HANDBOOK FOR GRADUATE STUDENTS

IN

SCHOOL PSYCHOLOGY

PSYCHOLOGY DEPARTMENT

July 29, 2016

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INTRODUCTION

The Department of Psychology at Western Kentucky University is located within the College of Education and Behavioral Sciences and is situated in Gary Ransdell Hall. Certification in school psychology was first offered by the Kentucky Department of Education in 1979. The Kentucky Department of Education initially certified the WKU's school psychology program in 1980. WKU's school psychology program was the second program in Kentucky to offer a degree program leading toward certification as a school psychologist. The school psychology program has been approved by the National Association of School Psychologists (NASP) and the Council for the Accreditation of Educator Preparation (CAEP) since 1993. (CAEP was previously known as the National Council for Accreditation of Teacher Education or NCATE). In June of 1993 the School Psychology program moved from granting the Master of Arts Psychology degree to granting the Specialist in Education - School Psychology degree. A special emphasis is placed on recruiting students from under-represented groups.

This handbook is intended for students pursuing a Specialist in Education degree in School Psychology. The goal of the school psychology program is to develop competent school psychologists who will practice in public schools in Kentucky and across the nation. Training is accomplished through a sequenced plan of coursework and field experiences according to standards developed by the accrediting and professional organizations. Students need to be familiar with the information available in this handbook regarding graduate study in school psychology, as well as understanding the Graduate School policies described on their web site. https://www.wku.edu/graduate/

PROGRAM OVERVIEW

The school psychology graduate program consists of a sequence of courses culminating in the Specialist in Education (Ed.S.) degree. The program consists of 67 graduate hours and usually requires three years of full time commitment (3rd year is the internship). The program provides students with a solid core of psychological foundations including the areas of child development, learning theory, educational psychology, and statistics. Students also participate in applied coursework including academic assessment and intervention, consultation, program evaluation, functional behavioral assessment, and psychological assessment. This preparation provides the student with a broad array of skills to deliver psychological services in diverse educational settings. These services include the following: individual child evaluations, program evaluation, problem-solving consultation, counseling, and academic and behavioral interventions. The school psychology program's broad goal is to train school psychologists who are able to integrate theoretical information from the fields of psychology and education with appropriate evidence-based interventions for children, parents, and teachers in a variety of educational settings.

Program Philosophy

School psychology services need to be tailored to the particular needs of each child and each situation, while being aware of multiculturalism in the schools (Jones, 2009). No matter what the role, a school psychologist must be able to evaluate a situation and problem-solve solutions. "Thus, the problem-solving model uses the scientific method to determine

what works…" (Merrell, Ervin, & Peacock, 2012, p. 159). The WKU school psychology program emphasizes the role of the school psychologist as that of a problem solver who relies upon data-based decision-making (Shinn & Walker, 2010; Harrison & Thomas, 2014; Ysseldyke et al., 2006). Ysseldyke et al. (2006) stated the following:

> "School psychologists should work to: (a) improve competencies for all students, and (b) build and maintain the capacities of systems to meet the needs of all students as they traverse the path to successful adulthood" (p. 12)

> "Knowledge alone will not suffice. School psychologists must also possess a set of skills, including the ability to use problem-solving and scientific methodology to create, evaluate, and apply appropriate empirically validated interventions at both an individual and systems level" (p. 14).

WKU school psychology students are trained to use a problem-solving model and data-based decision-making to guide their practice, meaning they identify problems and provide assessment and intervention strategies to resolve them (Bergan & Kratochwill, 1990). The problem-solving process involves a series of steps that enable the school psychologist to define and clarify the problem, analyze the environment and critical elements of the problem, brainstorm alternatives, select a strategy, implement it, evaluate the outcomes and disseminate the results. Integrating the problem solver philosophy with the knowledge base provides training to ensure a broad-based service provider who is able to serve the psychological and mental health needs for all children in various educational settings. It is this combination of knowledge and applied skills that allow school psychologists to generate evidence-based solutions to the complex problems found in educational settings today.

Training requires flexibility and creativity by both faculty and students in order to adapt to the constantly changing problems of contemporary educational systems (Bear & Minke, 2006; Fagan & Wise, 2007; Harrison & Thomas, 2014; Ysseldyke et al., 2006). The school psychology program recognizes the importance of training school psychologists to understand culture and ethnicity factors, to consider these factors in the problem-solving model (Hamayan, Marler, & Sanchez-Lopez, 2013; Jones, 2009; Rhodes, Ochoa, & Ortiz, 2005). Students within educational environments have become increasingly more diverse in values, beliefs, primary language, and cultural background. Through training, school psychologists become more sensitive to diversity of values, interactional styles, and cultural expectations. As cultural diversity is considered to influence many aspects of interpersonal and individual behavior, it is considered best to address the topic through many of the courses that comprise WKU's school psychology program. The skills regarded as necessary for multicultural intervention and assessment are those values and competencies suggested by the American Psychological Association (1993) and reinforced by Jacob, Decker, and Lugg (2016) and the National Association of School Psychologist's (NASP) *Principles for Professional Ethics* (2010). As an example of that emphasis, Principle I.3. of our ethical principles states:

> In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics. (NASP, 2010, pp. 5-6)

Program Related Assumptions

The primary goal of the WKU school psychology program is to train students who are competent in providing both direct and indirect psychological services to children and youth in a variety of educational settings, using a problem-solving framework. The following assumptions are implicit in the school psychology program:

1. School psychology derives its knowledge base from professional applied and researched based psychology. It is considered a sub-specialty of the broad field of applied general psychology and education. School psychologists must show a common base of knowledge and skills.

2. School psychologists should be problem solvers who are capable of applying theoretical orientations and evidence-based research findings to practical settings.

3. The fields of education, special education, and intervention are integrated with a school psychology orientation for the provision of services within educational settings.

4. School psychologists work collaboratively with parents and personnel from various disciplines in delivering needed services.

5. Both direct and indirect service delivery models are necessary for effective functioning as a school psychologist within various educational settings. Direct services are provided to children, teachers, parents, and education professionals. Such services are provided through early identification, assessment (cognitive, social, academic, and emotional), counseling, program planning, and interventions. Indirect services are provided to children, parents, teachers and education and mental health professionals. These include mental health services, consultation, training, program evaluation, and research.

6. The education of school psychologists requires the development and application of skills within the context of field experiences (i.e., practicum and internship).

7. The issues of language and culture impact on the provision of appropriate psychological services. School psychologists must develop sensitivity to diversity issues and skills in dealing with these issues within service delivery.

8. School psychologists must demonstrate appropriate interpersonal skills in order to function effectively. Faculty and students work together to cultivate the skills of adaptability, communication, cooperation, independence, creative problem solving, personal stability, and integrity. The faculty and students within the WKU School Psychology program are expected to model and reinforce professionally ethical conduct.

9. Accountability is considered to be an essential component of professional psychological services. Evaluation techniques are both taught and utilized in measuring effectiveness of programs and interventions.

10. Professional growth and education are assumed to be a lifelong quest. Students are introduced to the philosophy that their formal training is but a beginning; continued professional competence requires continued initiative. The faculty encourage students to maintain and improve their skills throughout their professional careers through continuing professional development and critical intellectual exploration.

Values

The overriding value of the school psychologist is respect for individual differences among all children and their families. Understanding the many components contributing to the development of learning and affect are important components of the overall ethical and professional framework for the practice of school psychology. Family environment, cultural expectations, neurological and cognitive factors, personality variables, and social competence are among the many variables that impact the child. Knowledge of individual differences forms a basis for developing appropriate curricular and behavioral interventions with regard to the social and environmental contexts in which children learn.

Another critical value is promoting the education of children both in regular education and in special education, coupled with a special concern about the right of children with disabilities to receive appropriate services in the public education system. There have been many education initiatives in Kentucky and nationally (e.g., Kentucky Educational Reform Act, 1990; No Child Left Behind Act, 2001; Individuals with Disabilities Education Act, 2004; KY Senate Bill 1, 2009; Common Core State Standards, 2010; Every Student Succeeds Act, 2015) that emphasize all individuals can learn given the appropriate learning environment and educational opportunities. The WKU school psychology program strongly upholds these values and trains its students to value this philosophy as well. School psychologists must champion these values within the educational settings in which they work and practice their profession. They need to advocate for children and youth in promoting effective teaching and positive learning environments.

Education and Society: A Broader Perspective

The educational process is considered to be an integral part of a child's life in all environments. This is true not only within the school but also within family and community settings. The need for schools to collaborate with parents and community resources is essential (Eagle & Dowd-Eagle, 2014; Sheridan, Clarke, & Christenson, 2014). School psychologists must be competent to act as resources and advocates between home and school. They must be skilled in such things as assessment, problem-solving, consultation, and intervention strategies and be able to apply such skills in both environments. Crisis intervention and prevention is also a role that is increasingly important for schools and school psychologists (Brock & Jimerson, 2012; Brock et al., 2009). The WKU school psychology program supports the concept that school psychologists can assume the role of child advocate in supporting and coordinating necessary educational and mental health interventions for the child. Thus, school psychologists will also find themselves in the role of change agent in order to promote the well being of all children who are to be educated. Children are coming to school with increasingly complex and disabling problems that must be addressed to enhance learning. Problems such as family violence, divorce, poverty, medical needs, nutritional needs, lack of adult supervision, drugs & alcohol, and stressed caregivers often need attention in order to improve teaching effectiveness and student learning. It is not feasible to say schools need to only focus on reading, writing, and arithmetic, given the impact of students' affective and emotional needs on their education and the school environment. The school psychologist serves as the bridge between the learning and emotional needs of the student. In addition, they serve as the mental health resource person for the entire school district and facilitate positive mental health for staff, administrators, and the students.

