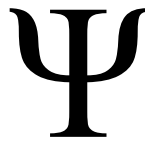




# School Psychology Program

<http://www.usm.maine.edu/cehd/school-psychology>

## M.S. PROGRAM HANDBOOK 2007-2008



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USM's M.S. Program is Approved by the:



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## I. INTRODUCTION

This handbook has been prepared to assist students in the Master of Science (MS) in School Psychology Program as they determine and engage in course planning and program completion activities. The handbook includes information regarding program mission, goals, objectives, philosophy, required courses, student evaluation, practicum, internship, and research project activities. It has been designed to give the student, and the faculty supervisor(s) a better understanding of each other's roles. Students are advised that this handbook does not include all Department, College, and University policies. Students should consult the [University of Southern Maine Graduate Catalog](#) for other information. Students are reminded that consultation with their advisors is an essential component to individual program of study planning.

Comments about this handbook are encouraged so that these experiences can be more valuable to students, faculty and supporting agencies. Please send your comments directly to the Coordinator of the School Psychology Program.

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Note: Program faculty reserve the right to change any of the terms of the handbook in any section at any time.

## II. FACULTY

### Rachel Brown-Chidsey, Program Coordinator

Rachel received her Ph.D. in School Psychology from the University of Massachusetts, Amherst in 2000. Prior to that she worked for 10 years as a general and special education teacher in Massachusetts. Rachel's research focuses on intervention-linked assessments using curriculum-based measurement (CBM), problem-solving and response-to-intervention (RTI) models. She has conducted several studies of silent reading fluency using CBM as well as response to intervention methods. Rachel is a native Alaskan and spends the summers in her home town of Palmer, Alaska.

### F. Charles (Bud) Mace, Research Coordinator

Bud received his PhD in school psychology from the University of Arizona in 1983. He has held faculty positions at Lehigh University, Rutgers University, the University of Pennsylvania School of Medicine, and the University of Wales. He received the American Psychological Association's Don F. Hake Award for outstanding basic behavioral research and its applications in 1995 and was the Editor-in-Chief of the *Journal of Applied Behavior Analysis* from 1999-2001. His research interests include the matching law, behavioral momentum, and establishing operations.

### Mark W. Steege, Practicum/Internship Coordinator

Mark earned his doctorate in School Psychology at the University of Iowa and worked as a school psychologist in a number of Iowa schools. Before joining the USM faculty he was on the clinical faculty at the University of Iowa Medical School. Mark's research focuses on person-centered applied behavioral analysis. He has written extensively on functional behavioral assessment, single-subject research methods, and use of empirically-based interventions for students with behavioral difficulties.



### III. PROGRAM PHILOSOPHY

The USM school psychology program is based on three fundamental conceptual models. The first is the Data-Based Decision-Making and Accountability model (Kratochwill & Stoiber, 2002; National Association of School Psychologists, 2000). This is the organizing theme that permeates the training of school psychology practitioners and defines a best practices approach to service delivery. Within this model, school psychology practitioners utilize assessment methods and interventions that are empirically-based. This means that assessments have been demonstrated to be reliable, valid and accurate. Moreover, school psychology practitioners use and endorse only those interventions that have been subjected to scientific analysis and have yielded socially meaningful outcomes. In short, the program endorses a practitioner-scientist orientation to the training and practice of school psychology.

The second conceptual foundation is the problem solving model (Brown-Chidsey, 2005). Within this model, school psychology practitioners utilize a collaborative problem solving approach in offering a continuum of services that include assessment, interventions (e.g., consultation, Social Foundations training, positive behavioral supports) and program evaluation. While norm-referenced diagnostic assessment may be a part of this process, an emphasis is placed on the use of criterion-referenced, curriculum-based, and functional behavior assessments to address academic, social-emotional, and behavioral issues of referred students.

The final conceptual framework is based on the Stimulus-Organism-Response-Consequence (S-O-R-C) model of human behavior (Nelson & Hayes, 1985; Shapiro & Kratochwill, 2000). Within this model, human behavior is viewed as a complex interaction of external and internal variables. The primary purpose of assessment is to identify and accurately measure those variables that interfere with and/or contribute to a person's acquisition of academic, social, and behavioral skills. The results of assessments are used as the basis for designing individually tailored interventions that promote the development of socially meaningful behaviors.

#### IV. PROGRAM MISSION, GOALS, AND OBJECTIVES

The mission of the University of Southern Maine (USM) Master of Science (MS) in School Psychology Program is to prepare “entry-level” school psychology practitioners who are grounded in the best practices in school psychology. The Programs’ goals are (a) to provide a consistent and coherent program of study in school psychology founded on specific conceptual frameworks (outlined below), (b) to teach and demonstrate best practices in school psychology in all program courses and activities, and (c) to prepare students for the practice of school psychology in Maine and elsewhere. The school Psychology Program objectives pull together the mission and goals by providing courses, field experiences, and reflection through which students will learn (a) the scope and content of school psychology practices, (b) data-based, problem-solving, and SORC-oriented procedures, and (c) practical strategies for implementing best practices in school psychology by using empirically validated assessment, intervention, and consultation methods. This handbook is designed to provide a comprehensive description of the program, course of study, and field experiences.

The MS in School Psychology program prepares students to meet competencies set forth by the National Association of School Psychologists (NASP). Upon completion of the program, graduates have earned entry-level proficiency in the practice of school psychology. The program is designed to meet the academic and supervised experience requirements necessary for the following credentials:

- Nationally Certified School Psychologist
- Certified School Psychological Service Provider (Maine)

In some cases, graduates will be eligible for the credential Maine Licensed Psychological Examiner.

Based on the models and professional standards found in the program philosophy, students in the USM school psychology MS program receive training in the following areas prior to and during the practicum/internship phases of the program:

##### *Assessment:*

1. norm-referenced cognitive assessment (e.g., the Wechsler and Woodcock-Johnson series, among others)
2. norm-reference-behavioral assessment, including self-report measures (e.g., the Achenbach, Conner's, and BASC series)
3. functional behavior assessment (e.g., indirect, direct, and analogue)
4. curriculum-based measurement (academic, social and adaptive living skills)
5. clinical interviews

##### *Interventions*

1. consultation
2. positive behavioral supports

3. Social Foundations training
4. individual or group counseling (optional)

*Applied Research and Evaluating the Effectiveness of Interventions*

1. single case experimental design

The culminating experiences of the program are the 200 hour practicum and the 1500 hour internship. The practicum is designed to provide an initial experience of the application and integration of methods of psychological assessment and intervention. The internship is designed to provide students with supervised experience utilizing the knowledge and skills gained during coursework. The internship is conducted under the direct supervision of a field-based professional and through indirect supervision by University faculty. A minimum of 750 hours of the internship must be completed within school settings. Students may complete internship experiences within community agencies, hospitals, preschool settings, etc. as long as appropriate supervision is provided.

The internship is designed to prepare students for **entry-level careers in school psychological practice**. At the conclusion of the internship, students are expected to (a) develop a comprehensive portfolio documenting competencies in assessment, intervention, and consultation, (b) conduct a self-assessment of their skills as a developing school psychology practitioner, and (c) design a three-year professional development plan that addresses identified needs and emerging interests.

Consistent with *NASP Principles For Professional Ethics and Standards for the Provision of School Psychological Services* (National Association of School Psychologists, 2000), graduates of the program are expected to maintain a rigorous course of professional development throughout their careers and are bound to limit their practice to competencies and populations in which they are trained.

