
Student's Name

The University of Oregon, College of Education TSPC approved initial licensure program in School Psychologist.

_____ Date : _____
Director of Training, School Psychology Program

If denied, reason(s):

TIMELINES AND LOGISTICS

Applied practica are an integral part of the School Psychology Program. Successful completion of the practicum and internship sequence is required for students to maintain good standing in the School Psychology program, and for eligibility for licensure as a School Psychologist.

Suggested Timeline for School Psychology Program Practica and Internship

This section of the handbook provides a general description of the required practicum and internship experiences and timelines. Please refer to the School Psychology Program Graduate Student Handbook (<http://spsy.uoregon.edu>) for a full description of the School Psychology Program practicum training and internship experiences.

Prior to beginning the first practicum, students are required to complete a comprehensive criminal record check, obtain a COE ID Badge, and provide proof of current professional liability insurance. During the first term of practicum, students are also required to attend training on the Oregon mandatory reporting law.

School psychology students complete practicum experiences throughout their first two years of the program, and complete an internship during their final year of study. Table 1 shows the recommended sequence of program practica and internship. All students complete a *minimum* of 610 clock hours in supervised practicum experiences, plus a *minimum* of 1200 clock hours in a supervised internship experience. The practicum experiences are composed of three major components:

1. An introductory practicum in school settings, associated with School Psychology Program courses (Introduction to Consultation, Advanced Consultation, Behavioral Assessment, Educational Assessment, Intellectual Assessment). The main goals of the introductory practicum experience are for students to develop specific professional practice skills and an understanding of the role of school psychologists within complex school systems. Each course includes a 50 hour practicum (minimum of 250 hours for the introductory practicum sequence).
2. A comprehensive, integrated professional practices practicum (“2nd Year Practicum”) that includes a three-term placement in a school setting and a clinical practicum with exposure to a community-based service agency for school-age children and youth. The main goals of the integrated practices practicum are for students to develop the knowledge and skills needed for professional licensure through supervised practice in school settings. This sequence includes a minimum of 360 practicum hours (equivalent to a 9-week full time placement).
3. A year-long supervised internship of at least 1200 clock hours (1500 minimum for doctoral students). This is the culminating experience of the School Psychology program, in which students demonstrate increasing knowledge, skills and independence through supervised, mentored practice. Students must demonstrate that they can manage the full range of responsibilities of school psychologists in field settings.

Some Master's and Doctoral students complete additional supervised practicum experiences as electives or as part of an area of specialization. For example, students may choose to complete the optional School Psychology Program course and practicum in Social and Emotional Assessment or an Advanced Practicum at the UO Child and Family Center (CFC). Hours for optional practicum experiences vary.

Table 1. School Psychology Program Required Practicum and Internship Sequence

| Program Requirement | Year 1 | | | Year 2 | | | Final Year |
|---|--------|--------|--------|--------|--------|--------|----------------------------|
| | Fall | Winter | Spring | Fall | Winter | Spring | Fall/ Winter/ Spring |
| SPSY 610 Introduction to Consultation | 50* | | | | | | |
| SPSY 671 Behavioral Assessment | | 50 | | | | | |
| SPSY 672 Intellectual Assessment | | | 50 | | | | |
| SPSY 674 Educational Assessment | | | 50 | | | | |
| SPSY 610 Advanced Consultation | | | | 50 | | | |
| SPSY 609/626 School Psychology Practicum/Final Field Experience | | | | 120 | 120 | 120 | |
| SPSY 704 Internship | | | | | | | 1200 |
| Total: Minimum of 610 Practicum Hours Minimum of 1200 Internship Hours | | | | | | | |

**minimum* # practicum hours required

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 minimum of three different public school settings, a community setting, and with children across the Oregon Teacher Standards and Practices Commission authorization levels (early childhood, elementary, middle, high school).

Logistics

Arranging Placements

Students are not responsible for finding their own practicum sites. The School Psychology Program practicum coordinator works with other COE licensure programs, local school districts, and community agencies to secure field placements for practicum students. The program has partnerships with schools in the Eugene 4J, Springfield, Bethel, South Lane School Districts, and districts through the Lane ESD. Students are responsible for transportation to and from the practicum site. Although student and school district preferences will be considered when making placements, final decisions will be made by the practicum coordinator after considering a wide range of factors. Students are responsible for transportation to and from the practicum site.

Practicum experiences coincide with the University of Oregon academic calendar. Supervised practicum begins during the first week of each University term and ends the last day of finals

week of each term. Students are not required to be at the field placement site between terms. However, students are expected to be available by phone and/or email between terms, as needed for ongoing casework. In the event that practicum work will occur between terms, the student is responsible for working with the University and field supervisors to develop a plan for supervision during that period.

Students are expected to secure their own internship sites. Faculty are expected to advise and support students in this process. For a full discussion of expectations and selection guidelines for internship sites, please refer to the SPSY Program Student Handbook or Internship Guidelines document, available on the School Psychology Program website.

Clock Hours and Scheduling

Each course associated with a practicum experience will require specific assignments and a minimum number of clock hours to be completed at the practicum site. Students should also work with field supervisors to identify appropriate learning activities that represent the broader role of the school psychologist at that particular school site. For example, students might attend or participate in IEP meetings, assist with development of behavior support plans or monitor students' response to academic interventions.

Students are responsible for keeping detailed practicum logs that document completed hours and practicum activities. When logging practicum hours, students may log off-site supervision activities, but may not log travel time to and from the practicum site. Logs should be signed by the field and University supervisors, and turned in to the practicum coordinator at the end of each quarter.