<u>Graduates: Expected Competencies Overview</u>

WKU school psychology program graduates are required to be competent in many areas. An overview of competencies can be summarized within the following areas:

1. Integrating knowledge and skills in psychology while providing direct services to children, youth, parents, and teachers. This includes assessment linked with appropriate academic and behavioral intervention strategies.

2. Supplying indirect services and interventions to children, parents, teachers and other educational personnel through consultation, program development, continuing education training, and applied research and program evaluation.

3. Displaying an orientation as a problem solver, change agent, and advocate. This orientation is evidenced by activities in practicum and internship, as well as in the philosophy of the school psychologist.

4. Demonstrating an orientation as a consultant and mental health resource person through identifying and meeting the mental health, learning, and overall educational needs of individuals and educational systems.

5. Acting as a positive role model by modeling sensitivity to academic and emotional needs, individual differences, and cultural diversity. Advocating a strong set of beliefs in an individual's worth by championing all individuals' rights to an appropriate education.

The competencies, outcomes, and curriculum of the program are selected to achieve and measure the program philosophy - problem-solving - that relies upon data-based decision-making. The sequence of courses is planned so that the development of new knowledge and skills builds upon previous coursework and experiences. Faculty periodically review and evaluate this link from philosophy to expected outcomes to ensure that the curriculum is relevant and current.

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CRITICAL PERFORMANCE PROJECTS ADDRESSING NASP STANDARDS

As generally described in the Program Overview section of this Handbook, the NASP (2010) Standards (i.e., Domains of School Psychology Graduate Education and Practice) are often covered in multiple informal ways in multiple courses, as well as through the practicum and internship experiences. To formally evaluate students' skills within each NASP training standard, a "critical performance" project (or two) has been created to specifically address each standard. Those critical performance projects are implemented in certain courses. Not only do the projects provide information on the students' skills, but the projects provide program evaluation information as well. For example, if students consistently score low on a particular skill or area, such information provides feedback to the faculty to indicate that group of students needs more training in that specific area and that future instruction in that course needs to be modified to ensure future groups of students are adequately trained in that skill or area. The following is a list of the NASP training standards (and corresponding Kentucky Education Professional Standards Board – EPSB key assessments) and the summaries of the critical performance projects for the specific classes. On page 11, a generic scoring rubric for the critical performances is included. This rubric is modified slightly for each project.

NASP-2010 Standards (EPSB Key Performance Assessment #)	Course name & brief critical performance summary
2.1. (Standard 2) Data-Based Decision Making & Accountability	PSY 511- Psychology of Learning *Self-management project* – In this first semester course, students are introduced to data-based decision making by writing a behavioral goal for themselves, take baseline data, implement a descriptive self-management intervention, and continue to take data. Based on their data, they have to decide if intervention changes are needed, and make them as appropriate. Data are graphed and a written interpretation of the graph is required. Plans for generalization and maintenance are also required.
2.2. (Standard 3) Consultation & Collaboration	PSY 645 – Consultation in Educational & Mental Health Settings *Consultation case* – While on practicum, 2nd year students will provide consultation services regarding a student's behavioral and/or academic problems to one consultee (e.g., teacher) for a minimum of 8 face-to-face consultee contacts during the semester. Students audio record the first meeting to review and provide a self-evaluation of their performance. The audio recordings and self-evaluation are submitted for instructor review and grading. Group and individual supervision are provided with the instructor. Each student compiles a folder of documents that includes logs of contacts and

	activities and an overview of the process of consultation. In addition, the student includes critiques of their performance and a summary report of the consultation case and outcomes. The summary report includes clarification of the referral concern, collected data, interpretation of data, recommendations for the consultee, and an evaluation of the consultant's performance and consultation process by the consultee.
2.3. (Element 4.1) Interventions and Instructional Support to Develop Academic Skills	PSY 643 – Academic Assessment & Intervention *Academic intervention review* –Students are expected to research and report on interventions to improve student performance in an academic area, and specifically at an acquisition or fluency level of the instructional hierarchy. A presentation along with a written summary for an intervention that is not already identified as evidence-based is provided that identifies the following: core standards for expected performance in that academic area and at a specified functional/grade level; review of one published study focusing on the intervention selected as to the adequacy of the evidence provided; and an overview of the intervention that includes problems addressed, procedure, materials, critical components, and reference identification for the intervention. Students present their intervention project to their classmates and provide them with a written summary. Demonstrations of the interventions are encouraged.
2.4 (Element 4.2) Interventions and Mental Health Services to Develop Social and Life Skills	PSY 545 Clinical Child Psychology-Theory & Practice *Interview/counseling case* – The 2nd year students are required to conduct at least on child interview and conduct one therapy case with an individual child or a group. At least 4 sessions are required and must be audio recorded. Students meet weekly with the professor to discuss the session and make a plan for the next child session. A final counseling summary report is required.
2.5 (Element 5.1) School-Wide Practices to Promote Learning	PSY 519 – Psychological Perspectives on Classroom Behavior *Classroom management training module* – First year students are to develop a classroom management training module as if to be presented to teachers. Modules must contain appropriate content, specific training activities, and pre- and post-assessment activities.

2.6. (Element 5.2) Preventive & Responsive Services	PSY 625 – Seminar in School Psychology *Crisis prevention/intervention plan critique* – Students learn PREPaRE model crisis prevention and intervention techniques. During the 2nd year while on practicum, students evaluate their practicum placement school's crisis intervention plan based on the PREPaRE model. Students' critiques are evaluated for aspects such as their collection of information, interpretation of the plans, and critique of the plan's strengths and weaknesses.
2.7 (Standard 6) Family-School Collaboration Services	PSY 540 – Behavior Problems of Childhood & Adolescence *Home-school collaboration project* – Students develop a presentation that provides an overview of exemplary practices, programs (e.g., Family-School Team) and/or interventions (e.g., daily report card) that emphasize home school collaboration. Each presentation requires the use of Powerpoint slides and, when appropriate, students are encouraged to provide a demonstration, sample materials or procedures along with identifying potential roles for the school psychologist. A summary handout is also required and is distributed to the students in the class. The handout provides an overview of the topic covered along with key references and websites appropriate for professionals and those appropriate for parents.
2.8. (Standard 7) Diversity in Development & Learning	PSY 662 – Practicum in Psychology *Diversity reflection piece* – Students are to document encounters with students from various ethnic and cultural groups. Picking on ethnic or cultural group, students are to research common characteristics or aspects of persons from that cultural group. Students are to write a reflection paper on how those characteristics might impact the child's educational experiences and potential academic and behavioral interventions. PSY 545 - Clinical Child Psychology-Theory & Practice *Diversity presentation* - Students will be asked to select an ethnic group from the McGoldrick, Giordano, & Preto-Garcia (2005) text. The presentations are expected to cover the following: – Review of the ethnic group, history, and context – Review of therapeutic considerations specific to this group – Potential case and how it can be addressed

	along with specific interventions – Facilitation of discussion and questions Students are expected to have references in addition to the McGoldrick et al. (2005) text.
2.9 (Element 8.1) Research & Program Evaluation	PSY 514 – Program Evaluation *Program evaluation project* – Students will write a proposal to evaluate a school-based program. The proposal should reference a real program, but students will not conduct the evaluation (the paper will end with the proposed methods for evaluating the program and plan reporting the results of the evaluation). Students will present their evaluation proposal to their classmates, who will serve as mock stakeholders of the program.
2.10. (Element 8.2) Legal, Ethical, & Professional Practice	PSY 541 – Professional Issues and Ethics in Psychology *Ethics presentation* - Students are to develop a presentation on an assigned topic related to ethics and special education laws. Each presentation should include Powerpoint slides but the presentation does not have to be (and probably should not be) strictly lecture. Students are to consider ways to involve the audience members. A useful, but brief handout (~2 pages) summarizing important information should be distributed to the class participants. The presentation should be approximately 25-30 minutes in length.

Generic Critical Performance Rubric

Area	1. Beginning-Unsatisfactory/Emerging	2. Developing-Basic Level	3. Proficient-Integrated	4. Exemplary-Distinguished
A. Identify problem/ task: Clarify the problem or task.	Little to no evidence that an adequate determination of the problem/task was made.	Some evidence that the problem or task was identified or clarified.	Adequate evidence of identifying/clarifying the problem or task.	Clear evidence that the initial step was clarifying the problem or task and it was done very well.
B. Collect/review data	Little to no evidence that data were collected/ reviewed to further define/ verify the nature of the problem.	Basic data collected/ reviewed to further define/verify the nature of the problem.	Data collected/reviewed that clearly defines/ verifies the nature of the problem.	Very thorough data collected/reviewed that clearly defines/ verifies the nature of the problem. Data tied with future steps.
C. Data-based interpretation	Little to no evidence that interpretations were based on data or no data collected.	Basic but appropriate interpretations were made on the data.	Fairly thorough interpretation of the data that serves to determine next steps.	Excellent interpretation of the data that ties in with needed next steps.
D. Data-based recommendations or conclusions	Little to no evidence that recommendations are related to data or no data collected.	Generic recommendations that are related to general concern.	Specific recommendations clearly based on the data collected and appropriately interpreted.	Specific recommendations clearly based on the data collected and appropriately interpreted and includes plans for generalization and maintenance of skills.
E. NASP Standard addressed. (*Unique to each project*.)				
F. Communication – writing mechanics	Product includes many grammatical errors or formatting issues. Hard to understand what is being communicated.	Product includes only a few grammatical errors and minor formatting issues. Communication is fairly clear and understandable.	Minor or no grammatical errors or formatting issues. Communication is clear.	No grammatical errors. Professionally formatted. Communication is very clear and concise.