Graduates who are interested in further development as a school psychology practitioner are encouraged to pursue doctoral training. Doctoral training typically prepares practitioners in advanced skills in school psychology practice (e.g., neuro-psychological assessment, behavioral assessment, counseling, applied behavior analysis, applied research, supervision) with specific populations (e.g., emotional disability, developmental disabilities, autism, learning disability).

## V. PROGRAM OF STUDY

The MS degree in school psychology includes at least 72 credit hours of study. Eligibility for certification as a Maine School Psychological Service Provider, Nationally Certified School Psychologist, and licensure as a Psychological Examiner is based on satisfactory completion of course credits as specified by the USM training program and fulfillment of examination and supervisory requirements specified by the Maine Department of Education and the Maine Board of Examiners of Psychologists. Students may be eligible for certification or licensure in other states according to the school psychology requirements of those states. The MS school psychology program at USM is a planned, supervised, and integrated course of study which culminates in a full-time 1,500 clock hour internship in a school setting.

The MS school psychology program at USM trains entry level school psychology practitioners. Graduates are eligible to apply for a credential which legally authorizes them to practice school psychology in private or public settings under supervision as defined by the appropriate governing bodies. Entry level credentialing requires that criteria be met in three professional competency areas: personal characteristics, educational qualifications, and practitioner competencies. To this end, graduates of the USM school psychology program demonstrates the following personal characteristics in their professional practice:

adaptability	personal stability	cooperation
communication skills	productivity	independence
conscientious	professional ethics	motivation
professional image		

These personal characteristics are important in the initial selection of applicants for the school psychology program. The personal narrative and interview address these personal characteristics through exploration of the applicant's rationale for selecting the school psychology program, commitment to the profession, personal philosophy and belief about people, evaluation of personal strengths and weaknesses, communication skills, and awareness of oneself, others, and social problems.

These personal characteristics are developed further and evaluated through course participation, practica, internship, and other appropriate means. Demonstration of the above personal characteristics is critical to the practice of school psychology and over-rides technical and academic competence. Therefore, characteristics such as communication skills, self-awareness, and motivation are important in both assigning grades and retention in the program.

Program graduates acquire, integrate, and relate factual and theoretical information

to professional practice and derive inferences, interpretations, and conclusions from research and/or applications from the following core content areas:

1. Psychological foundations
  - a. biological bases of behavior
  - b. cultural diversity
  - c. normal and abnormal child and adolescent development
  - d. human exceptionalities
  - e. human learning
  - f. social bases of behavior
2. Educational foundations
  - a. education of exceptional learners
  - b. instruction and remedial techniques
  - c. organization and operation of schools
3. Assessment of cognitive, academic, and social-emotional functioning
4. Direct and indirect interventions
  - a. consultation
  - b. counseling
  - c. behavioral management
5. Statistics and research design
6. Professional school psychology
  - a. history and foundations of school psychology
  - b. legal and ethical issues
  - c. professional issues and standards
  - d. roles and functions

Practitioner competencies of the MS school psychology students are initially demonstrated by satisfactory completion of interpersonal and technical aspects of required coursework. Successful completion and documentation of an internship experience that is consistent with the goals of the USM program, Maine credentialing requirements, and NASP's training standards provide further evidence of practitioner competency. Finally, practitioner competency is evidenced through awareness of and adherence to legal, ethical, and professional standards as specified by professional organizations and governing bodies associated with the practice of school psychology (American Psychological Association, 2000; National Association of School Psychologists, 2000).

### *Advising*

Each degree student will be assigned a faculty advisor upon admission to a program. Students are encouraged to maintain regular contact with their faculty advisor throughout their program of study. Students may request a change of advisor at any time. Advisor changes are at the discretion of program faculty, however, all requests will be carefully reviewed and every effort will be made to accommodate student advisor requests.

## *Competencies for School Psychology Practitioners*

School psychology practitioners provide a range of direct and indirect services to their clients within the entire school system: students, their families and caretakers, and the community. These services are provided with the intention of promoting the mental health and facilitating the learning of students. The activities of the school psychology practitioners complement one another and are most accurately viewed as integrated and coordinated. At the entry level, school psychology practitioners possess the minimal academic competencies and practically derived skills needed to perform routine psychological functions within the context of school settings. Following completion of the MS graduate level program, the school psychology professional enhances and expands his/her competency through supervised and professional experiences, reading, and active participation in continuing education activities and professional association.

Despite the comprehensive, intertwined nature of school psychological services, it is possible to describe discrete activities that are engaged in by school psychology practitioners. The following MS degree competencies are designed to suggest appropriate areas for inclusion in the internship experience and to provide superior evaluation of the knowledge and skills demanded on the entry level school psychology practitioners. Whether or not any individual competency is within the job description of a particular school psychology practitioner depends on the interests of the professional and the needs of the district. Upon completion of the MS program of study, it is expected that students will have developed entry-level expertise in the following NASP defined areas ([National Association of School Psychologists, 2001](#)):

*1. Data-Based Decision-Making and Accountability:* School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision making permeates every aspect of professional practice.

*2. Consultation and Collaboration:* School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

*3. Effective Instruction and Development of Cognitive/Academic Skills:* School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

*4. Socialization and Development of Life Skills:* School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and Social Foundations. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

*5. Student Diversity in Development and Learning:* School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

*6. School and Systems Organization, Policy Development, and Climate:* School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

*7. Prevention, Crisis Intervention, and Mental Health:* School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

*8. Home/School/Community Collaboration:* School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

*9. Research and Program Evaluation:* School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

*10. School Psychology Practice and Development:* School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

*11. Information Technology:* School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

MS Students attain the skills necessary for entry-level school psychology practice through completion of the courses listed in Table 5.1. These courses are offered on a rotating basis during the Fall, Spring, and Summer semesters, however, students need to plan their course schedules carefully because not all classes are offered every semester and some classes cannot be taken before completion of certain prerequisites.

Table 5.1: MS in School Psychology Course Requirements

Competency Area	Course Number	Course Name	Credits
Psychological Foundations (15 credits)			
	HRD 668	Human Development	3
	SPY 671	Physical Bases of Behavior	3
	SPY 673	Social Foundations of Behavior	3
	SPY 674	Child and Adolescent Psychopathology	3
	SPY 676	Behavioral Principles of Learning	3
Educational Foundations (9 credits)			
	SED 540	Nature and Needs of Learners who are Exceptional	3
	SED 682	Special Education Law	3
		Elective from graduate education course offerings	3
Assessment (15 credits)			
	HCE 605	Psychological Measurement and Evaluation	3
	SPY 672	Assessment of Academic Achievement	3
	SPY 677	Cognitive Assessment	3
	SPY 675	Indirect Behavioral Assessment	3
	SPY 678	Functional Behavioral Assessment	3
Interventions (9 credits)			
	HCE 626	Group Process & Procedures	3
	SPY 603	Consultation in School Psychology	3
	SPY 684	Advanced Applied Behavior Analysis	3
Research (6 credits)			
	EDU 600	Research Methods & Techniques	3
	SPY 659	Clinical Research Methods	3
Professional School Psychology (18 credits)			
	SPY 609	Orientation to School Psychology	3
	SPY 694	School Psychology Practicum 1	3
	SPY 694	School Psychology Practicum 2	3
	SPY 688	Internship in School Psychology	9
		TOTAL PROGRAM CREDITS	72
Counseling (optional)			
	HRD 620	Fundamentals of Counseling Theories	3
	HRD 621	Fundamentals of Counseling Skills	3
	HRD 622	Counseling Children and Adolescents	3

### *Suggested Program Sequence*

Students who enroll on a full-time basis (e.g., 9-12 credits per semester, including summers) are generally able to complete the program of study in 3 years. Students who choose to enroll on a part-time basis will take longer to complete the program. Table 5.2 includes a list of the courses broken down by the year of enrollment for full-time students. Some courses have specific prerequisites and these requirements are listed in the USM Graduate Catalog. Certain courses can be taken only during the internship year(s). The actual sequence of courses that each student takes will vary according to individual student scheduling needs, variations in the times when courses are offered, and personal preference. All courses listed below as first and second year courses, with the exception of the elective, must be taken prior to internship.