It is the responsibility of the student to work with the field supervisor, to *negotiate* a practicum and supervision schedule that works for both individuals. It is expected that field supervisors will inform students of teacher inservice days, parent-teacher conference days, early release days, or other events that impact the daily schedule at the school site. Once the schedule is established, the student should be at school on the set days, for the specified number of hours, barring illness or emergency.

Please note: While it is necessary for us as a program to establish guidelines regarding field placement hours, we recognize that each field site is unique. If you have questions or concerns about your particular situation, please do not hesitate to seek assistance from the University supervisor or practicum coordinator.

Absences

Should illness or unexpected emergencies arise that preclude being on site as scheduled, students should contact their field supervisor and other impacted school personnel immediately. If students have responsibilities that need to be fulfilled during the absence (e.g., reporting evaluation data at a meeting, teaching a lesson) they must make arrangements for these responsibilities to be met. Hours missed due to an absence should be made up. Excessive or unexcused absences, such as vacation or long weekends, may result in a "no pass" grade for the practicum. Absences due to travel to professional conferences must be negotiated well in advance, and approved must be approved by both the University and field supervisor. If concerns

related to student absences arise, the University supervisor should be notified. The University supervisor will work with the student and field supervisor to address the problem.

EXPECTATIONS AND EVALUATION

Through the 2nd year integrated professional practices practicum and internship sequence, students are expected to assume the daily roles and responsibilities of a school psychologist. This includes being an active participant in the school community through participation in school events (e.g., fundraisers, carnivals, family nights) and school committees/duties that are typical of school psychologists (e.g., student study teams, bus/recess duty, PTO). Initially, students work under close supervision of the field supervisor, and gradually take on more independence as they progress through the practicum and internship sequence. There may be some aspects of daily responsibilities that may not be appropriate for students to manage independently. In these instances, practicum students are expected to shadow their field supervisor to gain exposure and mentored experience. The practicum and internship experiences should provide opportunities for the student to:

1. Demonstrate knowledge and skill across domains of school psychology practice (e.g., assessment, consultation, data-based decision making, crisis prevention/intervention).
2. Demonstrate integration of skills into problem-solving approach to service delivery.
3. Demonstrate increased fluency in service delivery and case management over time.
4. Demonstrate knowledge and skill in working with children across age levels (e.g., early childhood, elementary, middle, high school).
5. Demonstrate knowledge and skill in providing services to children from diverse backgrounds.
6. Demonstrate knowledge and skill in summarizing, interpreting, and reporting data, both orally and in written reports.
7. Demonstrate knowledge of and adherence to legal and ethical principles governing educational and psychological practice. (e.g., confidentiality, special education procedural requirements).

Expectations for Professional Behavior of Practicum Students

The following guidelines are provided specifically for students entering practicum field placements. Additional expectations for practicum and internship students are contained in course syllabi and internship policy documents.

- As a practicum student, you must make the transition from student to professional. Remember that you are working with educators, parents, and children as a school psychologist in training, and you will play a critical role in the lives of many children during this experience.
- You are a guest in the schools and homes in which you practice. Please conduct yourself as a guest, and as a professional at all times. Keep in mind that your actions reflect not only on you, but also upon the University of Oregon and the School Psychology Program. Should

school personnel report that your behavior has been unprofessional, you may be asked to discontinue your placement, and may result in failing the practicum experience.

- Accept feedback and assignments in a professional manner and with a positive attitude. Field experiences are significant to your personal and professional development. Maintaining a positive, cooperative relationship with your supervisors will contribute to a positive practicum experience, and will develop professional work habits for your future career.
- Observe the code of conduct practices in the school building and respect established procedures and routines. For example, you should dress appropriately for the school and the role you assume. Keep in mind that parents and members of the community will observe you as a member of their neighborhood school staff. Schools value the relationships they enjoy with their communities and you should contribute positively to the existing relationship.
- Work with your supervisor and school staff to clarify building procedures, including:
 - Obtain the telephone number of the school office and your immediate supervisor
 - Identify and follow check in/out procedures for the building
 - Determine where to keep your personal belongings while on site
 - Determine expectations regarding the use of school copiers, computers, printers, phones, and other equipment
 - Identify communication procedures for absences
- The demands of practicum are heavy. Carefully consider the other professional and personal commitments in your life. It is important to not over-extend yourself either mentally or physically while in practicum. Having adequate time, energy, and flexibility in your schedule is critical for success in practicum and will impact the quality of your experience. Also remember that you will be working with real children and families, and your work will have an impact on their lives and future.
- Communicate regularly with your field supervisor and University supervisor about your field experience, including positive and negative aspects. Your supervisors rely on your open and honest communication throughout the practicum experience.
- Follow the calendar of the school site. When scheduling meetings, be mindful of the days and hours that school staff are required to report. Keep your field supervisor informed of the University calendar and any conflicts that may arise.
- Respect confidentiality of the students and educators with whom you work. Do not use real names or identifying information in any paperwork, videotapes, or campus-based discussions. Do not discuss casework outside of the school site or supervision settings.
- All case reports and summaries of assessment results are reviewed and approved by the University course instructor *prior to* distribution to site supervisors for feedback. Reports are then reviewed, approved and co-signed by the site supervisor prior to distribution to other school personnel or parents.

- Always schedule visits to classrooms with individual teachers in advance. Keep your appointments, or call the teacher in advance to reschedule. When entering classrooms, be as unobtrusive as possible and avoid disrupting the learning environment. Be respectful of teachers' schedules and priorities when arranging meetings or other appointments.
- Be prepared. Have all materials, plans, reports, etc., prepared and well organized in advance for all activities. Your field and University supervisors are willing to provide assistance with preparations for your various practicum activities, so seek support and feedback on a regular basis.