ADMISSION REQUIREMENTS

Individuals seeking admission must obtain an Application for Admission from the WKU Graduate School website. Applicants are strongly encouraged to submit the application form and accompanying materials (e.g., transcripts, letters of recommendation) well in advance of the due date (typically March 1st). A Psychology Department Application must also be completed and submitted to the Graduate Studies office. Graduates of accredited institutions other than Western Kentucky University must submit official transcripts indicating the completed degree. Transcripts must be forwarded from the college or university registrar directly to the Graduate School office. Applicants who have not yet completed their undergraduate degree are to submit one official transcript at the time of application and official transcripts again after the degree is completed. There are multiple levels of requirements for admittance into graduate school, the school psychology program, and the teacher education program (also required). Requirements are as follows:

Psychology Department Requirements: School Psychology Program

The school psychology program uses the Graduate Studies minimum GRE (Verbal and Quantitative) scores for the Specialist degree as minimum criteria for admittance. Please note, however, that selection is competitive above the minimum criteria. Applicants should have completed the following:

1. Baccalaureate degree with a background in psychology. If applicants do not have a Bachelor's degree in psychology, completion of at least 12 semester hours of courses in psychology will be required before admission into the program.
2. Attain GRE Verbal and Quantitative scores of at least 142.
3. Attain a GRE Writing score of at least 3.5.
4. An overall undergraduate GPA of at least a 3.0.
5. Three positive and supportive letters of recommendation.
6. Appropriate dispositions for professional work and interactions with teachers, parents, and children.

College of Education and Behavioral Sciences (CEBS) Requirements:

Due to requirements from the Kentucky Education Professional Standards Board, admission into the Teacher Education program (required of school psychology graduate students) requires the following:

1. Students must meet the School Psychology program's admission requirements.
2. An application form (TGA-1).
3. A criminal background check through the Kentucky State Police.
4. Results from a medical doctor's physical examination and TB test/assessment.
5. All other miscellaneous signed statements and forms as required.

These requirements need to be completed at the start of the Fall semester of admittance. The physical, TB test/assessment, and criminal background check are the financial responsibility of the applicant.

Note. It is the policy of the WKU school psychology program to accept those with Master's degrees in closely related fields for respecialization in school psychology. However, our program requires the same coursework, practicum, and internship experiences as our Ed.S. students. Up to 12 credit hours of previous coursework can be applied to the school psychology degree, as per Graduate School policy, but those courses must match courses required within the program.

DEGREE REQUIREMENTS

<u>Mandated Courses and Requirements</u>

WKU considers the course load for a full-time graduate student to be 9-15 hours and students with graduate assistantships must take 6 to 12 hours per semester. If assistantships are available in the summer, students must enroll in at least 1 hour of coursework. The 3-year, 67 graduate hour sequence required for the school psychology program consists of lecture courses, applied skill courses, practicum, an internship, and a specialist project. Other requirements include such things as a comprehensive written examination (Praxis - School Psychology test), an internship portfolio, and critical performance projects (see pp. 7-10). Undergraduate and remedial coursework are **excluded** from credit to the school psychology degree. The courses listed below will appear on the student's *Program of Study*, which is part of the formal program agreement for the school psychology program.

EdFn 501	Educational Statistics (or PsyS 512 Analysis of Variance)	3 hours
Psy 510	Advanced Educational Psychology	3 hours
Psy 511	Psychology of Learning	3 hours
Psy 514	Program Evaluation	3 hours
Psy 519	Psychological Perspectives on Classroom Behavior	3 hours
PsyS 521	Advanced Child Development (or FACS 577 Child Development)	3 hours
Psy 540	Behavior Problems of Childhood & Adolescence	3 hours
Psy 541	Professional Issues and Ethics in Psychology	3 hours
Psy 545	Clinical Child Psychology: Theory & Practice	3 hours
Psy 560	Assessment of Individual Intellectual Functioning: Theories & Issues	3 hours
Psy 561	Advanced Assessment in Educational Settings	3 hours
Psy 562	Practicum in Psychological Assessment	6 hours
Psy 592	Psychology Internship	6 hours
Psy 625	Seminar in School Psychology	3 hours
Psy 641	Theories of Psychotherapy	3 hours
Psy 643	Academic Assessment & Intervention	3 hours
Psy 645	Consultation in Educational & Mental Health Settings	3 hours
Psy 662	Practicum in Psychology (Field Placement)	4 hours
Psy 699	Specialist Project	6 hours

Total Program   67 hours

<u>Critical Performance Projects:</u> Many of the courses will have "critical performance" projects to formally evaluate students' competency at obtaining skills in NASP's 10 training standards. Specific assignments will be discussed in the relevant classes. Confidential information (e.g., names of students, parents, and teachers; address; birthdate) must be removed from the final copy of work turned in, where applicable.

<u>Portfolio:</u> A portfolio of work samples will be required of every student during the internship. The portfolio must be completed and presented to the faculty in the spring of the internship year (typically around March 30th).

<u>Psy 699 - Specialist Project hours:</u> It is recommended that you tell your specialist project chair when you are taking credit hours so he or she can assign a grade at the end of

that session. A grade of *In Progress* (IP) is given until the student successfully defends the Specialist Project.

Psy 700 - Maintaining Matriculation: If a student completes all coursework and internship hours but still does not have the specialist project completed, one additional credit of Psy 700-Maintaining Matriculation must be taken each session until the specialist project is defended.

Comprehensive Exam: All school psychology graduate students are required to take and pass the Praxis - School Psychology Specialty Exam at the Kentucky minimum (147) as the test is utilized as the written comprehensive exam for the program.

Certification: Students who complete this course of studies are eligible for state certification and national certification by the National Association of School Psychologists. Students completing their internship in Kentucky must take the Praxis School Psychology Specialty Exam by the Spring of their second year to be eligible for the Provisional Certificate. A minimum score of 147 on the Praxis Specialty Exam is required for practice in Kentucky. After graduating, a minimum score of 147 is required for National Certification. Kentucky certification applications (Form CA-1) for the provisional and standard certificate (same form) can be obtained from the Teacher Certification Department of Gary Ransdell Hall (2nd floor) or from Kentucky EBSP website. National certification (NCSP) forms can be obtained from the NASP website.

Advising Information: All courses and other requirements of this program are designed to fulfill certification and/or accreditation requirements as set forth by the Kentucky Department of Education (specifically, EPSB), the National Association of School Psychologists, the Council for the Accreditation of Educator Preparation, and National Certification for School Psychologists. Students are not to drop or add courses, or alter the planned sequence of courses, without first obtaining approval from their advisor!

Licensure: If any student wants to obtain licensure through the Kentucky Board of Psychology as a Licensed Psychological Associate or Practitioner at some point in the future, a few additional courses, such as Research Methods (PsyS 504) and Social Psychology (PsyS 552), will be needed. Check with the Board of Psychology for current requirements.

Other Potential Requirements: Certification and program requirements can and do change for various reasons. Thus, students will be required to meet any or all program or certification changes that occur during their time completing the degree.

Specialist Project
The Specialist Project (or thesis) is a requirement for the Specialist in Education degree and consists of six credit hours. The student chooses a professor with whom to work closely and two additional graduate faculty members for the project committee. (All must have graduate faculty status.) The specialist project includes both an oral proposal and an oral defense of a written research project. The proposal meeting is held to determine the viability of the project. Any proposal involving the collection of data from adults or children must go through the University's Institutional Review Board (IRB). Ideally, the proposal meeting should be held PRIOR to beginning the internship. The completed project should be defended and approved by the student's committee members by the end of March of the third (internship) year. Specific deadlines for each term are posted on the Graduate School's website, which can be found at: https://www.wku.edu/graduate/students/thesis/index.php

A student who does not successfully defend by the end of March/beginning of April of the third year risks being unable to meet certification requirements to practice as a school psychologist. A student who does not defend by the end of the Spring Semester (3ʳᵈ year) will also have to register and pay for one additional credit hour of Psy 700 each session until the project is defended. More information is given on the "Dissertation/Thesis/Specialist Projects" link on the Graduate School website. (Look under the drop down menu titled, "Current Students.") It is the student's responsibility for completing all requirements. Information on grant money available for student research is also on the Graduate School website.

Liability Insurance

Graduate students are involved in a variety of applied practicum experiences in the department's psychology clinic and in local schools with children. **As such, students are required to carry professional liability insurance.** Liability insurance for students is fairly inexpensive when they become members of the National Association of School Psychologists. Thus, membership in NASP is required. (Information on membership and insurance are provided at the orientation meeting for new graduate students.) The cost of membership and insurance is at the student's expense. Proof of insurance needs to be submitted to the school psychology program director each year, preferably by the end of September.

STUDENT FEEDBACK AND EVALUATION

School psychology is a very demanding profession that requires individuals to have above average intellectual abilities, broad knowledge in human behavior, excellent interpersonal skills and advanced skills in the areas of assessment and problem solving. Psychology faculty members engage in ongoing informal evaluations of graduate students. Formal evaluations of the status and progress of the students are conducted by school psychology faculty at the end of each semester. School and clinical program faculty members act as a review committee and conduct student evaluations in consultation with other faculty members directly involved with the student's program. If a student is considered to be making less than satisfactory progress, a plan to deal with the areas of concern will be developed by the student and delivered to the major advisor by timelines developed by the advisor. This plan will be presented to the School/Clinical faculty for approval. One form of evaluation involves grades. Students pursuing a graduate degree must maintain a "B" average. The school psychology program's policy considers a grade of "C" within a core program course as unsatisfactory. A student receiving a "C" in any core program course will be put on probation and will not be allowed to enroll in the next course in the sequence without permission of the instructor and program advisor. Probationary status may result in loss of a graduate assistantship or tuition waiver. A student who earns two C's in core courses will be dismissed from the program. Core courses include all courses and practicum within the assessment sequence (Psy 560, Psy 561, Psy 562, Psy 643), intervention classes (Psy 545, Psy 645, Psy 641), professional school psychology (Psy 541, Psy 625) and practicum/internship (Psy 662, Psy 592).