Table 5.2 Suggested MS Course Sequence

Year of Enrollment	Suggested Courses	Can be Taken Year 1 or Year 2
First Year	EDU 600* HCE 605*** SED 540* SPY 609 SPY 676 SPY 684 SPY 693	HCE 626* HRD 668* SPY 671** SPY 672* SPY 673** SPY 674**
Second Year	SED 682* SPY 603 SPY 659 SPY 675 SPY 677 SPY 678 SPY 694	
Third Year	SPY 688	

\*Offered every semester, including summers

\*\*Offered alternating years

\*\*\*Offered in the summer only

Students must be enrolled in the internship class (SPY 688) until all 1500 hours of the internship are completed; if needed, students sign up for 1, 2, or 3 internship credits during the summer after the final year of study while the internship is being completed.

Certain classes are offered in alternating years and students need to plan their programs of study carefully. Each semester, a memo is sent to all school psychology

students. This memo provides a recommended set of classes for students based on their year in the program. If a student needs additional assistance in planning her program of study, she should set up a meeting with her advisor to map out how to meet all program requirements.

*Connections Between the NASP Standards and the Program of Study*

Table 5.3 illustrates the relationship between objective domains of the USM School Psychology program and specific courses that include relevant content and applied learning experiences for the 11 domains of training and practice.

Table 5.3 USM School Psychology Program Learning Domains and Outcomes

DOMAIN	COURSE(S)	OUTCOME INDICATOR(S)
Data-Based Decision-Making and Accountability	HCE 605: Pscyh. Measurement EDU 600: Research Methods SPY 609: Orient. to School Psych. SPY 672: Academic Assessment SPY 677: Cognitive Assessment SPY 675: Indirect Behavioral Assess SPY 678: Functional Behavioral Assess SPY 659: Clinical Research Methods SPY 694: Practicum SPY 688: Internship	Evaluation/critique of instruments Paper on research design/analysis Knowledge of history of school psychology Mastery of CBM Mastery of cognitive tests Mastery of interview & rating scale methods Mastery of FBA methods Use of data to design interventions Use of triangulated data for report Portfolio compilation of reports
Consultation and Collaboration	SED 540: Exceptional Learners SED 682: Special Ed. Law SPY 603: Consultation SPY 609: Orient. to School Psych. SPY 694: Practicum SPY 688: Internship	Observation in special education; Complete IEP Policy and procedures Consultation report/log Observations in general education Interview/consultation records in report Multiple consultation contact records
Effective Instruction and Development of Cognitive and Academic Skills	SED 540: Exceptional Learners SPY 676: Principles of Learning SPY 684: Applied Behavior Analysis SPY 694: Practicum SPY 688: Internship	Differentiated instruction Project on learning Project on instructional methods Participation in IEP meeting/goals Progress monitoring of intervention

Table 5.3 USM School Psychology Program Learning Domains and Outcomes, *cont'd.*

DOMAIN	COURSE(S)	OUTCOME INDICATOR(S)
Socialization and Development of Life Skills	SPY 671: Bases of Behavior SPY 673: Social Foundations SPY 674: Psychopathology HCE 626: Group Processes SPY 693: Practicum 1  SPY 694: Practicum 2  SPY 688: Internship	Presentation on disorder Presentation on intervention Case study Group project Observation of students in multiple settings Assessment of Social Foundations domain Assessment/intervention records
Student Diversity in Development and Learning	HRD 668: Human Development SPY 671: Bases of Behavior SPY 673: Social Foundations SPY 674: Psychopathology HCE 626: Group Processes SPY 693: Practicum 1 SPY 694: Practicum 2  SPY 688: Internship	Life story interview Labs , quiz, exam Case study/intervention plan Labs Group project Observations of assessments Developmental history in report Reports with developmental histories
School and Systems Organization, Policy Development, and Climate	SPY 609: Orient. to School Psych.  SED 540: Exceptional Learners  SED 682: Special Ed. Law SPY 693: Practicum 1  SPY 694: Practicum 2 SPY 688: Internship	Interview transcript and narrative Comparisons of general and special education Report on legal procedures Observation and experience in school setting District/agency flowcharts Report writing, consultation, intervention
Prevention, Crisis Intervention, and Mental Health	SPY 609: Orient. to School Pscyh.  SPY 671: Bases of Behavior  SPY 673: Social Foundations  SPY 674: Psychopathology SPY 694: Practicum  SPY 688: Internship	Review and discussion of SP roles Labs, exam items on disease prevention Discussion of Social skills instruction and intervention Labs, case study Observation of counseling session(s) Participation in skills group(s)
Home, School, and Community Collaboration	SPY 609: Orient. to School Pscyh.  SPY 603: Consultation  SPY 678: Functional Behavior Assess.  SPY 693: Practicum 1  SPY 694: Practicum 2  SPY 688: Internship	Readings/discussion of communities Design/practice of consultation sessions Design and explanation of support plan Observation and participation in community activities Identification of community supports Use/sharing of community supports

Table 5.3 USM School Psychology Program Learning Domains and Outcomes, *cont'd.*

DOMAIN	COURSE(S)	OUTCOME INDICATOR(S)
Research and Program Evaluation	EDU 600: Research Methods HCE 605: Psych. Measurement SPY 609: Orient. to School Psych. SPY 659: Clinical Research Methods SPY 693: Practicum 1 SPY 694: Practicum 2 SPY 688: Internship	Paper on research methods and design Exam on uses of measurement methods Use of research articles in papers Paper summarizing research project Observation and report of tier 1 instructional methods Identification of intervention options Use of evidence-based interventions
School Psychology Practice and Development	SPY 609: Orient. to School Psych. SPY 672: Academic Assessment SPY 675: Indirect Behavioral Assess. SPY 677: Cognitive Assessment SPY 678: Functional Behavior Assess. SPY 693: Practicum 1 SPY 694: Practicum 2 SPY 688: Internship	Membership in NASP/MASP Discussion/critique of tests Discussion/critique of scales Discussion/critique of IQ Discussion/sharing about FBA Learning SP roles and duties Identification of professional growth needs Dissemination of new ideas
Information Technology	EDU 600: Research Methods HCE 605: Psych. Measurement SPY 609: Orient. to School Psych. SPY 671: Bases of Behavior SPY 674: Psychopathology SPY 672: Academic Assessment SPY 675: Indirect Behavioral Assess. SPY 677: Cognitive Assessment SPY 678: Behavior Assessment SPY 694: Practicum SPY 688: Internship	Use of electronic databases Use of distance education software Use of course software Use of online labs/simulations Identification of reliable internet sources Use of test scoring software Use of test scoring software Use of test scoring software Use of spreadsheet software Accurate report writing Ethical use of electronic information

VI. ASSESSMENT SYSTEM FOR MEASURING STUDENT PERFORMANCE  
IN THE SCHOOL PSYCHOLOGY PROGRAM

The USM School Psychology Program measures the progress of its students in many ways throughout the course of program completion. The following table summarizes the assessment system used to measure student progress.