Grading

The introductory practicum and internship courses are graded using the University letter grade system. The integrated professional practices practicum is graded pass/no pass. "Pass" is based on successful completion of all items described on the course syllabus. Grading requirements for the introductory practicum are specified on each course syllabus. Grading requirements for internship are described in the internship guidelines document and individual (site-specific) internship contracts.

All supervisor ratings on quarterly evaluation forms must be "*satisfactory*" or higher to earn a passing grade for practicum courses. If concerns arise about student performance in fieldwork, a remediation plan will be developed (see below). A grade of Incomplete will only be given in rare circumstances, according to University of Oregon guidelines. When a grade of Incomplete is given, the student and course instructor will develop a contract for completing any remaining requirements to earn a grade. The contract must be signed by the student, course instructor, and field supervisor. A copy of the contract will be sent to the student's academic advisor.

Assessment of Professional Competencies: Professional Growth Assessment (PGA)

The Professional Growth Assessment (PGA) documents a student's progress toward meeting Oregon TSPC knowledge and skill standards required for initial licensure. Midway through the integrated professional practices practicum, the student will complete a self-evaluation using the PGA, which will be discussed with the field and University supervisors. This tool provides a structured format for providing formative feedback to the student on his/her progress toward meeting Oregon standards for licensure. The PGA is completed at the end of the integrated professional practices practicum (SPSY 626 Final Field Experience) by the cooperating professional, University supervisor, and the student. The completed PGA is kept in the student's practicum file.

Practicum Portfolio

Students will submit a portfolio at the end of the integrated professional practices practicum. The portfolio contents will vary for each student depending on their completed casework, but will include written reports, permanent products from projects, logs, the completed PGA, and other required evaluation materials. Students must submit an approved report or appropriate end product for each completed case/project to receive a passing grade. Samples from these quarterly

portfolios will be placed in the student's annual evaluation portfolio for the School Psychology Program.

When a Student is not Succeeding

Remediation Plans

Should there be areas of concern about a student's knowledge, skill or performance, the University supervisor and the student will develop a Remediation Plan. This plan may include input from the student's academic advisor and/or field supervisor. The primary responsibility for designing, implementing, and monitoring this plan falls on the University supervisor. The Remediation Plan may include increased on-campus supervised activity, coursework, or additional practicum hours. Any remediation activity that would require school fieldwork opportunities would have to be approved by the University supervisor and, in the case of a school-based practicum, the field supervisor. The student's academic advisor will receive a copy of the Remediation Plan. Students who do not satisfactorily complete the Remediation Plan in the specified time frame will not receive a passing grade.

Notification Process for Student Dismissal

In instances where appropriate remediation procedures coupled with the annual School Psychology Program evaluation process 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 efforts to address concerns that have been 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.

ROLES AND RESPONSIBILITIES

The following sections outline the roles and responsibilities of practicum supervisors. Internship supervisors should refer to the Internship Guidelines document and School Psychology Program Student Handbook for guidance.

Getting Started

Prior to or during the first week of the student's term of fieldwork, the University supervisor will provide the field supervisor written information about practicum course assignments and expectations for the term. The practicum student and field supervisor should establish a schedule for the student's practicum experience and supervision, identify opportunities to engage in program tasks, and discuss the field supervisor's expectations for other school duties. The field supervisor should orient the practicum student to the school site and staff, school policies, and other site-specific expectations. It is suggested that students spend time shadowing their field supervisors during the first few weeks to observe a range of day-to-day duties of the supervisor.

Roles and Responsibilities of Field Supervisors

The SPSY Program recognizes the critical role the field supervisor plays in the development of students' knowledge, skills, and professional identities. The field supervisor serves as a mentor and role model for the student, while facilitating the student's progress through program required practica. The SPSY Program selects qualified school-based supervisors who have two or more years of school psychology experience in early childhood, elementary, middle or high school settings, hold a valid license for their current assignment, and are recommended by School District administrators.

The specific responsibilities of the field supervisor will vary slightly depending on the type of practicum experience. Primary responsibilities include:

- **Meet with the student on a regular basis for supervision.** Although the amount of time spent in supervision from week to week may vary, it is important that supervisors have frequent and regular contact with their supervisees to provide supervision for current work. It is recommended that field supervisors plan a weekly 30-minute supervision meeting, and adjust as needed throughout the term. Field supervisors should use a variety of supervision techniques (e.g., role plays, live observation, individual supervision, videotape reviews, etc.), as appropriate for the needs of the supervisee and the type of fieldwork completed.
- **Assist the student in identifying appropriate fieldwork activities and opportunities to complete program tasks.**
Field supervisors should review program assignments with their practicum students at the start of the term, and assist students in identifying opportunities to complete assignments and obtain any necessary parent consent. Additionally, field supervisors should identify and involve students in fieldwork activities that represent the broad range of professional school psychology activities occurring at the specific school site (e.g., IEP meetings, prevention initiatives, crisis response). The appropriate level of student involvement will vary based on students' level of knowledge and skill and contextual factors, but may range from shadowing/observing to active service delivery.
- **Evaluate student performance.** Supervisors should also provide ongoing formative feedback to the practicum student about professional behavior, knowledge and skills. At the end of each quarter, all field supervisors review and sign student practicum logs, and complete the UO "Quarterly Professional Behavior Evaluation" form. All evaluation forms are available in this handbook or on the SPSY Program website at <http://spsy.uoregon.edu>.
 - Field supervisors of SPSY 609/626 (2nd Year Practicum) students will complete three additional evaluation tasks throughout the year:
 - (1) conduct two direct observations of the student per quarter, and provide written feedback to the student using the "UO Supervision Observation Form",
 - (2) approve and co-sign practicum students' psychoeducational reports prior to distribution, and
 - (3) assist the University supervisor in completing the Professional Growth Assessment (PGA) during the student's final term of practicum.
- **Communication.** Participate in periodic check-ins and three-way conferences initiated by the University supervisor or practicum coordinator to discuss student performance.