The practice of school psychology requires more than academic knowledge. Consequently, students are evaluated on dispositions and critical performance items that are aspects essential to the functioning of a school psychologist. Such dispositions include, but are not limited to, respect for human diversity, interpersonal skills, communication skills,

dependability, cooperation, emotional stability, adherence to professional ethical standards, judgment, professional demeanor, motivation, ability to profit from supervision/feedback, and professional conduct. School and clinical psychology faculty discuss students' dispositions and progress toward program outcomes at the end of every semester in the program. A dispositions form required by our college (see pages 27-28) is completed at that time for each student in the program. School-based practicum and internship supervisors also evaluate their supervisees' dispositions and competencies using the "Evaluation of Competency Development for Practicum and Internship" form (see pages 33-38). A student may receive adequate grades but can still be dismissed from the program if any of the dispositions, critical performance items, or progress toward program outcomes are deemed to be inadequate by the faculty. **Failure to adhere to ethical standards is adequate reason for expulsion from the program at any time.**

A student will be informed of concerns with his/her dispositions, critical performance items, progress toward program outcomes, or academic work. When immediate dismissal is not warranted, the student will then provide his/her advisor with a written correction plan. This plan will be presented to core School/Clinical faculty for approval. The student will have the opportunity to address the core faculty in person to clarify his/her position at any point during the semester. The student will need to make this request in writing at least one week in advance of a scheduled school/clinical faculty meeting. Written feedback about their request will be given. The program faculty reserve the right to require counseling or compensatory experiences, including additional coursework. Such requirements would be designed to address identified and documented student weaknesses. Student dismissal from the program and/or lack of program approval for internship may result if deficiencies are not adequately addressed. Such decisions will be made with full respect for the student's rights. As per policy of the school psychology program: In accordance with APA and NASP ethical guidelines pertaining to confidentiality, the school psychology program will not publicly report individual student evaluation information.

PRACTICUM AND INTERNSHIP

Two other WKU School Psychology program documents (i.e., F*ield Placement Practicum Handbook* and *School Psychology Internship Handbook*) provide detailed information about the requirements and expectations for practicum and internship. The information in those documents, and outlined here, is designed to be consistent with the standards for field experiences of the accrediting institutions: National Association of School Psychologists (NASP) and the National Council for Accreditation in Teacher Education (NCATE). The school psychology program faculty believe that practicum and internship experiences are essential to the development of a school psychologist's applied skills.

Purposes and Goals of Practicum and Internship Experiences
1. To gain experience with all aspects of a school psychologist's role with the problem-solving model and data-based decision-making process within a multi-tiered system of supports for both regular and special education students.
2. To provide an opportunity to refine consultation skills with parents, teachers, special service personnel in schools, school administrators, and personnel from other community agencies.

3. To provide an opportunity to refine psychoeducational diagnostic skills.
4. To gain an overview of the public school as an organization, including its relationship to other societal agencies, its policies, personnel, etc.
5. To develop sensitivity to classroom interactions and factors influencing the classroom atmosphere.
6. To develop an understanding of the role of preventive mental health in school programs.
7. To gain experience with the interdisciplinary team approach to child study and the RTI process.
8. To be exposed to the implications of legal constraints and legislative initiatives on school psychology practice.
9. To provide the opportunity to apply theoretical knowledge to the educational system and problem-solving process.
10. To practice ethically within the guidelines of NASP and to follow state and federal educational law and local district policies and procedures.

It is recognized that no single field experience can provide opportunities to address all the purposes and goals specified. However, the field experiences as a whole (i.e., psychology training clinic, practicum, internship) are designed to provide a range of experiences that will provide appropriate preparation for WKU's school psychology graduate students to be competent school psychologists upon graduation.

<u>Overview of the Orientation to the Educational Process</u>
The WKU school psychology program emphasizes the importance of being familiar with the many roles of the school psychologist. During the first year of study, students become familiar with the education process through coursework, class discussion, and experiences in the psychology training clinic. Students learn how school psychologists work with other professionals within the schools, outside agencies, families, and community. They obtain assessment skills while being observed for competence in the psychology training clinic. They also obtain knowledge of multi- and inter-disciplinary team functioning and familiarity with the operations of schools and curriculum. The training opportunities also include skill development in conducting interviews, writing reports and giving parents feedback. During the second year, students spend a greater amount of time in educational settings. Specifically, students enroll in Psy 662, Practicum - Field Placement, where they are assigned to a practicing school psychologist. The students are in the schools one full day a week for the school year, and also meet with the university supervisor on a weekly basis to discuss students' activities and to provide additional information related to a variety of school psychology issues and current events. The school psychology students observe in classrooms, complete a variety of types of assessments, attend a variety of team meetings, consult with teachers, assist in planning and implementing interventions, etc. An additional purpose of the Psy 662 Practicum is to provide students with experiences coordinated with the courses they are taking during the second year in the program (e.g., consultation, child therapy, advanced assessment).

Practicum

Type of practicum experiences. Practicum experiences are provided through Psy 562 and Psy 662. Psy 562 is a practicum course that is taken twice (6 total credit hours) and focuses on assessments of individuals, report writing, and data-based decision-making. Two hours of Psy 662 Practicum - Field Placement are taken both Fall and Spring semesters (4 total credit hours) during the second year of the program. The awarding of separate credit for these practicum experiences is indicative of the substantial requirement of time. Separate practicum credit is not awarded in Psy 645 (Consultation), Psy 643 (Academic Assessment & Intervention), Psy 561 (Advanced Assessment in Educational Settings), or in Psy 545 (Clinical Child Psychology), but related practicum experiences are expected as well. Practicum requirements in these courses are fulfilled through Psy 662 (Practicum - Field Placement) for Psy 645, 561, and 545 or in the psychology training clinic for Psy 643. WKU university faculty supervised all practicum experiences even if a site-based supervisor (school psychology practitioner) also provides supervision. These practicum experiences require students to exhibit acquired skills. Additional practicum experiences may be required in addition to course requirements without additional practicum credit given, if deemed necessary by school psychology faculty. Practicum is seen as being distinctly different than internship; it occurs before the student is recommended for internship. The practica occurs throughout the student's progression within the first two years of the program (for full time students). In addition, the practica also build specific professional skills and provide planned programmatic activities in knowledge and skill development. During practicum, students participate in both direct and indirect service delivery.

Sequence of practicum experiences. During the first year, practicum occurs mostly within the psychology training clinic. The psychology training clinic includes digital video recording equipment to provide for optimal supervision by program faculty. The two Psy 562 (Practicum-Psychological Assessment) classes provide supervised experiences in test administration, behavioral assessment, interviewing, parent conferencing, and other assessment techniques. Students receive feedback on their performance and are required to exhibit basic competencies with each individual assessment technique within the clinic and school settings. Remediation is required if a student fails to meet the expected passing criterion. After basic competencies are met, students may provide (supervised) evaluation services within the clinic (i.e., referrals from parents) and in educational settings in the second year of the program.

Expanded practicum experiences in public schools occur during the second year of training when students engage in a wider range of services to schools and their students. Additional services school psychology students provide include problem-solving meetings (e.g., RTI, child study), systematic classroom observations, consultation, group and individual counseling, functional behavioral assessment, program evaluation, and intervention design. During this second year, students are enrolled in two credits of Psy 662 (Field Placement) each semester (4 credits total). Students keep logs of their activities, detailing the types of activities, grade levels, and the time spent on various activities. A minimum of 200 documented hours in the school setting is required by the end of the 2nd year (i.e., prior to internship) with experiences at the elementary, middle, and high school grade levels. Preschool experiences are desirable as well. Each student is paired with a practicing school psychologist for a planned sequence of experiences within a school setting. Students are provided with guidelines for the school psychology field placement practicum (i.e., the Practicum Handbook), which detail the purpose and requirements for the practicum.

Activities are primarily applied practice under the mentorship of the practicing school psychologist. Such activities at the beginning of the school year may start with shadowing the school psychologist supervisor, observations in classrooms, attendance at conferences and special education meetings, and contributing to parts of evaluations. By the end of the school year, the practicum student is engaging in a wide range of roles with much more independence. The purpose of the field placement practicum is to provide students with additional exposure to schools, the educational process, the development and implementation of interventions, and the development of the professional role of school psychologists. University faculty maintain primary responsibility for supervision, but the practicing school psychologists monitor all activities and evaluate student performance. Faculty supervision is also conducted on a weekly basis in group/peer format, with additional individual supervision if appropriate. Group supervision allows students exposure to a wide variety of educational and behavioral challenges and intervention strategies utilized by classmates and their supervisors. Evaluations of student performance are completed at the end of each semester by the practicum and University supervisors. The student's demonstration of skill acquisition, as well as professional demeanor (dispositions), is the focus of the evaluation. The Psy 662 field placement practicum also provides the means for students to conduct specific course assignments from Psy 645 (consultation case), Psy 561 (functional behavioral assessment), and Psy 545 (interview/counseling). Students may also be required to work out of the psychology training clinic as well if needed to insure that additional experiences and optimal supervision are provided to students and to serve the needs of the community.

     Practicum policies. National Association of School Psychologists' (2010) ethical guidelines, supplemented by American Psychological Association's (2002/2010) ethical guidelines, are used by the school psychology student to guide practice during all practicum. Students must be familiar with the various Federal laws and state regulations for both regular education and special education services. These laws and regulations are presented in various classes (primarily Psy 541). Practicum experiences are evaluated systematically and in a manner reflective of the criteria of practicum goals. The initial assessment practicum (Psy 562 paired with Psy 560-Cognitive Assessment) is primarily concerned with standardized test administration and basic report writing skills. The courses on advanced assessment, academic assessment, consultation, program evaluation, the second Psy 562 practicum, and field placement practicum require students to perform at a higher level. These latter experiences require implementation of a problem-solving model, integration of data-based assessment skills, and development and implementation of evidence-based intervention strategies.