Table 6.1 MS in School Psychology Assessment System

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Applicant	<ol style="list-style-type: none"> <li>1. Application for admission which includes: GRE or MAT scores GPA(s) for past degree(s) 3 references Essay on interest in school psychology</li> <li>2. Pre-Admission interview</li> <li>3. Admission into the program</li> </ol>	<p>Strength of individual applicants compared with skills levels of past students who have been successful in the program</p> <p>Whether the applicant has the interpersonal qualities and skills needed in the field of school psychology</p> <p>Applicant possesses the knowledge, skills, and dispositions needed for training in school psychology</p>
Year 1	<ol style="list-style-type: none"> <li>1. Satisfactory completion of first year coursework (must receive B- or better in all but 2 classes, with no grade less than C-)</li> <li>2. Satisfactory completion of first year practicum requirement (1 credit consisting of 50 hours of school-based observations)</li> <li>3. Annual student report of progress in which the student summarizes all progress made during the first year of the program of study</li> <li>4. Student pre-registration for second-year course work, including assessment course sequence</li> </ol>	<p>Whether student has the knowledge and skills necessary to complete more advanced coursework in school psychology</p> <p>Whether student has the disposition and aptitude for school-based interactions with students, teachers, and others</p> <p>The level of student integration of the knowledge, skills, and concepts covered in the first year of study</p> <p>Determination that student has accumulated additional knowledge, skills, and dispositions in the field of school psychology and is ready to complete more advanced course work in school psychology.</p>

\*stage designations are approximations of identifiable levels of the program which can be used to differentiate students; some students take more than one year to complete each stage

Table 6.1, *cont'd.*, MS in School Psychology Assessment System

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Year 2	<ol style="list-style-type: none"> <li>1. Satisfactory completion (must receive B- or better in all but 2 classes, with no grade less than C-) of year two course work including SPY 677 and SPY 678 where grades of B- or better are required</li> <li>2. Satisfactory completion (B- or better) of all other program-required coursework</li> <li>3. Satisfactory completion of 200 hour practicum in school psychology under the supervision of a credentialed school psychology practitioner as indicated by monthly and summative practicum evaluations and B- or better in SPY 694</li> <li>4. Annual student report of progress in which the student summarizes all progress made during the first year of the program of study</li> </ol>	<p>Determination of basic competency in cognitive, educational, and behavioral assessment practices</p> <p>Eligibility for enrollment in practicum course (SPY 694) and completion of 200 hour practicum experience</p> <p>Eligibility for enrollment in internship course and completion of 1500 hour internship in school psychology</p> <p>The level of student integration of the knowledge, skills, and concepts covered in the first two years of study and whether the student is ready to be an intern</p>
Year 3	<ol style="list-style-type: none"> <li>1. Satisfactory ratings on monthly and summative evaluation of intern progress by site and university-based supervisors</li> <li>2. Satisfactory grade in SPY 688 (Internship in School Psychology)</li> <li>3. Satisfactory completion of single-subject design research project following IRB-based protection of human subjects and using problem-solving methods for school psychology practice</li> <li>4. Satisfactory completion of a portfolio representing internship activities (see Appendix L)</li> <li>5. A score of 660 or better on the PRAXIS NCSP (school psychology) exam</li> </ol>	<p>Eligibility for continuation in internship activities</p> <p>Eligibility for M.S. in School Psychology</p> <p>Eligibility for M.S. in School Psychology</p> <p>Eligibility for M.S. in School Psychology</p> <p>Eligibility for M.S. in School Psychology</p>

Table 6.1, *cont'd.*, MS in School Psychology Assessment System

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Graduate	<ol style="list-style-type: none"> <li data-bbox="370 258 1003 390">1. Triennial survey of program alumni to learn their ongoing levels of satisfaction with the program and what aspects they think need to be changed</li> <li data-bbox="370 422 1003 550">2. Triennial survey of practicum and internship site supervisors to learn their satisfaction and ratings of the program and what aspects they feel need to be changed</li> </ol>	<p data-bbox="1036 258 1513 390">Extent to which program of study is meeting the needs of immediate consumers by preparing them for careers in school psychology</p> <p data-bbox="1036 422 1513 550">Extent to which program of study is meeting the expectations and needs of experienced practitioners</p>

To assist program faculty with the annual review of student progress, all matriculated students in the M.S. in School Psychology program must complete a Matriculated Student Annual Report. This report is due by 1 May each year of enrollment until graduation. Those students who complete the program in May or June do not need to submit a report for their final year. Form 6.1 is a cover sheet that must accompany the annual report. In addition to the cover sheet, students must submit an unofficial transcript of all courses taken and a one-page summary of work during the year covered by the report. Program faculty review the annual reports to verify that students are making satisfactory progress. Any student who fails to complete an annual report or whose program progress is of concern will be asked to meet with program faculty to construct a personalized plan for improvement. Students who do not submit annual reports, or who do not meet the goals set out in their personalized plans may be withdrawn from the program and not allowed to complete the program of study and degree.

Form 6.1 Matriculated Student Annual Report Cover Sheet

UNIVERSITY OF SOUTHERN MAINE  
Department of Human Resource Development  
M. S. in School Psychology Program

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Year admitted to School Psychology Program: \_\_\_\_\_

Advisor: \_\_\_\_\_

Total Credits taken so far: \_\_\_\_\_

Anticipated year for Practicum: \_\_\_\_\_ (must be during spring semester)

Anticipated year(s) for internship: \_\_\_\_\_ - \_\_\_\_\_ school year(s) on a **full/part**-time basis  
(circle)

Attach the following documents to this cover sheet:

\_\_\_\_\_ Transcript (unofficial is fine) with all grades, including those for most recent semester

\_\_\_\_\_ One-page summary of program-related accomplishments for the preceding academic year, including courses taken, specific learning outcomes, as well as your personal program-related goals for the upcoming academic year, including a list of those courses you plan to take in the upcoming summer and academic year.

Submit this cover sheet and the required documents to the address at the top of this form no later than **May 1<sup>st</sup>** for the previous academic year.

If you have questions about how to complete your Annual Student Report, contact your advisor.

## VII. PRACTICA IN SCHOOL PSYCHOLOGY

There are two separate practicum courses required of all M.S. students. The first is SPY 693: School Psychology Practicum 1. The second is SPY 694: School Psychology Practicum 2. Each practicum requires the student to complete 250 contact hours in a school setting. Practicum 1 is completed during the fall of the first year of study while the student is taking SPY 609: Orientation to School Psychology. Practicum 2 is completed during the spring of the second year just before the internship year. Prior to participation in any practica, all School Psychology students must obtain Criminal History Record Clearance (CHRC) from the Maine Department of Education. Instructions for obtaining CHRC are given in a separate section below.

Practicum 1 includes activities which provide the student with an introductory experience to school psychology practice in the context of everyday school activities. Practicum 1 students are required to engage in 250 contact hours in a public school; this equals spending about 2 school days (i.e., 9 am – 3pm) at the practicum site each week. The practicum 1 activities include working with individual teachers and students to assist with preparation and completion of materials and class projects. The Practicum 1 students also meet and observe a school psychologist, learn about the hierarchy and structure of the school district, and the roles and functions of school psychologists in different settings. During the semester when the student completes the Practicum 1, s/he also enrolls in a 3 credit class (SPY 693) at USM. This class is graded pass/fail. University supervision will be provided through regular class sessions. Information about how to locate and establish a Practicum 1 site is provided to new students at the time of program orientation. Once a site is obtained, the student must submit Forms 7.1 and 7.2 before beginning any practicum hours. These forms document that the school district has approved the practicum and who will supervise it.