Communicate any concerns about student performance to the University supervisor as they arise, and engage in collaborative problem-solving with the student and University supervisor as needed.

Roles and Responsibilities of University Supervisors

For any SPSY course involving a practicum experience, the faculty member teaching the course is the University supervisor. There is also a University practicum coordinator, who supports University supervisors by conducting site-based observations of practicum students and facilitating communication between field supervisors, SPSY program faculty, and students. The primary responsibilities of the University supervisor include:

- **Meet with the student on a regular basis for supervision.** University supervisors provide supervision on campus on a regular basis. University supervisors should use a variety of supervision techniques (e.g., role plays, on-site observations, individual and/or group supervision, videotape reviews, etc.), as appropriate for the needs of the supervisee and the type of fieldwork completed.
- **Assign program tasks (fieldwork) required for the course.** University supervisors should provide field supervisors and practicum students a written summary of program assignments at the start of the term. If a practicum student is unable to arrange an opportunity to complete an assignment at his/her practicum site, University supervisors will work with field supervisors and students to modify assignments or locate alternate settings to complete assignments.
- **Evaluate student performance.** At the end of each quarter, University supervisors review and co-sign student practicum logs and UO “Quarterly Professional Behavior Evaluation” forms (completed by field supervisors). Supervisors should also provide ongoing formative feedback to the practicum student about professional behavior, knowledge and skills. University supervisors provide original copies of practicum logs, observation forms, and Quarterly Professional Behavior Evaluation forms to the University practicum coordinator at the end of the term. All evaluation forms are available in this handbook or on the SPSY Program website at <http://spsy.uoregon.edu> .
 - University supervisors of SPSY 609/626 students will complete five additional evaluation tasks:
 - (1) conduct two direct observations of the student per quarter, and provide written feedback to the student using the “UO Supervision Observation Form”,
 - (2) complete the Quarterly Professional Behavior Evaluation form for each student at the end of each term,
 - (3) approve practicum students’ psychoeducational reports prior to distribution,
 - (4) approve students’ final practicum portfolio, and
 - (5) assist the field supervisor in completing the Professional Growth Assessment (PGA) during the student’s final term of practicum.
- **Communication.** Work with the University practicum coordinator to communicate with field supervisors about assignments and student performance. Communicate any concerns about student performance to the field supervisor and/or University practicum coordinator as they arise, and engage in collaborative problem-solving as needed.

OTHER IMPORTANT INFORMATION

Obtaining a COE ID Badge

The UO College of Education (COE) requires that students placed in field experience, practicum, or student teaching sites and faculty/staff who supervise students at these sites obtain college issued identification badges (i.e., COE ID badges). These badges indicate that the student/staff/faculty has received background clearance based on a criminal history check.

Policy

College policy requires that all students assigned to September Experience, practica, internship, field experience and student teaching placements in pre-K-12 schools, or other agencies, private or public, must submit evidence of a criminal history check clearance **PRIOR TO** their first placement. Upon receipt of appropriate documentation, and specific program requirements, COE ID badges will be issued to students for a designated time period, not to exceed three years.

OAR 584-017-0055 requires that the COE submit to Teachers Standards and Practices Commission (TSPC) fingerprinting cards for each candidate **PRIOR TO** their first practicum placement. TSPC notifies COE of any criminal history discovered during the clearance process.

Finally, students placed in school districts or other agencies requiring background or security clearances in addition to those required to obtain a COE ID badge must comply with the policies and procedures of the school district or agency.

Students who enter their non-licensure program too late to obtain the necessary background clearance prior to their first field or practicum placement may apply for a **TEMPORARY COE ID badge**. These badges will only be issued to students who have a legitimate reason for needing a temporary badge (e.g., late admission and late enrollment). Students who were admitted in a timely manner but who did not take the necessary action to obtain background clearance will not be issued a temporary badge. These students will not be placed in a field experience or practicum until the necessary background clearance is obtained. Temporary COE ID badges are issued for a specified period of time not to exceed one term.-They will not be renewed under any circumstances.

The UO Schedule of Classes includes a “note” for each course requiring field experience; practicum or student teaching placements for COE enrolled students that reads: This course requires submission of fingerprints leading to FBI background clearance prior to the first day of class, at student expense.

In order to obtain a COE ID badge, enrolled students are required to complete a “Character Questionnaire” and submit fingerprints for FBI background checks Licensure program students may obtain a fingerprint packet from the coordinator of student records or program academic secretary. Non-licensure program students may obtain fingerprint cards at any local police station or the UO Office of Public Safety.

Insurance Coverage

As a student in a professional program, you will be working in the field with students, parents, and other professionals. You may encounter situations that could involve you in legal actions in which you might be held personally liable for damages or you may sustain an injury or damage to your personal property.

Although it is statistically unlikely that you will incur any injuries or cause any injuries to others while participating in a practicum or field experience (student teaching), such occurrences are possible. For this reason, you need to understand certain fundamental points about your legal relationship with the University and the agency in which you are placed for these experiences.