     Effort is made to locate practicum field placements near Bowling Green or at sites desired by the student. However, field placements are chosen with respect to the quality of training experiences for the students rather than solely for proximity or benefits to the site. The goal is to provide field-placement experiences that are beneficial for the students and the school systems. This field-based sequence provides students with the opportunity to observe and develop knowledge and skills in direct (e.g., assessment and intervention) and indirect (e.g., consultation, intervention, and program evaluation) services. Students are expected to be knowledgeable and culturally sensitive to differences found in practicum experiences. Students are expected to document diversity experiences on practicum and internship with the _Field Work Summary of Diversity Experiences_ form found on page 29 of this Handbook and give a copy to the University Supervisor at the end of each semester.

<u>Internship</u>

The school psychology internship (PSY 592) is a required experience that follows classroom and practicum experiences. Specific procedures and guidelines are detailed in *A Handbook of Guidelines for the School Psychology Internship*. The school psychology internship is a cooperative venture carried out by the school psychology program of Western Kentucky University and a school district (Local Education Agency - LEA). While the responsibility for the field experience is shared between the cooperating school district and WKU, the primary responsibility rests with the school psychology program at WKU. Thus, the LEA must be willing to allow the program faculty to have primary responsibility in such areas as the type and variety of experiences offered the student, the length of the experience, and the selection of field-based supervisors. Special attention is given to matching the needs of the individual intern with the characteristics of the primary supervisor and/or the internship site. The internship experience is seen as being comprehensive and well balanced in roles and functions for developing school psychologists. The internship should <u>NOT</u> be seen as a primary means for a school district to gain assistance with psychometric work.

The internship experience is a planned terminal, summative, and integrative experience. Therefore, it is crucial that the student has successfully completed all course work. The intern must obtain Provisional Certification - School Psychology, in order to be eligible for an internship within the State of Kentucky. Students will need to obtain a CA-1 form from the Teacher Certification Office to obtain certification. Students must apply to take and pass the Praxis Specialty Exam in School Psychology before they receive a Provisional Certificate in School Psychology to begin internship. The Praxis application can be completed online at http://www.ets.org/. It is recommended that students take this exam as early as possible in the spring semester of their 2nd year of study (before the internship). Students can take the exam at a later date; however, they run the risk of not passing or of the results not being back in time before the internship is scheduled to begin. Students must enroll in 3 credits of Psy 592 each semester of the internship for a total of 6 graduate hours. No more than 12 interns will be supervised by one university internship supervisor. Students may apply for an internship in another state if they so desire, but each site requires faculty approval. Openings for internships in other states typically begin much sooner than openings in Kentucky. The student will be responsible for obtaining the necessary paperwork and credentialing information for the WKU Internship Supervisor. This needs to be done as early as possible.

All parties sign a formal letter of agreement (intern, primary field-based supervisor, university supervisor, and appropriate school district administrator) once an offer of a contract has been made to a student. The letter contains the internship requirements that are briefly covered as follows. The internship will cover one academic year and must be a minimum of 1200 clock hours with exposure to both regular and special education students and programs. The school psychology student, with faculty and advisor permission, can take two years part-time to complete this internship requirement. This provision is the exception rather than standard procedure. A student must have a minimum of 600 hours in a school based setting. Other settings for the additional 600 hours may be arranged, based on the advisement process, availability of appropriate sites, and the student's professional development and future goals. Most WKU graduates completed their entire internship year in public schools. Student interns typically have 10-month contracts, which usually result in approximately 1400 hours of service. Because students are under contract with the school, they are expected to finish

out the school year at their internship site and receive supervision the entire time, even if their 1200 hours are completed before the school year is over.

Internship site responsibilities. Internship sites must agree to provide a minimum of two hours per week face-to-face supervision by a state certified school psychologist, who has a minimum of three years of field experience, post internship. The field-based supervisor must agree to participate in routine contact with the WKU supervisor, provide supervision of the intern's activities, assist in developing goals and objectives for the intern, and assist in evaluating the intern's performance each semester (usually December and May of each year). A field-based supervisor will be responsible for no more than two interns at any given time. The field-based supervisor will be a school psychologist who holds a Kentucky (or other state's) School Psychology Certificate or is a Licensed Psychologist under the Kentucky Psychology Licensing Law (or appropriate state) where the internship site is located. The field-based supervisor will submit a copy of this license or certificate and a current vita for WKU program approval as a supervisor. Internship sites must provide interns with the appropriate materials, clerical assistance, and office space consistent with that afforded other school psychologists within the district. Additionally, internship sites must agree to provide continuing professional development activities including participation in up to three, all day WKU sponsored internship seminars per semester.

Intern responsibilities. While on internship, students must complete internship logs weekly and provide monthly summaries, participate in up to six intern seminars at WKU during the year, and participate in the evaluation of the internship site and supervision experiences. Interns are under contract with the school district and must conduct themselves as if they were regular employees. The intern is also expected to adhere to a professional code of conduct and ethics. Students will use the NASP (2010) ethical guidelines, supplemented by APA ethical guidelines as appropriate, and the appropriate federal and state laws to guide their practice. Students will show good professional skills, professional conduct, and appropriate interpersonal skills. Interns will make contacts (e.g., phone, email) with the WKU faculty supervisor at least twice per month to inform the faculty supervisor of activities. Along with a mid-year evaluation, a comprehensive formal evaluation will occur at the end of the internship experience. Students are expected to document diversity experiences on internship with the *Field Work Summary of Diversity Experiences* form found on page 29 of this Handbook and give a copy to the University Supervisor at the end of each semester. The student's completed portfolio of performance activities will be required near the end of the internship year (typically by the end of March).

Primary and university supervisor responsibilities. Responsibilities of the field-based internship supervisor include monitoring activities, supervising all professional activities, providing two hours per week face-to-face supervision and formal and informal evaluation of the intern's progress. Supervision includes ongoing feedback regarding all areas of performance and support and guidance in skill development and knowledge acquisition. Regular feedback from the field-based internship supervisor to the WKU faculty supervisor regarding the intern's conduct and progress is expected. If there are problems or concerns, the WKU faculty supervisor should be immediately informed. The WKU faculty supervisor will make one visit per semester to each internship site if feasible. The WKU faculty supervisor will make monthly contacts (e.g., phone, email) with each field-based supervisor.

A signed internship agreement will be on file at WKU outlining the student's and school's responsibilities and a copy will be provided for all parties involved. Informal

evaluation of the student's progress should be conducted in an on-going manner by the field-based supervisor. A formal evaluation will be completed at the end of each semester. The evaluation forms will also suggest a grade for the internship. At the end of the internship, a completion form (found in the internship handbook) should be submitted to the University Supervisor indicating the successful completion of the internship and that all requirements (e.g., > 1200 total hours, at least 2 hours of supervision per week) were met. Students will ensure that their entire student file, including the portfolio, and logs are complete before graduation.

FACULTY

School Psychology Faculty

    Carl L. Myers (Ph.D., Iowa State University, Professor). His interests include early childhood services, behavioral consultation with parents, measures of literacy, early interventions with children with autism, and descriptive functional assessment procedures. Dr. Myers has worked as a school psychologist in Iowa for nine years. He was certified as a Primary Level Evaluator for Kentucky's First Steps program for infants and toddlers for 16 years. He completed his predoctoral internship at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine in Baltimore, Maryland where he specialized in the inpatient and outpatient treatment of children with behavioral problems related to health issues (e.g., traumatic brain injury, lead poisoning, compliance with therapies). He is a member of the Kentucky Association for Psychology in the Schools (KAPS) and the National Association of School Psychologists. Dr. Myers served as the President of KAPS from 2001-2002, and served as the KAPS Professional Standards and Ethics Chair from 2005-2015. He is a licensed psychologist in Kentucky. He is certified as a school psychologist by the Department of Education in Kentucky and is a Nationally Certified School Psychologist (NCSP) as well. He has been at Western since 1995. He teaches the Professional Issues and Ethics, School Psychology Seminar, and Advanced Assessment in Educational Settings courses, and supervises Field Placement Practicum experiences. Dr. Myers serves as the school psychology program director and advisor to all school psychology graduate students.

    Elizabeth L. Jones (Ph.D., University of Georgia, Associate Professor). Her interests include: academic and personality assessment; multicultural issues; self-injurious behavior, and intervention strategies and services for children birth to five years of age. She has been involved with an inter-departmental grant at Western, where she assisted with an interdisciplinary faculty preparing personnel in infant and toddler assessment and interventions. Dr. Jones has had nine years experience as a practicing school psychologist and has worked within the field for more than 30 years. She has worked in both rural and metropolitan public school systems within Georgia and South Carolina. She has also worked in a residential treatment center for seriously emotionally disturbed children. She holds certification as a school psychologist by the Kentucky Department of Education, a Kentucky license for the practice of psychology and is a Nationally Certified School Psychologist (NCSP). Dr. Jones is a member of the National Association of School Psychologists and the American Psychological Association (Division 16). She has been at Western since 1989. She teaches the Consultation, Behavior Problems of Childhood, and Academic Assessment and Intervention courses and supervises Internship experiences.