Some M.S. students may have extensive school-based experience prior to enrolling in the School Psychology program. Students who have at least 3 years of school-based experience from working as a full-time teacher, educational technician or paraprofessional, or educational specialist, may request a waiver of Practicum 1. To request a waiver, the student needs to write a letter to the School Psychology Program Coordinator and include a detailed description of their prior experience. The letter should provide information that documents how the student is already knowledgeable about public school schedules, routines, administrative hierarchy, laws, and instructional methods. If the student currently holds a valid teaching certificate or license from any U.S. state or Canadian province, a copy of this certificate or license should be attached to the letter. The letter should also include

the name and contact information for at least one reference who can validate the nature and extent of the student's prior school experience.

Practicum 2 is a more advanced supervised experience within a public school or human service setting. Practicum 2 provides the student with direct experiences in psychological assessment, intervention, and consultation practice. The prerequisites for registering for Practicum 2 are satisfactory completion of, or concurrent registration in, all pre-Practicum 2 coursework, and maintaining Criminal History Record Clearance (CHRC) from the Maine Department of Education. Table 7.1 lists all courses that must either have completed or be registered in while taking Practicum 2. This requirement includes satisfactory completion of all practica experiences interwoven within content courses.

Table 7.1: Courses which must be completed prior to or at the same time as Practicum 2

<u>Course Number</u>	<u>Course Name</u>
EDU 600	Research Methods
HCE 605	Psychological Tests and Measurement
HCE 626	Group Process and Procedures
HRD 668	Human Development
SED 540	Nature and Needs of Learners who are Exceptional
SED 682	Special Education Law
SPY 609	Orientation to School Psychology
SPY 671	Physical Bases of Behavior
SPY 672	Assessment of Academic Achievement
SPY 673	Social Foundations of Behavior
SPY 674	Child and Adolescent Psychopathology
SPY 676	Behavioral Principles of Learning
SPY 677	Cognitive Assessment
SPY 678	Functional Behavioral Assessment
SPY 684	Advanced Applied Behavior Analysis
SPY 693	School Psychology Practicum 1

Practicum 2 is designed to provide students within an opportunity to synthesize knowledge and clinical acquired informal coursework within an applied setting under direct supervision by a credentialed school psychology practitioner. The practicum experience is designed as a transition from formal course work to learning experiences within applied settings and occurs in the last semester of course work before the 1,500 clock hour internship in school psychology. Practicum 2 builds on the learning in Practicum 1 by having students literally "practice" the skills they will need to use as school psychologists. Upon completion of Practicum 2, it is expected that students will be able to:

1. identify the operational procedures of the school system;
2. identify regional student support services that are utilized by the school system (e.g., community mental health agencies, early intervention services);
3. identify the assessment resources available to the school psychological services

- team;
4. identify the special education and school psychological services procedures for maintaining confidentiality and storage of student records;
5. provide primary school psychological services under direct supervision by a licensed and/or school psychology practitioner;
6. self evaluate their competencies in school psychological assessment and consultation;
7. develop internship goals and objectives based on practicum experiences.

During the 250 clock hours in Practicum 2, the practicum student will participate in a series of field experiences that include observing and shadowing the site supervisor, and demonstrating basic competencies in assessment, consultation, and school psychology practice. Supervision will be provided by a licensed school psychologist or certified school psychology practitioner for a minimum of three hours/week. During the semester when the student completes the Practicum 2, s/he also enrolls in a 3 credit class (SPY 694) at USM. This class is graded pass/fail. University supervision will be provided through regular class sessions and scheduled on-site visitations. The Practicum 2 activities are organized in phases:

*Phase One: Observation and modeling of supervisor.* During the first 50 hours, the practicum student will shadow the site supervisor. During this time the practicum 2 student's task is to observe while the task of the supervisor is to model the delivery of school psychological services. During this introductory phase the practicum student will:

1. meet various key school persons in the internship area, such as principals, secretaries, special education staff and general educational staff who will be encountered during the internship;
2. learn the physical layout of the area where the schools are located, as well as layout of various schools within the area;
3. obtain copies of all forms used in the area, as well as explanation of when and how these forms are used;
4. obtain or make a list of procedures used in the system, including when and how these procedures are used;
5. obtain or sketch the organizational structure of the district, and where special education and school psychology in particular fits into the structure;
6. observe how the field supervisor handles various problems involving initial contact, referral, assessment, consultation and counseling, IEPs and follow up;
7. learn which community agencies are involved with the schools: who, what, and where.

*Phase Two: Direct supervision of practicum 2 student:* During the next 200 hours, the field supervisor will directly observe the practicum student's competencies in:

1. administering, scoring, and interpreting assessment tools;
2. interviewing teachers and staff;
3. interviewing parents;
4. consulting with teachers and parents;
5. performing systematic observations.

The practicum 2 student and supervisor will discuss strengths and weaknesses, and ways to improve performance. At the end of the practicum, both the student and supervisor will complete the Practicum Performance Evaluation Form (Form 7.5). The purpose of this evaluation is to identify the student's strengths and weaknesses in the areas of:

1. assessment (administering, serving, interpreting, report writing)
2. interventions (case conceptualization, behavior management, Social Foundations, consultation, individual counseling, group counseling)

After the student has completed this self evaluation s/he will use these data to identify professional goals and objectives that address the development of professional skills. As noted, at the conclusion of the practicum, the field supervisor will evaluate the practicum student's skills in all areas. In collaboration with the site supervisor and the university supervisor, the student will develop specific goals and objectives that direct the student's professional development during the 1,500 clock hour internship.

To assist with Practica planning and supervision Forms 7.1 through 7.5 are found on the following pages. Students need to complete Forms 7.1 and 7.2 for both Practicum 1 and Practicum 2. Form 7.3 is for Practicum 2 only and is used to help students customize their placements. During the Fall semester immediate prior to practicum, the field work coordinator will convene a meeting of all those students planning to complete the practicum during the following Spring semester. At that time, students will fill out Form 7.3 and discuss their goals and questions about Practicum 2. The field work coordinator will assist students in locating and arranging practicum sites at which to complete the practicum. Students must submit completed Forms 7.1 and 7.2 documenting the practicum arrangements they have made. During the Spring semester when the practicum is completed, the student maintains a time log of all practicum 2 activities (Form 7.4). These logs are completed weekly and must be signed by the student, supervisor, and university faculty member teaching/supervising the practicum class. During each month of the practicum, the field-based supervisor must complete a monthly practicum student performance evaluation (Form 7.5). These monthly evaluations provide formative assessment of student progress. At the end of the practicum, the field supervisor completes a final practicum performance evaluation (Form 7.6). All evaluation forms must be signed by the student, field-based supervisor, and university supervisor.

If a problem concerning either Practicum 1 or 2 arises, both the field supervisor and university supervisor must be contacted as soon as reasonably possible. The university supervisor will convene one or more meetings with the student and site supervisor and

facilitate a resolution to the problem.