It is important that you understand that despite the fact that you may be paying tuition or are officially matriculated in a program, or are earning practicum/field experience credits from the University, you are not an employee, an official, or an agent of the University by reason of your practicum/field experience assignment and activities for an independent or contracting host school or agency. This means that you would not be indemnified for liability or provided a legal defense as to claims from third parties that you might injure. You would, of course, continue to enjoy the regular benefits and privileges of any matriculated student at the Student Health Center.

As a person rendering services with or without pay to or on behalf of a host school or agency, it is possible that you may be covered by the host school's or agency's workers compensation coverage and liability insurance. However, this is neither automatic nor always required by law. Therefore, the School Psychology Program requires all School Psychology students to acquire and provide proof of current professional liability insurance (to protect against claims by other persons whom you might injure). You are also encouraged to make arrangements to acquire personal health or accident insurance to cover injuries to yourself.

Low cost student liability insurance can be obtained as a member of many professional organizations, such as the American Psychological Association (contact APA Trust, www.apait.org or 1-800-477-1200) or the National Association of School Psychologists (contact Forrest T. Jones & Co., 1-800-265-9366). You may choose any provider and any amount of coverage, but you will be asked to provide verification of current student liability coverage prior to the start of fall term of each year in the program.

Additional questions concerning insurance coverage may also be directed to the University of Oregon Office of Business Affairs at 541-346-3165.

Safety and Liability Issues

Please use common sense to promote safety and minimize personal and professional liability. Do not transport children in your personal car. Do not administer medication, corporal punishment, or use of physical restraints. If you are asked, decline the request and report it to your supervisor. Do not serve as a substitute teacher, interpreter, or translator during your practicum experience. Do not bring weapons, tobacco or other prohibited substances to school.

EVALUATION FORMS

This section contains the following evaluation forms:

- Practicum Log
- Supervision Observation Form
- Quarterly Evaluation of Professional Behavior
- Professional Growth Assessment (PGA)
- Portfolio Cover Sheet

School Psychology Practicum Activity Log

Student Name:
Course/Instructor:
Practicum Site:
Site supervisor:

| Date | Hours | Description of Activities | Site supervisor | University supervisor |
|------|-------|---------------------------|-----------------|-----------------------|
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Total Hours: _____

Supervision Observation Form

School Psychology Practicum

Practicum Student:
Date of Observation:

Observer:
Time:

Description of Setting/Activity:

What went well:

What to do differently:

Follow up (include date that follow-up needs to be completed by):

Student Signature _____ Date of Review with Student _____

Supervisor Signature _____

Observer Signature (if not the same) _____

Practicum Quarterly Professional Behavior Evaluation Form University of Oregon School Psychology Program

Student Name: _____ Date Completed: _____ Quarter Fall Winter Spring

Supervisor Completing Form: _____ Supervision: School-based *or* University-Based

Site Placement: _____

Directions for Completing this Form: Ratings of students should be made in consideration of the student's current level of training and experience. This is an individual referenced criterion measure. Please evaluate the student's performance on each item independently. Supervisors are encouraged to write comments on each criterion. **Each rating of 1 or 2 must be accompanied by an explanation.** In some cases, it may not be possible to rate an item if the student has not had the opportunity to demonstrate the behavior. If so, please make a note in the space provided.. Indicate strong points and areas needed for improvement in relation to each criteria in the space provided or on additional sheets as necessary.

Evaluate Student's Behavior According to the Following Dimensions:

- **4** *Exceptional:* Student demonstrates skills beyond what would be expected by a student at his/her level of training.
- **3** *Satisfactory:* Student displays competent and proficient behaviors.
- **2** *Needs Improvement:* Student displays some behaviors successfully but is not proficient.
- **1** *Unsatisfactory:* Student does not display the required behaviors to the degree necessary for successful performance.

Knowledge of Skills Related to the Role and Function of a School Psychologist

| | | | | |
|--|---|---|---|---|
| 1. Knowledge and adherence to procedures and policies. | 1 | 2 | 3 | 4 |
| | | | | |
| 2. Knowledge of assessment related issues (e.g. standardization, reporting, etc.). | 1 | 2 | 3 | 4 |
| | | | | |
| 3. Student's attention to detail and accuracy. | 1 | 2 | 3 | 4 |
| | | | | |
| 4. Student's timeliness of task completion and time management skills. | 1 | 2 | 3 | 4 |
| | | | | |
| 5. Student thoroughly completes tasks. | 1 | 2 | 3 | 4 |
| | | | | |
| 6. Knowledge and utilization of outside resources. | 1 | 2 | 3 | 4 |
| | | | | |
| 7. Knowledge of school-related issues (e.g. mental health issues, behavioral difficulties, etc.) | 1 | 2 | 3 | 4 |
| | | | | |
| 8. Knowledge and skills related to problem-solving, consultation, and intervention. | 1 | 2 | 3 | 4 |
| | | | | |
| | | | | |

Professional & Interpersonal Behavior

| | | | | |
|---|---|---|---|---|
| 1. Adheres to ethical standards (e.g. confidentiality, record keeping, etc.) | 1 | 2 | 3 | 4 |
| 2. Skills relating to other educational professionals. | 1 | 2 | 3 | 4 |
| 3. Skills in presenting and explaining information/data to parents and educational professionals. | 1 | 2 | 3 | 4 |
| 4. Reaction to feedback from supervisor or other educators. | 1 | 2 | 3 | 4 |
| 5. Works constructively and contributes to group activities (e.g. IEP/SST meetings, etc.) | 1 | 2 | 3 | 4 |
| 6. Ability to assume a leadership role or work independently.. | 1 | 2 | 3 | 4 |
| 7. Seeks additional assistance/clarification when necessary. | 1 | 2 | 3 | 4 |
| 8. Accepts responsibility for actions. | 1 | 2 | 3 | 4 |
| 9. Takes initiative for actions when appropriate. | 1 | 2 | 3 | 4 |
| 10. Establishes rapport with children and families. | 1 | 2 | 3 | 4 |

Overall Rating: When considering all of the presented performance evaluation criteria *and* the student's current level of training and experience, the overall rating of this student is **1 2 3 4**

The student's greatest strength's are the following: _____

Areas to target for further development: _____

School-Based Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

University-Based Supervisor Signature: _____ Date: _____

University Advisor Signature: _____ Date: _____

Please include any additional comments regarding the student's experiences and skills not covered by this form on a separate sheet of paper.