Samuel Y. Kim (Ph.D., Georgia State University, Assistant Professor). His interests include: social cognitive theory, self-efficacy, bullying, positive psychology, and scale development. Dr. Kim has a number of clinical experiences such as working in a private practice as well as in school districts in Georgia, Texas, and Michigan. He completed his APA-approved pre-doctoral internship at the Cypress-Fairbanks Independent School District near Houston, TX. There he completed psychological evaluations and provided intervention services for children with issues ranging from autism to emotional behavioral disabilities. Dr. Kim also completed a two-year post-doctoral experience at Central Michigan University that included teaching, research, and service to the institution as well as working in a community-based mental health clinic that worked with infants to older adults. He is a Nationally Certified School Psychologist (NCSP), and is a member of the National Association of School Psychologists and the American Psychological Association (Division 16). He has been at Western since 2015. He teaches the Practicum in Psychological Assessment and Clinical Child Psychology courses.

Ryan Farmer (Ph.D., University of Memphis, Assistant Professor). His interests include: applied behavior analysis, functional behavioral assessment, autism, and cognitive assessment. He completed his pre-doctoral internship at the Munroe-Meyer Center for Autism Spectrum Disorders in Omaha, Nebraska. While there, he was involved in the Severe Behavior Disorders Clinic, the Early Intervention Program, the Autism Diagnostic Clinic, and the Family Behavior Management Clinic. Dr. Farmer is new to WKU in 2016 and will teach the Psychology of Learning and Practicum in Psychological Assessment courses.

Supporting Faculty:

Sally Kuhlenschmidt (Ph.D., Purdue University, Professor). Dr. Kuhlenschmidt's interests include professional training with regard to technology, adult learning, intellectual assessment and applied behavior analysis. Dr. Kuhlenschmidt teaches the Assessment of Individual Intellectual Functioning and the Theories of Psychotherapy courses.

Elizabeth Lemerise (Ph.D., New School for Social Research, Professor). Her interests include developmental psychology and specifically peer relations in mixed-age classrooms, emotional development, and emotion and social information processing. Dr. Lemerise teaches the Advanced Child Development course.

Jenni Redifer (Ph.D., University of Florida, Assistant Professor). Her research interests are cognitive factors related to student learning and achievement, specifically, how working memory capacity influences problem-solving and retrieval of information from long-term memory. Dr. Redifer teaches the Program Evaluation course.

Ronda Talley (Ph.D., Indiana University, Professor). Dr. Talley's background includes school psychology. Her interests include caregiving and national policy issues. She has taught the Program Evaluation course and has directed students' special projects.

Steve Wininger (Ph.D., Florida State University, Professor). His research interests are primarily in motivation and emotion within the contexts of exercise, sport, and education. Dr. Wininger teaches the Advanced Educational Psychology course.

PROFESSIONAL ORGANIZATIONS

<u>NASP</u> – The National Association of School Psychologists (NASP) is an organization that the students are required to join (to obtain liability insurance, among other reasons). This organization is representative of school psychology interests nationwide. Members receive access to the electronic journal *School Psychology Review*, the newsletter *Communique*, convention discounts, and other publications at a discount. Student membership costs $70.00 per year. Attendance at the annual national conventions is also encouraged.

<u>KAPS</u> – Graduate students in school psychology are strongly urged to join the Kentucky Association of Psychology in the Schools (KAPS) as a student member and become an active participant in the organization. Student membership costs $15.00 per year. KAPS has a significant bearing on the role and function of school psychologists in Kentucky, job opportunities, and Continuing Professional Development opportunities. In essence, this organization will influence the future scope of school psychology in the state; therefore, students should be deeply involved and committed to playing a part in determining the destiny of the profession of school psychology.

<u>APA</u> – The American Psychological Association (APA) is a national organization representing all disciplines of psychology. Division 16 of APA represents school psychology. Student affiliate membership is available. Membership includes the journal, *School Psychology Quarterly*, and a newsletter, *The School Psychologist*. Student affiliate membership is $67.00 per year.

CONTINUING PROFESSIONAL DEVELOPMENT

The school psychology faculty at WKU offer or sponsor continuing professional development activities for school psychologists in the region and state, as well as nationally and internationally. These training activities may be coordinated through the state school psychology organization (Kentucky Association for Psychology in the Schools - KAPS) or through the local educational cooperative (Green River Region Educational Cooperative - GRREC). Recent workshops by WKU school psychology faculty included the topics of adaptive behavior (Dr. Myers) and teens, internet use, and cyber-bullying (Dr. Pfohl). Sponsored offerings have been on such topics as suicide prevention (Richard Lieberman-Los Angeles Unified School District); RTI academic interventions (Dr. Matt Burns-University of Minnesota); the assessment of autism with the *ADOS-2* (Dr. Rachel Hundley-Vanderbilt); and executive functioning (Dr. Peg Dawson- Seacoast Mental Health Center, Portsmouth, NH). The Department of Psychology has also co-sponsored an annual 2-day mental health conference in Bowling Green every summer (Promoting Positive Mental Health in Schools and Communities) since 2014. Students are encouraged to attend such meetings and workshops. KAPS offers a fall conference with multiple paper and workshop presentations that students are also encouraged to attend. Attendance at such trainings provides opportunities to become acquainted with professional colleagues across the state and nation and expand upon professional skills.

NATIONAL CERTIFICATION

The Nationally Certified School Psychologist (NCSP) is the professional certification credential of the National School Psychology Certification System of the National Association of School Psychologists. Applicants who wish to become certified do not need to be a member of NASP, but it is encouraged. Applicants for certification must complete the following: 1) a specialist or a master's degree from a 60+ hour program from an accredited institution; 2) a supervised internship consisting of at least 1200 clock hours with at least half of the hours in the school setting; 3) state certification to practice school psychology; and 4) take and pass (cut–off score 147) the School Psychology Specialty Test of the national Praxis Examination. Other supervision requirements during your first year of practice are also required.

After the certification process is completed, the NCSP must keep up with current issues by attending meetings, classes, seminars, and/or workshops. These activities make up the Continuing Professional Development (CPD) hours. Seventy–five (75) CPD hours must be completed within each three–year renewal period, and a certain number of those hours from NASP-approved providers. Furthermore, the NCSP must adhere to professional ethics and hold the highest regard for the profession, as well as obtaining at least 3 CPDs on ethics or legal issues each renewal cycle.

FINANCIAL ASSISTANCE

Graduate Assistantships

Graduate assistantships are available throughout the campus. School psychology graduate students can receive assistantships from other areas of the University, such as the Literacy Department, Special Instructional Programs, and the Educational Leadership doctoral program. Most students hold graduate assistantships in the Psychology Department where they might be involved with faculty research, assisting professors with psychology classes, or in the psychological training clinic. The stipend amount (paid monthly) is typically $8000 for the academic year. (Some assistantships in other departments may pay more.) The maximum course load for a student with an assistantship is 12 credit hours per semester. The Psychology Department makes every effort to provide an assistantship for each student who attends our graduate program and wants the assistance. We have been fortunate enough the last few years to offer an assistantship to everyone who wants on. Unfortunately, budget limitations at the University or state level may impact our ability to award assistantships to all in the future. Once appointed, graduate assistants must maintain an overall GPA of 3.0 to keep the assistantship.

Tuition Waivers

A few tuition waivers (amounts vary greatly) are currently funded by the Graduate School and the CEBS Dean's office and given through the graduate programs in the Psychology department. The availability and criteria for awarding the tuition waivers can vary from year to year. Faculty consider a student's financial need and academic merit when making the awards. No application is necessary.

Scholarships

Dotson & Jaggers-Cave: There are two scholarships named for two former psychology faculty members (Dr. Elsie Dotson & Dr. Lourine Cave) that are specifically for WKU psychology graduate students from either the clinical or school psychology graduate programs. The Dotson and Jaggers-Cave scholarships are awarded only to Kentucky residents. The scholarships are awarded on the basis of financial need and strong academic records. The Jaggers-Cave scholarship is typically awarded to a small number of students. Amounts awarded have typically ranged from $1000 to $2000. The amount of the Dotson scholarship is approximately $600. To apply for these scholarships, complete the appropriate scholarship application forms available from the Psychology Department website or the Chair of the scholarship committee, Dr. Carl Myers. Applications are usually due in the spring or early summer.

Jesse Keeling: Due to the generosity of Jesse's family and friends, a scholarship became available in 2009 specifically for a 2nd year school psychology graduate student. Jesse was a school psychology graduate student at WKU who tragically lost her life in a car crash at the end of her first year of study. The current amount of the scholarship is $4000, and the amount is expected to grow as family and friends continue to donate to the scholarship fund. Applications are due late January or mid-February (watch for announcements) and are directed toward Dr. Myers. Jesse's school psychology classmates and parents are involved in selecting the recipient of the scholarship.

OTHER POLICIES

Other psychology department and University policies on topics not mentioned in this handbook will apply to graduate students as well. Students are responsible for meeting all Western Kentucky University policies and requirements and the student code of conduct. https://www.wku.edu/studentconduct/student-code-of-conduct.php As an example of an important WKU policy, WKU has a policy on workplace violence that applies to all employees, which includes graduates assistants. It says, in part, "Western Kentucky University seeks to maintain a working environment in which individuals are treated with common courtesy, respect and professionalism and which is free from acts or threats of violence. The University has established a zero tolerance policy for threats, violence and any acts, physical or otherwise, that may create an intimidating and disruptive work environment." (HR Policy #80-105)

CEBS DISPOSITIONS FORM FOR SCHOOL PSYCHOLOGY

The WKU Education Professional demonstrates dispositions associated with the profession by valuing learning, personal integrity, diversity, collaboration, and professionalism.

Note: For this rubric, behavioral anchors are provided as *examples* to guide assessment of each disposition at the extremes and middle.