Office use only  
Student Name: \_\_\_\_\_  
Practicum: \_\_\_ 1 \_\_\_ 2

School Psychology Program

Form 7.1 Practicum Experience Contract

CLINICAL AFFILIATION AGREEMENT

UNIVERSITY OF SOUTHERN MAINE

and

\_\_\_\_\_ [DISTRICT/AGENCY]

This Agreement made and effective this \_\_\_ DAY OF \_\_\_\_\_, 200\_, by and between \_\_\_\_\_ [ DISTRICT/AGENCY] and THE UNIVERSITY OF MAINE SYSTEM, acting through University of Southern Maine, shall be for the purpose of establishing a clinical school psychology practicum experience within the educational program.

The College of Education and Human Development (CEHD) at the University offers programs leading to the master's (MS) and doctorate (Psy.D) degree in school psychology. The Master of Science in School Psychology program prepares students for entry level careers in school psychology. The Psy.D. offers advanced training in school psychology. Upon completion of the M.S. degree, graduates are eligible to obtain state and/national certification to practice school psychology. Psy.D. graduates are eligible for licensure in psychology. Some Psy.D. students may already hold certification in school psychology while others may not, therefore, they may or may not be certified school psychology practitioners when engaged in graduate clinical experiences. Public, private special purpose, independent, and parochial schools as well as inpatient and outpatient children's mental health facilities are used for clinical school psychology practicum experiences.

This Agreement applies to following programs: M.S. and Psy.D. in School Psychology

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties hereto agree as follows:

A. THE DISTRICT OR AGENCY AGREES TO:

1. Provide clinical school psychology instruction when requested by certified and/or licensed school psychology professionals.
2. Plan cooperatively with the University faculty so that the students' clinical learning experiences are designed to achieve those educational purposes as determined by the faculty.
3. Comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing students the same testing and counseling provided to the District's or Agency's employees. The student is responsible for the cost of the testing and counseling.

4. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the District or Agency insofar as they pertain to the activities of the students while participating in the Program.
5. Provide for the ongoing coordination of the students' learning experiences at the Agency through the person of \_\_\_\_\_ or her/his designee.
6. Make available to the students and faculty of the University clinical learning resources, facilities and opportunities for clinical learning experiences in specific subject matters and at fixed times, and to a designated number of students, all agreed upon in advance.
7. Provide agreed upon space for the use of the faculty and student conferences to the extent that space is available.
8. Allow the University to list the District or Agency in its catalogs, student recruitment efforts, etc.
9. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the District or Agency, and notify the Dean of the College of Education and Human Development, or her designee, of such injury or illness. It is understood that students (or their parents or guardians as the case may be) shall be responsible for their own medical expenses, whether incurred at the District, Agency or elsewhere.
10. The District or Agency shall agree to indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments, and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the District or Agency, its employees or agents, or a University student acting at the direction of District or Agency, its employees or agents, arising out of or in connection with the District or Agency's participation in the Practicum Program pursuant to this Agreement.

B. THE UNIVERSITY AGREES TO:

1. Conduct the Program in accordance with the philosophy and policies of the University, the District or Agency and other associations affecting this Program.
2. Provide for the ongoing coordination of the Students' learning experiences at the District or Agency through the Dean of the College of Education and Human Development, her designee or an on site faculty member.
3. Explain the philosophy and purposes of the Program to the District or Agency.
4. Furnish the District or Agency with clinical objectives, the required student curriculum, and names of students receiving clinical instruction.
5. Describe to the District or Agency the criteria for the selection of clinical learning experiences for students.

6. Plan and evaluate cooperatively with the District or Agency students' learning experiences at the District or Agency.
7. Arrange cooperatively for the orientation of students to the work settings and personnel at the District or Agency, and encourage in the student appropriate attitudes and relationships as members of the District or Agency in order to engender a cooperative spirit.
8. Accord the District or Agency the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements, or other reasonable causes. Any action which may result in suspension or termination will not take effect until a University representative and a District or Agency representative have discussed the situation and have come to an agreement on the appropriate action to be taken. This does not limit the right of the District or Agency in its sole discretion on any specific occasion to deny the privilege of practice or participation in the Program at the District or Agency when in the considered opinion of the District or Agency, it is in the best interest of its students or clients to do so.
9. The University agrees to indemnify and hold the District or Agency harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the District or Agency may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the University, its employees or students, except for a University student acting at the direction of District or Agency, its employees or agents, arising out of or in connection with the University's participating in the Program at the District or Agency pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. Sec. 8101, et seq.
10. The University agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University students or faculty participating in the Program at the District or Agency pursuant to this Agreement.
11. Upon written request, the University agrees to submit documentation evidencing licensure by the Maine State Board of Psychologists for all its faculty members participating at the District or Agency under this Agreement.

C. BOTH PARTIES AGREE:

1. University and the District or Agency shall communicate at least once during each educational affiliation to discuss issues of mutual concern. Onsite visits will be arranged as the situations warrants.
2. Students and University faculty shall not be classified as employees of the District or Agency, and shall not be entitled to any payment from the District or Agency in the nature of benefits under the Maine Worker's Compensation Act for any accident, illness, occurrence or event occurring in or relating to the District or Agency and arising out of the Program or for any other purpose.

3. During the practicum, students may not receive monetary compensation from the Agency or District. Nothing in this Agreement shall preclude receipt by the Agency or District of compensation from any person for any service performed by a student in the Program. It is intended that for all purposes of the practicum that the students shall be students of the University and not employees of the District or Agency or the University.
4. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status.
5. Both parties agree to be responsible for their own equipment used in the activities of the program.
6. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right to complete the clinical affiliation for those students presently enrolled in the program.
7. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

Signatures

SCHOOL DISTRICT SUPERINTENDENT OR AGENCY DIRECTOR

By: \_\_\_\_\_  
*Signature* \_\_\_\_\_ *Date*  
 Name:  
 Title:  
 Address:

UNIVERSITY OF MAINE SYSTEM

By: \_\_\_\_\_  
 Joseph S. Wood \_\_\_\_\_ Date  
 Provost and Vice President for Academic Affairs  
 University of Southern Maine

By: \_\_\_\_\_  
 Betty Lou Whitford \_\_\_\_\_ Date  
 Dean  
 College of Education and Human Development  
 University of Southern Maine



Form 7.2
Practicum Memorandum of Understanding

Student: SSN:

Home Address:

Home Telephone: Cell phone:

Email address:

Site Supervisor:

Licensed Psychologist: Yes No
Certified School Psychological Services Provider: Yes No
Nationally Certified School Psychologist: Yes No

Sponsoring District/Agency:

Address:

Telephone: Email address:

(student), a student in the School Psychology Program at the
University of Southern Maine, will complete a practicum experience under the supervision
of (site supervisor), an employee of (district/agency)

according to the following terms:

1. The student will spend (days) total days per week as part of the practicum experience
for a total of (hours) hours at (DISTRICT/AGENCY) as
part of the practicum in school psychology.

2. The practicum start date is: (date) and will last until (date).

3. During the practicum experience, the student will demonstrate competency in the
following areas:

Documentation of Experience

The practicum student will maintain a time log of accumulated practice hours to be reviewed by the University supervisor. At the end of each month, the end of each semester, and at the end of the internship, the student will be evaluated by the site supervisor and University supervisor. The University supervisor will meet with the student at regularly scheduled times during the semester(s) during which the practicum occurs.

Supervision

The site supervisor will meet with the practicum student for at least one hour each week in an individualized, face-to-face session. In addition, the site supervisor will provide at least two additional hours of supervision each week, which may be held together with other students or delegated to credentialed personnel.