Professional Growth Assessment of Oregon Professional Standards for Initial School Psychologist Licensure



Candidate's Name: _____
Program: _____
Term/Year: _____

License Sought:
 Initial School Psychologist Licensure

Program information reported on this form represents summary judgments by the candidate's supervisors about performance on the TSPC-prescribed professional standards for knowledge, skills and abilities for the Initial School Psychologist License (OAR 584-017-0351). Evidence of meeting the standards is assessed through classroom observations, work samples, interviews, conversations, professional interactions, and coursework. Using the key, mark the scale by each standard to attest to the candidate's performance in that area.

Scoring/Rating Key:

Missing Knowledge and Skill = Candidate has had little or no exposure to or opportunity to use professional school psychology knowledge or skills in this area.

Developing Knowledge and Skill = Candidate demonstrates knowledge of professional school psychology content and skills. Candidate may recognize good examples and non-examples, but is not consistently able to demonstrate the fundamental skills in practice when given the opportunity.

Initial Proficiency in Using Knowledge and Skill = Candidate demonstrates appropriate knowledge and can use professional school psychology skills with close ongoing supervision. Candidate requires reminders, reviews, modeling, or other supports to produce acceptable and reasonably consistent results.

Proficiency in Using Knowledge and Skill = Candidate demonstrates knowledge mastery and is able to provide school psychological services as a professional school psychologist with minimal supervision in the area.

Expanding Proficiency in Practicing Knowledge and Skill = Candidate provides evidence that they are seeking advanced knowledge in this area and seeking ways to integrate new knowledge and skills to improve his/her practice.

Advanced Proficiency in Practicing Knowledge and Skill = Candidate demonstrates a leadership role in sharing knowledge, improving skills of others, and promoting best practices in a school, district, or agency.

Signed by:

Cooperating Professional

D.

University Supervisor

D.

Candidate

D.

Professional Standards for Knowledge, Skills and Abilities for Initial (I) School Psychology Licensure

1. DATA-BASED DECISION-MAKING AND ACCOUNTABILITY

Candidates have knowledge and use models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of service.

- a. Candidates demonstrate skill in assessing or providing for assessments in the following areas: academic knowledge and achievement, intelligence and cognitive functioning, scholastic aptitude, personality, emotional status, social skills and adjustment, adaptive behavior, language and communication skills, sensory and neurological functioning, educational setting, and family/environmental influences.
- b. Candidates demonstrate knowledge of assessment practices including components specifically designed to take into account cultural, ethnic, religious and other aspects of human diversity, and to prevent bias.
- c. Candidates demonstrate knowledge of assessment strategies appropriate for the age range of birth to 21 years, including early intervention, and vocational-transitional approaches.

| NOT MET | | MET | | ADVANCED | |
|-------------------------|----------------------|---------------------|-------------|-----------------------|----------------------|
| Missing Knowledge | Developing Knowledge | Initial Proficiency | Proficiency | Expanding Proficiency | Advanced Proficiency |
| | | | | | |
| <p>Comments:</p> | | | | | |

| NOT MET | | MET | | ADVANCED | |
|------------------|----------------------|---------------------|-------------|-----------------------|----------------------|
| Missing | Developing Knowledge | Initial Proficiency | Proficiency | Expanding Proficiency | Advanced Proficiency |
| | | | | | |
| Comments: | | | | | |
| | | | | | |
| Comments: | | | | | |
| | | | | | |
| Comments: | | | | | |
| | | | | | |
| Comments: | | | | | |

2. CONSULTATION AND COLLABORATION

Candidates have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. Candidates collaborate effectively with parents, school and outside personnel in planning and decision-making processes at the individual, group, and system levels.

3. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

Candidates have knowledge of human learning processes, and in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (e.g., instructional interventions and consultation)

4. SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

Candidates have knowledge of human developmental processes, and in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (e.g., consultation, behavioral assessment/intervention, and counseling).

5. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

Candidates have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, sexual orientation, gender-related, and linguistic factors in development and learning. Candidates demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

| NOT MET | | MET | | ADVANCED | |
|-------------------|----------------------|---------------------|-------------|-----------------------|----------------------|
| Missing Knowledge | Developing Knowledge | Initial Proficiency | Proficiency | Expanding Proficiency | Advanced Proficiency |

6. SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE

Candidates have knowledge of general education, special education, and other educational and related services. Candidates understand schools and other settings as systems. Candidates work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

| | | | | | |
|------------------|--|--|--|--|--|
| | | | | | |
| Comments: | | | | | |

7. PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

Candidates have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Candidates provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Candidates have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises.

| | | | | | |
|------------------|--|--|--|--|--|
| | | | | | |
| Comments: | | | | | |