Rating Indicator	Below Standard 1	2	At Standard 3	4	Target 5
a. Values learning: Attendance	Exhibits a pattern of absence and/or tardiness. Fails to contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.		Occasionally misses class and is rarely tardy. Usually notifies instructor if going to be absent or contacts instructor following absence with reason for absence.		Consistently attends class and is on time. Notifies instructor in advance if going to be absent. Gives reason for planned absence.
b. Values learning: Class participation	Inattentive in class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.		Is attentive in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.		Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.
c. Values learning: Class preparation	Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read readings, etc.)		Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Is prepared for class most of the time.		Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.
d. Values learning: Communication	Frequently uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.		Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.		Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.
e. Values personal integrity: Emotional control	Emotions are not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.		Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.		Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.
f. Values personal integrity: Ethical behavior	Shows dishonest, deceitful, or unethical behavior. Fails to use discretion in keeping information confidential. Cannot be counted on to keep word or to follow through as promised.		Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Generally ethical and trustworthy.		Exhibits honest, ethical, and responsible behavior. Follows APA and NASP ethical guidelines. Shows personal integrity.

Rating Indicator	Below Standard 1	2	At Standard 3	4	Target 5
g. Values diversity	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.		Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.		Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
h. Values collaboration	Does not collaborate or consult with others. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.		Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.		Actively seeks out and incorporates ideas of others. Willingly works with others. Demonstrates positive interpersonal skills.
i. Values professionalism: Respect for school rules, policies, and norms	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.		Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.		Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
j. Values professionalism: Commitment to self-reflection and growth	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.		Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.		Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.
k. Values professionalism: Professional development and involvement	Shows little interest in activities or events that promote professional development. Attends only when mandatory. Unaware of professional organizations, professional publications, or other educational resources.		Occasionally participates in professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources.		Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
l. Values professionalism: Professional responsibility	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Frequently must be given an unusually high level of guidance.		Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Usually shows self-direction.		Accepts responsibility for own actions and for helping all students learn. Actively seeks self-improvement. Consistently holds high expectations for the success of all students. Shows self-direction.

*Rubric adapted from Wayda, V, & Lund, J. (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? *The Journal of Physical Education, Recreation, & Dance, 76*, p. 34.

Field Work Summary of Diversity Experiences
(College of Education Version)

WKU CLASS	
Year/Semester	

WKU ID#		Last Name		First Name	

Certification Area:

☐ P-5   ☐ P-12   ☐ 5-12   ☐ Middle Grades   ☐ Secondary   Major: _____

☐ IECE   ☐ K-12 EXED LBD/MSD   ☐ School Counseling   <u>XX</u> **School Psychology**

School District Name		**District Office Location: City, State**	
Supervisor's Name		**District Location: County**	
Class Name (if applicable)		**District Location: Zip Code**	
# Hours This Semester		**Experiences were obtained for what grades or age levels?**	

TYPES OF EXPERIENCES (CHECK all that apply)		CONTEXT (CHECK all that apply)		TYPES OF STUDENTS (CHECK all that apply)		ETHNICITY OF STUDENTS (CHECK all that apply)	
Observed	☐	Inclusive classroom	☐	Physically Impaired	☐	Caucasian	☐
Provided teacher support (research, bulletin board, supervised field trip, graded/filed, ran errands)	☐	Resource room	☐	Learning Disability	☐	African American	☐
		Collaboration	☐	Moderate/Severe Disability	☐	Native American/American Indian	☐
		Pullout programs	☐	Emotional/Behavior Disorder	☐	Latino/Hispanic American	☐
Tutored/direct intervention	☐	Tutorial/enrichment	☐	Gifted	☐	Asian American	☐
Taught lessons	☐	Clinic/lab	☐	English Language Learner	☐	Other	☐
Interviewed	☐	Self-contained classroom	☐	Visually Impaired	☐		
Consulted	☐	Community-based	☐	Hearing Impaired	☐		
Administered assessment	☐	Home-based	☐	Speech/Language Delayed	☐		
Provided family support	☐	Hospital	☐	Developmentally Delayed	☐		
Instructional assistive technology support	☐	Residential	☐	Autism Spectrum Disorder	☐		
		Alternative program	☐	Other Health Impaired	☐		

WKU CURRICULUM CONTRACT

ADVANCED DEGREE PROGRAM – Ed.S., SCHOOL PSYCHOLOGY (Reference #147)
Leading to One-Year Provisional School Psychology Certification (Rank II) and
Standard Certification (Rank I) for School Psychologists, All Grades

Contact Information:

Last,	First	Middle	WKU ID Number

Street			Home Phone Number

City	State	Zip Code	E-mail Address

Specific degree requirements with advisement sheets attached.

WESTERN KENTUCKY UNIVERSITY --- SCHOOL PSYCHOLOGY

The School Psychology graduate program consists of a sequence of courses culminating in the Specialist in Education (Ed.S.) degree. The program consists of 67 graduate hours and a full time commitment would require three years to complete (3rd year is the internship). The program provides students with a solid core of psychological foundations including the areas of learning and developmental psychology. The students also participate in applied course work including academic assessment and intervention, consultation, program evaluation, and psychological assessment. This preparation provides the student with a broad array of skills to deliver psychological services in diverse educational settings. These services include the following: individual child evaluations, program evaluation, problem-solving consultation, counseling, and academic and behavioral interventions. The School Psychology program's broad goal is to train school psychologists who are able to integrate theoretical information from the fields of psychology and education with appropriate interventions for children, parents, and teachers in a variety of educational settings. Students need a Praxis-II School Psychology exam score above the minimum set by EPSB and must complete all coursework except PSY 592 and PSY 699 to begin their internship. Students who work in Kentucky their internship year will need the One-Year Provisional School Psychology certificate. All coursework except PSY 592 and PSY 699 is needed to obtain the provisional certification.

Required Courses

PSY 510	Advanced Educational Psychology	3 hours
PSY 511	Psychology of Learning	3 hours
PSY 514	Program Evaluation	3 hours
PSY 519	Psychological Perspectives on Classroom Behavior	3 hours
PSY 540	Behavior Problems of Childhood & Adolescence	3 hours
PSY 541	Professional Issues and Ethics in Psychology	3 hours
PSY 545	Clinical Child Psychology: Theory and Practice	3 hours
PSY 560	Assessment of Individual Intellectual Functioning	3 hours
PSY 561	Advanced Assessment in Educational Settings	3 hours
PSY 562	Practicum in Psychological Assessment	6 hours
PSY 625	Seminar in School Psychology	3 hours
PSY 641	Theories of Psychotherapy	3 hours
PSY 643	Academic Assessment & Intervention	3 hours
PSY 645	Consultation in Educational & Mental Health Settings: Theory & Practice	3 hours
PSY 662	Practicum in Psychology	4 hours

One of the following two courses:

PSYS 521	Advanced Child Developmental Psychology	
FACS 577	Child Development Theory and Research	3 hours

One of the following two courses:

PSYS 512	Analysis of Variance	
EDFN 501	Educational Statistics	3 hours

Total Hours Needed for Internship and Provisional Certificate = 55

PSY 592	Psychology Internship	6 hours
PSY 699	Specialist Project	6 hours

Total Hours Needed for Graduation and Standard Certificate = 67

Delineation of Unit/Program Transition Points – ADVANCED PREPARATION

Transition Point 1: Admission to School Psychology Program			
Data Reviewed	**Minimal Criteria for Admission/Continuation**	**Review Cycle**	**Reviewed By**
• Admission application • Undergraduate degree • GRE scores • Undergraduate psychology courses	• Completion of application • Evidence of Bachelor's degree • Minimum GRE Verbal and Quantitative scores of 142 • Minimum GRE Writing score of 3.5 • 12 semester credit hours of psychology classes	Spring Semester prior to entrance	The Graduate School and School Psychology Faculty

Transition Point 2: Continuation to Internship and Provisional Certification			
Data Reviewed	**Minimal Criteria for Continuation**	**Review Cycle**	**Reviewed By**
• Grades in core classes • End of semester evaluations • Practicum evaluation form • Critical performances • Dispositions • Praxis School Psychology exam score	• Grades of B or better • No corrective action plans or appropriate progress on a corrective action plan • No areas rated as "not acceptable" or "marginally acceptable" • Passing scores as designated by individual faculty • All dispositions "at standard" or above • Minimum Praxis score set by EPSB	End of 2nd year of classes	School Psychology Faculty

Transition Point 3: Program Exit and Standard Certification			
Data Reviewed	**Minimal Criteria for Exit**	**Review Cycle**	**Reviewed By**
• Portfolio • Internship evaluation form • Exit GPA	• Rubric mean scores of at least 3.0 for all portfolio pieces • No areas rated as "not acceptable" • Minimum GPA of 3.0	End of internship year	School Psychology Faculty

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

_____   _____
Candidate's Name (printed)   Specialization Advisor's Name (printed)

_____   _____

Candidate's Signature/Date   Specialization Advisor's Signature/Date

<table>
<tr><td colspan="2" align="center">**Western Kentucky University**
Evaluation of Competency Development for Practicum & Internship</td></tr>
<tr><td>Student Name: _____

Placement:_____

Supervisor:_____</td><td>Semester, Year_____

Point in Program:

   Practicum _____   Internship _____</td></tr>
</table>

This evaluation form is designed to evaluate practicum students' and interns' level of competency in the 10 domains of training and practice described in NASP's (2010) *Standards for Graduate Preparation of School Psychologists*. In addition, students' dispositions necessary for effective collaborative functioning as a school psychologist are assessed.

Supervisors:

1. Please rate each item twice, once for *competency* and once for *acceptability*. The "acceptability" rating will depend heavily on whether the student is on practicum or internship and whether it is the first or second semester. For example, the student would be expected to have low levels of competency during her first semester of practicum, so the acceptability ratings would be lenient at that point in time. But a student in her final semester of internship with a low level of competency should rate a level of acceptability that indicates concerns.

2. If the student has not yet had the opportunity to experience an activity or you have no basis for appraisal, check the "No Opportunity" box and leave the "Competency" and "Acceptability" boxes blank.

3. First, indicate the extent to which the practicum student or intern demonstrates competency for each item using the scale described below.