Ethical Standards

The practicum student is expected to conduct himself/herself in a manner that is consistent with current legal and ethical standards of professional school psychology, including those of the American Psychological Association and the National Association of School Psychologists. As a student in the School Psychology Program at the University of Southern Maine, the student will be expected to abide by all district, state, and federal policies regarding the receiving and sharing of confidential information about students enrolled in the school or agency with the understanding that information about students, either from direct contact or collateral contact and files, should be used only for the purposes of evaluation and intervention and may be shared only with the students, their families, and those school personnel who have direct contact with the student for educational purposes unless written permission is obtained from the student, parent(s), or guardian(s) to share the information with other parties.

Signatures

_____	_____	_____
Practicum Student (print)	Practicum Student (signature)	Date
_____	_____	_____
District/Agency Site Supervisor (print)	District/Agency Site Supervisor (signature)	Date
_____	_____	_____
University Supervisor (print)	University Supervisor (signature)	Date

---

Form 7.3 Application form for School Psychology Practicum 2 (SPY 694)

UNIVERSITY OF SOUTHERN MAINE  
Department of Human Resource Development  
M. S. in School Psychology Program

This form must be completed by October 15<sup>th</sup> so that supervisory arrangements may be considered for the following semester. Please note: You must pre-register for the courses through the University at the appropriate time.

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Home Address \_\_\_\_\_  
\_\_\_\_\_

Home Telephone \_\_\_\_\_ Business Telephone \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

I am interested in a Practicum site that has the following features:

Town(s): \_\_\_\_\_

Grade level(s) of students: \_\_\_\_\_

Special population(s): \_\_\_\_\_

Other practicum features important to me: \_\_\_\_\_  
\_\_\_\_\_

If you have a site and supervisor in mind, provide the following information:

Name: \_\_\_\_\_ Degree(s): \_\_\_\_\_

District/Site: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Attach a copy of your **transcript(s)**, **current semester registration record**, and **Criminal History Record Clearance** (CHRC) from the Maine Department of Education showing that you have completed or care taking all required pre-practicum requirements and return this completed form to: Rose Mahoney, University of Southern Maine, 407 Bailey Hall, Gorham, ME 04038

Form 7.4 Documentation of Practicum 2 Experiences

UNIVERSITY OF SOUTHERN MAINE  
 Department of Human Resource Development  
 M. S. in School Psychology Program

Student: \_\_\_\_\_ SSN: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Week of: \_\_\_\_\_

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Orientation							
Assessment							
Consultation							
Behavior Management							
Social Skill Training							
Counseling							
PETs, Staffing							
Other							
Supervision							
a. Field							
b. University							
Total Hours for Week							

Total Hours of Direct Service to Students for Week: \_\_\_\_\_ Total Hours for This Week: \_\_\_\_\_  
 Previous Direct Service to Students hours + \_\_\_\_\_ Previous total hours + \_\_\_\_\_  
 Cumulative Total of Direct Service to Students: = \_\_\_\_\_ Cumulative total hours: = \_\_\_\_\_

Total University and Field Supervision for Week: \_\_\_\_\_ (Should always be 5 or more hours/week)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Form 7.5 Monthly Practicum 2 Supervisor Evaluation Form

UNIVERSITY OF SOUTHERN MAINE  
 Department of Human Resource Development  
 M. S. in School Psychology Program

Student Name \_\_\_\_\_ Month \_\_\_\_\_

Practicum Site \_\_\_\_\_

Practicum Supervisor \_\_\_\_\_

Title \_\_\_\_\_

Directions: Practicum Supervisor: Please complete the following evaluation form and discuss the ratings with your intern. The intern will be responsible for returning the completed rating form to the University Supervisor.

Please rate the intern's level of performance using the following Lickert Scale (circle one of the numbers):

	1 Unsatisfactory Progress	2 Satisfactory Progress	3 Exceeds Expectations	4 Skill Has Been Mastered	NA Not Applicable At This Time
1. Orientation to the School/Placement Environment	1	2	3	4	NA
2. Rapport with Students	1	2	3	4	NA
3. Rapport with Staff	1	2	3	4	NA
4. Test Administration Skills	1	2	3	4	NA
5. Test Interpretation Skills	1	2	3	4	NA
6. Report Writing Skills	1	2	3	4	NA
7. Consultation Skills	1	2	3	4	NA
8. Behavior Management Skills	1	2	3	4	NA
9. Social Foundations Training Skills	1	2	3	4	NA
10. Counseling Skills	1	2	3	4	NA
11. Other: _____	1	2	3	4	NA
12. Other: _____	1	2	3	4	NA

Form 7.5 Monthly Practicum 2 Supervisor Evaluation Form, *cont'd.*

Comments:

Strengths of Student:

Areas of Concern:

Do you want to discuss issues about the intern or the USM internship program with the University Supervisor?       Yes       No

If yes, list the preferred days and times for the University Supervisor to contact you.

---

---

---

Signature: \_\_\_\_\_  
(Practicum Supervisor)

\_\_\_\_\_  
Date

Signature: \_\_\_\_\_  
(University Supervisor)

\_\_\_\_\_  
Date

Form 7.6 Final Practicum 2 Performance Evaluation Form

UNIVERSITY OF SOUTHERN MAINE  
 Department of Human Resource Development  
 M. S. in School Psychology Program

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Site  
 Supervisor: \_\_\_\_\_

Practicum  
 Location: \_\_\_\_\_

Person completing this form: \_\_\_\_\_

This form should be completed by the site supervisor at the conclusion of the 200 clock hour practicum. Circle the number to the right of each item that best describes your perceptions of the student's skills compared to all other people you have supervised/trained at the same level of development. Please circle the rating that best fits each skill area.

	1	2	3	4	5	IO	NR
	Unsatisfactory	Beginning Proficiency	Satisfactory	Above Average	Excellent	Inadequate Opportunity to Observe	Not Relevant to Setting
1. Describe the operational procedures of the school system.	1	2	3	4	5	IO	NR
2. Identify regional student support services that are utilized by the school system (e.g., community mental health).	1	2	3	4	5	IO	NR
3. Identify the assessment resources available to the school psychological services team.	1	2	3	4	5	IO	NR
4. Identify the General, Special Education and School Psychological Services procedures for maintaining confidentiality & storage of student records.	1	2	3	4	5	IO	NR
5. Test Administration	1	2	3	4	5	IO	NR
a. cognitive	1	2	3	4	5	IO	NR
b. behavior rating	1	2	3	4	5	IO	NR
c. objective personality	1	2	3	4	5	IO	NR
d. adaptive behavior	1	2	3	4	5	IO	NR
e. systematic observation	1	2	3	4	5	IO	NR

Final Practicum 2 Performance Evaluation Form, *cont'd.*

6. Test Scoring	1	2	3	4	5	IO	NR
a. cognitive	1	2	3	4	5	IO	NR
b. behavior rating	1	2	3	4	5	IO	NR
c. objective personality	1	2	3	4	5	IO	NR
d. adaptive behavior	1	2	3	4	5	IO	NR
e. systematic Observation	1	2	3	4	5	IO	NR
7. Test Interpretation	1	2	3	4	5	IO	NR
a. cognitive	1	2	3	4	5	IO	NR
b. behavior rating	1	2	3	4	5	IO	NR
c. objective personality	1	2	3	4	5	IO	NR
d. adaptive behavior	1	2	3	4	5	IO	NR
e. systematic observation	1	2	3	4	5	IO	NR
8. Record Review	1	2	3	4	5	IO	NR
9. Interviewing	1	2	3	4	5	IO	NR
10. Report Writing	1	2	3	4	5	IO	NR
a. integration of findings	1	2	3	4	5	IO	NR
b. impressions	1	2	3	4	5	IO	NR
c. recommendations	1	2	3	4	5	IO	NR
11. Consultation	1	2	3	4	5	IO	NR
13. Behavior Analysis (behavior management)	1	2	3	4	5	IO	NR
14. Counseling	1	2	3	4	5	IO	NR
15. Social Foundations Training	1	2	3	4	5	IO	NR
16. Self Evaluation	1	2	3	4	5	IO	NR
17. Development of Internship Goals/Objectives	1	2	3	4	5	IO	NR
18. Other: _____	1	2	3	4	5	IO	NR
19. Other: _____	1	2	3	4	5	IO	NR
20. Other: _____	1	2	3	4	5	IO	NR