8. HOME/SCHOOL/COMMUNITY COLLABORATION

Candidates have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Candidates work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

| | | | | | |
|------------------|--|--|--|--|--|
| | | | | | |
| Comments: | | | | | |

9. RESEARCH AND PROGRAM EVALUATION

Candidates have knowledge of research, statistics, and evaluation methods. Candidates evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct interventions (individual and/or program) for improvement of services.

| | | | | | |
|------------------|--|--|--|--|--|
| | | | | | |
| Comments: | | | | | |

| NOT MET | | MET | | ADVANCED | |
|-------------------|----------------------|---------------------|-------------|-----------------------|----------------------|
| Missing Knowledge | Developing Knowledge | Initial Proficiency | Proficiency | Expanding Proficiency | Advanced Proficiency |

10. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

Candidates have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Candidates practice in ways that are consistent with applicable standards.

| | | | | | |
|------------------|--|--|--|--|--|
| | | | | | |
| Comments: | | | | | |

11. INFORMATION TECHNOLOGY

Candidates have knowledge of information sources and technology relevant to their work. Candidate accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

| | | | | | |
|------------------|--|--|--|--|--|
| | | | | | |
| Comments: | | | | | |

Final Portfolio Cover Sheet

Student Name: _____ School Year: _____
 Site Supervisor: _____ Site: _____

Requirement 1. Successful completion of at least 4-5 school-based “cases” with final reports and completed grading rubrics included in portfolio. At least one case should include the following components:

- Assessment of social behavior from a functional behavioral perspective.
 - **Which case(s) included this component?** _____
- Assessment of academic skill deficit from a functional, curriculum-based perspective.
 - **Which case(s) included this component?** _____
- On-going (at least 4 weeks) progress monitoring of a student’s response to an academic or social behavior intervention, and consultation/follow-up with teacher/interventionist.
 - **Which case(s) included this component?** _____

| School Cases | | | | | | |
|--------------|--------|-------------|------------------|----------------|----------------------|------------------------------|
| Description | School | Grade Level | Date of Referral | Date Completed | Date Report Approved | Co-signed by Site Supervisor |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| Other. | | | | | | |
| Other: | | | | | | |

Comments:

Requirement 2. Successful Completion of First Step to Success Practicum.

| First Step Cases | | | | | |
|------------------|--------|-------------|--------------|----------------|----------------------------|
| Description | School | Grade Level | Date Started | Date Completed | Permanent Product Approved |
| 1. | | | | | |
| Other. | | | | | |

Comments:

Requirement 3. Successful Completion of Community Agency Practicum.

| Community Agency/Clinic Cases | | | | | |
|-------------------------------|---------------|-------------|--------------|----------------|----------------------------|
| Description | Agency/Clinic | Grade Level | Date Started | Date Completed | Permanent Product Approved |
| 1. | | | | | |
| Other. | | | | | |

Comments:

Requirement 4. Successful completion of 3 quarterly evaluations from site supervisor included in portfolio.

- Date Fall Evaluation Completed: _____
- Date Winter Evaluation Completed: _____
- Date Spring Evaluation Completed: _____

Comments:

Requirement 5. Successful completion of 6 on-site observations from Site supervisor and 6 on-site observations from University supervisor, included in portfolio.

| | Fall 1 | Fall 2 | Winter 1 | Winter 2: | Spring 1 | Spring 2 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| University Supervisor | Date: _____ | Date: _____ | Date: _____ | Date: _____ | Date: _____ | Date: _____ |
| Site Supervisor | Date: _____ | Date: _____ | Date: _____ | Date: _____ | Date: _____ | Date: _____ |

Comments:

Requirement 6. Completion of Professional Growth Assessment by Site and University supervisor included in portfolio.

- Date Completed: _____

Comments:

Requirement 7. Completion of at least 360 practicum hours with hourly logs included in portfolio.

- Fall Hours: _____
- Winter Hours: _____
- Spring Hours: _____
- Total Practicum Hours:** _____

Final Portfolio Reviewed by: _____ Date: _____

Final Portfolio approved/not approved

If not approved, describe action to be taken:

APPENDIX A

**MASTER'S DEGREE REQUIREMENTS
DOCTORAL DEGREE REQUIREMENTS**

UNIVERSITY OF OREGON

School Psychology Program Master's Degree Requirements *Effective September, 2009*

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 (14 credits minimum)

Theories of Learning and Instruction (7 credits)

SPED 624 Advanced Applied Behavior Analysis (3)
SPED 660 Design of Instruction (4)

Individual Differences in Behavior (3 credits)

EDLD 637 Diversity in Education (3)

Human Development and Psychopathology (4 credits)

SPSY 650 Child Development and Psychopathology (4)

Recommended:

PSY 535 Cognition (4)
PSY 545 Brain Mechanisms of Behavior (4)
PSY 549 Human Neuropsychology (4)
PSY 556 Social Psychology (4)
PSY 575 Cognitive Development (4)
PSY 578 Social Development (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)

Recommended:

SPSY 610 Social and Emotional Assessment of Children and Adolescents (4)

STATISTICS AND RESEARCH (10 credits minimum)Statistics and Research Design (7 credits)

- SPSY 618 Statistics in Education I (4)
 SPED 667 Single-Subject Research Methods I (3)

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 (34 credits minimum)Consultation (8 credits)

- SPSY 610 Introduction to Consultation (4)
 SPSY 610 Advanced Consultation (4)

Academic and Social Behavioral Interventions (15-16 credits)

- SPED 521 Special Education Reading Instruction (3)
 CPSY 641 Beginning Counseling Skills (4)

And two of the following courses:

- SPSY 610 Interventions for Child Behavior Disorders (4)
 CPSY 642 Child-Family Interventions (4)
 SPED 522 Math Instruction (3)

Professional Standards and Ethics (11 credits)

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

PRACTICUM EXPERIENCES (9 credits and 610 clock hours minimum)First Year and Course-Related Practicum/Fieldwork (250 clock hours minimum)

Students participate in a supervised practicum experience during their first year, approximately 4-6 hours per week, and also complete additional practicum hours associated with the following methods courses: Behavioral Assessment; Educational Assessment, Intellectual Assessment, and Introduction to Consultation, and Advanced Consultation. Students do not register for additional academic credits for these practicum experiences, but keep detailed logs of the hours.