4. Second, indicate the acceptability of the level of competency demonstrated using the scale below.

5. As appropriate, provide comments in support of your ratings, for both strengths and concerns. *(Note: If the student receives a rating of 1 in the "Acceptability" column, comments are necessary to explain the concern.)*

6. At the end of the evaluation form, provide a recommendation for a course grade.

Level of <u>Competency</u>

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Novice	Beginning to show this knowledge/skill.
2	Advanced Beginner	Basic knowledge/skills attained and demonstrated routinely.
3	Competent	Uses knowledge /skills flexibly as part of an overall repertoire. *(For practicum-not expected for all domains, use sparingly.)*
4	Proficient	Demonstrates very advanced knowledge/skills. *(It would be rare that this rating is used on practicum.)*

<u>Acceptability</u> of Student's Level of Competency

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Not Acceptable	Needs further skill development and/or close supervision.
2	Marginally Acceptable	Inconsistent performance or still some gaps in skills.
3	Acceptable/Expected	Development consistent with expectations at this stage.
4	Exceeds Expectations	Above and beyond expectations at this stage.

Domain 2.1 Data-Based Decision-Making and Accountability	Competency	Acceptability	No Opportunity
Demonstrates knowledge of varied methods of assessment and data collection.			
Is able to apply results of assessment to develop interventions or recommend services.			
Is able to apply results of assessment to evaluate interventions, services, or programs.			

Note to supervisor. Assessment can include a wide variety of data collection techniques, including, but not limited to: record review, interviews, observations, formal tests, behavior rating scales, and CBM types of methods. You are asked to rate the student's overall competency level above, which can be difficult given the numerous assessment methods. Please provide a rating that generally reflects the student's skills and note which method(s) the student needs more experience with in your comments.

Comments:

Domain 2.2. Consultation and Collaboration	Competency	Acceptability	No Opportunity
Demonstrates knowledge of varied methods of consultation and collaboration.			
Demonstrates skills to consult, collaborate, and communicate with others.			

Comments:

Domain 2.3. Interventions and Instructional Support to Develop Academic Skills	Competency	Acceptability	No Opportunity
Demonstrates knowledge of influences (e.g., biological, cultural, social) on students' learning of academic skills.			
Demonstrates skills in using assessment and data collection methods to develop or recommend services supporting students' academic and cognitive skills.			
Demonstrates skills in using assessment and data collection methods to evaluate services supporting academic and cognitive skills.			

Comments:

Domain 2.4. Interventions and Mental Health Services to Develop Social and Life Skills	Competency	Acceptability	No Opportunity
Demonstrates knowledge of influences (e.g., biological, cultural, social) on students' behavior and mental health.			
Demonstrates knowledge of how behavior and social-emotional functioning impacts learning and life skills.			
Demonstrates knowledge of evidence-based strategies to promote social-emotional functioning and mental health.			
Demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning and mental health.			

Comments:

Domain 2.5. School-Wide Practices to Promote Learning	Competency	Acceptability	No Opportunity
Demonstrates knowledge of school and systems structure, general and special education, and technology resources.			
Demonstrates knowledge of evidence-based practices that promote academic outcomes, learning, social development, and mental health.			
Demonstrates skills, in collaboration with others, to develop and implement practices and strategies to create and maintain effective and supportive learning environments.			

Comments:

Domain 2.6. Preventive and Responsive Services	Competency	Acceptability	No Opportunity
Demonstrates knowledge of services in the school and community to support learning and mental health.			
Demonstrates knowledge of services in the school and community to implement effective crisis preparation, response, and recovery.			

Comments:

Domain 2.7. Family-School Collaboration Services	Competency	Acceptability	No Opportunity
Demonstrates knowledge of family systems, strengths, and needs.			
Demonstrates knowledge of methods to develop collaboration between families and schools.			
Demonstrates knowledge of the influence of culture on family-school interactions and collaboration.			

Comments:

Domain 2.8. Diversity in Development and Learning	Competency	Acceptability	No Opportunity
Demonstrates knowledge of individual difference variables that impact learning and development.			
Demonstrates sensitivity in working with individuals of diverse characteristics.			
Demonstrates skill in working with individuals of diverse characteristics.			

Comments:

Domain 2.9. Research and Program Evaluation	Competency	Acceptability	No Opportunity
Demonstrates knowledge of varied data collection and analysis techniques appropriate for research/program evaluation.			
Demonstrates an understanding of how to control for variables that would impact the reliability and validity of data collection techniques.			
Demonstrates the ability to plan and conduct a program evaluation to evaluate school-based services.			

Comments:

Domain 2.10. Legal, Ethical, and Professional Practice	Competency	Acceptability	No Opportunity
Demonstrates knowledge of the potential varied roles of a school psychologist.			
Practices in ways that are consistent with ethical, legal, and professional standards.			
Demonstrates respect for human diversity.			

Comments:

PROFESSIONAL INTERPERSONAL DISPOSITIONS

Please rate the student's professional and interpersonal dispositions using the following scale:
Ratings: 1 = Unacceptable
   2 = Marginal
   3 = Acceptable
   4 = On Target
   5 = Area of Strength
   NA = Not Applicable or Not Observed

1. Demonstrates positive interpersonal skills.   1 2 3 4 5 NA

2. Establishes rapport and effectively communicates
with students.   1 2 3 4 5 NA

3. Establishes rapport and effectively communicates
with parents.   1 2 3 4 5 NA

4. Exhibits punctuality.   1 2 3 4 5 NA

5. Able to organize own schedule and work assignments
in an efficient manner.   1 2 3 4 5 NA

6. Uses sound, practical judgment.   1 2 3 4 5 NA

7. Personal appearance is appropriate and professional. 1 2 3 4 5 NA

8. Reacts appropriately to feedback or criticism. 1 2 3 4 5 NA

9. Learns from feedback or criticism.   1 2 3 4 5 NA

10. Dresses appropriately.   1 2 3 4 5 NA

11. Willingness to learn or improve professional skills.	1	2	3	4	5	NA
12. Maintains positive outlook.	1	2	3	4	5	NA
13. Exhibits organizational skills.	1	2	3	4	5	NA
14. Uses appropriate grammar and vocabulary.	1	2	3	4	5	NA
15. Exhibits responsible behavior.	1	2	3	4	5	NA
16. Exhibits self-direction.	1	2	3	4	5	NA
17. Exhibits personal and emotional stability.	1	2	3	4	5	NA
18. Accepts and respects individual differences.	1	2	3	4	5	NA
19. Accepts and respects cultural diversity.	1	2	3	4	5	NA
20. Assumes responsibility for personal/professional actions.	1	2	3	4	5	NA
21. Exhibits ethical behavior.	1	2	3	4	5	NA

AREAS FOR FUTURE GROWTH:

COURSE GRADE

As the practicum or internship supervisor, I would recommend this graduate student receive a grade of:

A   A-   B+   B   B-   C+   C   C-

_____ _____
Field Supervisor   Date

_____ _____
Graduate Student   Date

_____ _____

University Supervisor   Date

TIME FRAMES FOR IMPORTANT TASKS

<u>First Year</u>

Fall Semester

☐   Complete *Program of Study*, Curriculum Contract, and other paperwork.
      Complete a Physical, TB test, and criminal background check.

☐   If you graduated in May or August of this year from a university other than WKU,
      arrange to have your final undergrad transcripts sent to WKU's Graduate School.

☐   Adjust to graduate-level classes, your assistantship, WKU, and Bowling Green!

☐   Hone your word processing skills using APA style (6th edition of APA
      Publication Manual). A computer lab is located on the 2nd floor of Gary Ransdell
      Hall.

☐   Join KAPS and NASP as student members!

☐   Apply for professional liability insurance through NASP.

☐   Attend the Kentucky Association for Psychology in the Schools (KAPS)
      conference, usually held in September or October.

Winter Term

☐   One winter term course.

Spring Semester

☐   Choose a specialist project advisor, decide on a research topic, and the committee
      members. Submit the *Committee & Topic Selection* form to the Graduate School.

☐   Attend the National Association of School Psychologists conference.

Summer

☐   Two summer school courses.

☐   Begin literature review on a topic for your specialist project.

☐   Celebrate! You're more than halfway through the course work!

<u>Second Year</u>

Fall Semester

☐   Attend Kentucky Association for Psychology in the Schools conference, usually
      held in September or October, and start looking into internship possibilities.

☐   Develop your specialist project proposal, propose it to your committee, and obtain
      Institutional Review Board approval.

Spring Semester

☐ Take national School Psychology Exam (Praxis test #5402). You must register to take it ahead of time. See www.ets.org for available centers and testing windows. When you register for the test, request that your scores be sent to WKU and NASP.

☐ Create a vita. Seek feedback from faculty and peers.

☐ Start looking for internship sites (start earlier if looking out-of-state).

☐ Near the end of the semester, fill out the CA–1 form for KY Provisional School Psychologist Certification. Get form from the Teacher Certification office, 2nd floor of GRH, or the Education Professional Standards Board website.

☐ Have transcript sent to Teacher Certification office after all classes have been completed.

☐ Collect data for specialist project.

Summer

☐ Complete and defend specialist project. Make needed revisions.

☐ Submit completed specialist project to Dean's Office and make requested revisions. Send an electronic copy and turn in the necessary forms to the Graduate School office.

☐ Have Internship "Letter of Agreement" signed by appropriate supervisors.

Third Year - **Internship!**

☐ Complete and defend specialist project, if not already completed.

☐ Complete portfolio by assigned date, usually March 30th.

☐ Submit CA–1 Form for Kentucky's Standard School Psychologist certificate when all degree requirements are met (if working in Kentucky).

Fourth Year

☐ Begin professional career as a full–fledged School Psychologist!

☐ Obtain National Certification as a School Psychologist through NASP.