Second Year 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)

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 SPED 668; students with no prior single-subject coursework should enroll in SPED 667 and SPED 668

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).

UNIVERSITY OF OREGON

School Psychology Program Doctoral Degree Requirements *Effective September, 2009*

Completion of the APA-accredited Ph.D. program in School Psychology at the University of Oregon requires a minimum of 163 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 (34 credits minimum)

Theories of Learning and Instruction (7 credits)

SPED 624 Advanced Applied Behavior Analysis (3)

SPED 660 Design of Instruction (4)

History of Psychology (4)

CPSY 607 History and Systems of Psychology (4)

Individual Differences in Behavior (3 credits)

EDLD 637 Diversity in Education (3)

Human Development (4 credits)

one of the following courses

PSY 575 Cognitive Development (4)

PSY 578 Social Development (4)

Psychopathology (4 credits)

SPSY 650 Child Development and Psychopathology (4)

Biological Aspects of Behavior (4 credits)

one of the following courses

PSY 545 Brain Mechanisms of Behavior (4)

PSY 549 Human Neuropsychology (4)

Cognitive Aspects of Behavior (4 credits)

one of the following courses

PSY 539 Cognitive Science (4)

PSY 535 Cognition

Social Aspects of Behavior (4)

PSY 556 Social Psychology (4)

MEASUREMENT AND ASSESSMENT (16 credits)

- SPSY 610 Behavioral Assessment and Intervention(4)
 SPSY 672 Intellectual Assessment (4)
 SPSY 674 Educational Assessment (4)
 SPSY 617 Tests and Measurement in Education (4)

STATISTICS AND RESEARCH (47 credits minimum)Statistics and Research Design (21 credits)

- SPSY 618 Statistics in Education I (4)
 SPSY 619 Statistics in Education II (4)
 SPED 626 Grant Writing (3)
 SPED 667 Single-Subject Research Methods I (3)
 SPED 668 Single- Subject Research. Methods II (3)¹
 EDUC Multiple Regression (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 (45 credits minimum)Consultation (8)

- SPSY 610 Introduction to Consultation (4)
 SPSY 610 Advanced Consultation (4)

Academic and Social Behavioral Interventions (12 credits)

- SPED 521 Special Education Reading Instruction (4)
 CPSY 641 Beginning Counseling Skills (4)³
One of the following courses:
 SPSY 610 Interventions for Child Behavior Disorders (4)
 CPSY 642 Child-Family Interventions (4)⁴

Teaching and Supervision (6 credits)

- SPSY 610 Theory and Practice of Supervision (2)
 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 Practicum Experiences (Minimum 9 credits and 610 clock hours)

First Year and Course-Related Practicum/Fieldwork (250 clock hours minimum)

Students participate in a supervised practicum experience during their first year, approximately 4-5 hours per week, and also complete additional practicum hours associated with the following methods courses (during the first and second years): Behavioral Assessment; Educational Assessment, Intellectual Assessment, Consultation, and Advanced Consultation.

Second Year 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)

AREA OF EXPERTISE (12 credits minimum)

Doctoral students specialize in one or more areas of expertise. Areas of expertise include instruction, social and emotional behavior, and advanced methodology. Working with his or her advisor during the first year and early in the second year, students identify their area of expertise and develop their program plan. Each student will complete an additional 12 credit hours in their area of specialization. Required courses are specified below. In addition, students may complete four to five hours of related research experience such that the total number of hours in the area of expertise is at least 12 credit hours.

Instruction

SPED 526 Special Education Math Instruction (3)
 SPED 523 Reading/Writing in Content Areas (3)

And

Advanced seminar and/or research team related to instruction (6 credits total)

Social and Emotional Behavior

one of the following

SPSY 610 Social and Emotional Assessment of Children and Adolescents (4)

or

Advanced seminar related to social behavior (3-4 credits)

And

Two research team experience in behavior supports (8 credits total, 4 credits per research team; e.g., 4 credits with Merrell and 4 credits with Anderson)

Methodology

SPSY 620 Multivariate Statistics and Research Design (4)

and

EDUC 631 Hierarchical Linear Modeling I (4)

EDUC 641 Structural Equation Modeling I (4)

INTERNSHIP EXPERIENCE (9 credits and 1500 clock hours minimum⁵)

SPSY 607 Internship Planning and 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 SPED 668; students with no prior single-subject coursework should enroll in SPED 667

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 641, Beginning Counseling Skills often has scheduling conflicts which may make it difficult for SPSY students to take this course early in their program. The CPSY faculty have agreed to waive CPSY 641 for SPSY students who have completed their second year practicum (which includes supervised interpersonal skills training), and desire to take a CPSY course for which 641 is a prerequisite.

⁴CPSY 642, Child-Family Interventions, is a required prerequisite (or concurrent enrollment course) for students who wish to do their advanced practicum at the UO's Child and Family Center.

⁵See student handbook for possible exceptions to the 9 credit internship registration requirement.