Final Practicum 2 Performance Evaluation Form, *cont'd.*

Additional Comments:

Site Supervisor: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

Student: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

Univ. Supervisor: \_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## VIII. INTERNSHIP IN SCHOOL PSYCHOLOGY

### *Description*

The M. S. in School Psychology internship experience is provided at the end of the formal training program. It is a full-time, year long commitment which follows the academic year of the public schools. The School Psychology faculty believe that a supervised internship is one of the most important components of the graduate program in School Psychology. The internship includes completion of 1500 clock hours and 9 semester credits. Students may complete the internship on a full-time basis over one year or on a part-time basis over two years, but it must be completed in no longer than 24 months (2 years). Permission to intern and site selection are the prerogative of the program faculty.

The internship provides on-the-job experience under the supervision of a member of the school psychology faculty and a qualified professional at the designated placement site. As a culmination of the M.S. program, it provides an opportunity for the student to demonstrate the knowledge and skills gained over the entire program. During the internship year(s), students must also complete three (3) graduate level courses (1 during the Fall semester and 2 during the Spring semester). During the Fall and Spring – as well as summer if needed – interns will register for 3 credits of SPY 688. This is the official internship class and it is graded Pass/Fail. During the Spring semester, interns will also register for and attend SPY 679, Seminar in Psychological Assessment. The internship courses have been designed for you to balance didactic, seminar and experiential curricula. Since this is such an important experience, first we want you to work closely with your advisor and the faculty internship coordinator to get a clear focus on your career goals, and then to select a field setting which best matches them.

The basic expectation for internship is that students expand the skills they presently have whether those skills have been acquired as part of their coursework or as a result of work and/or life experiences. It is the program's policy not to allow students to do their internship within their current work site. While this might be convenient, the acquisition of new knowledge and the chance for varied experiences would be minimized. Occasionally, there are exceptions made to this policy. They are:

- (1) when a student is able to be transferred to another department where the experience and the supervisor are new;
- (2) when a student has recently (3 months) transferred to a new position and where there is ample supervision and a variety of experiences can be met.

Any exceptions to this policy must be approved by the School Psychology faculty. Students should contact the clinical coordinator prior to contacting any possible internship site.

## *Components*

The USM school psychology program is both traditional and innovative in its emphasis. Its core program includes training in: (1) cognitive, academic, and behavioral, using norm-referenced, criterion-referenced and nontest-based measures and (2) direct and indirect interventions in the areas of consultation, Social Foundations training, positive behavior support, and applied research. The program diverges from a traditional approach to school psychology training by its focus on designing interventions based on broad assessment data and then measuring the effectiveness of interventions through applied behavior analysis methodologies. The USM program supports training in these technical skills by requiring coursework in educational and psychological foundations and professional practices in school psychology. Therefore, students in the USM school psychology program must not only acquire conceptual understanding of the various types of assessment and intervention, but also must demonstrate skill in designing interventions and measuring outcomes.

The internship is the culminating experience wherein the intern develops professional competencies in the areas of assessment, interventions, and applied research. The internship is comprised of four phases. The entire 1,500 clock hour internship occurs under appropriate site and university based supervision. The internship in school psychology is an intense and diversified experience which exposes the student to cases, situations, and systems representative of the role and functioning of a school psychology practitioner. Primarily a training activity, the internship balances training and service objectives and functions. The internship in school psychology allows the student to demonstrate proficiency in the knowledge base and skills acquired during formal training and to develop additional competencies which are most readily gained through a field placement.

## *Goals and Objectives*

As a result of completing the school psychology internship, students will:

1. Expand upon and demonstrate proficiency in the knowledge and skills developed during formal coursework;
2. Demonstrate personal characteristics, academic qualifications, and practitioner competencies demanded of school psychology practitioners;
3. Work with students of all ages and grade levels who manifest a variety of academic, social, emotional, and/or health/sensory related problems;
4. Participate in a full range of services for special and regular education staff and students;
5. Broaden understanding of work settings where school psychological services are found;
6. Understand the relationship between the role and function of school psychology practitioners and the many other related services available in the schools;
7. Develop confidence in using a wide range of skills, including assessment,

- consultation and designing interventions;
8. Learn to work effectively with other professionals within a multi-disciplinary context;
  9. Applied research in areas of personal interest;
  10. Develop a professional identity related to the roles, functions and professional affiliations of school psychology practitioners;
  11. Discuss, by means of the seminar, issues, procedures, legal and ethical practices encountered in the field placement;
  12. Recognize the need for continuing education activities for the duration of the professional career;
  13. Respond to cultural diversity by choosing assessment and intervention strategies that maximizes a student's opportunity to be successful in the general culture while respecting ethnic and linguistic background. Interpreting information in the context of socio-cultural background and setting in which the student is functioning;
  14. Recognize and provide school psychological services that are consistent with legal, ethical, and professional standards and guidelines that identify best practices in school psychology.

### *Eligibility*

Students are eligible for internship only after completion of all pre-internship course requirements. Specifically, students must complete all M. S. in School Psychology classes except SPY 688 and the elective before they can enroll for internship credits and assume intern duties. This means students must complete all year 1 and year 2 courses listed on Table 5.1 of this Handbook before they can begin internship. During internship, students enroll in SPY 688 for as many credits as needed. Usually, students enroll for 3 credits for each semester, including summer.

### *Guidelines and Procedures*

The internship includes at least 1,500 clock hours of supervised experience. The internship occurs on a full-time basis over a period of one academic year or on a half-time basis over two consecutive academic years. In either case, the internship takes place during the school year with a minimum of 20 hours per week at any internship site. The internship includes and is accompanied by 9 semester hours of academic credit. A minimum of 750 hours of the internship experience occurs in a public school setting with the intern formally attached to either a district or an independent practitioner.

The internship provides availability and balanced exposure to:

1. children from early childhood through late adolescence,
2. regular and special education programs from preschool through secondary levels,
3. pupil personnel services functioning within a multi-disciplinary team framework
4. full range of services with children showing both high and low incidence of handicapping conditions.

While all of the above may not exist within the internship site, it is essential that all of these elements be available and integrated into the internship experience.

The internship placement site provides appropriate support to the intern, including a written contractual agreement (see Form 8.2) specifying the period of appointment and terms of compensation. The intern is provided salary and benefits commensurate with his/her level of training, experience, and period of appointment, reimbursement for job-related travel expenses consistent with district policy, an appropriate work environment, including adequate supplies, materials, secretarial services, and work and storage space. Additionally, the intern is provided access to appropriate privacy with regard to office space and telephone line. This agreement does not guarantee to either the intern or the agency employment beyond the internship.

The internship agreement includes a schedule that includes activities and time allocations. The intern is assigned to the same schedule and calendar time as other school personnel as well as committed to additional, reasonable time as needed to satisfy credentialing standards. Like other professionals, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules. In addition the internship includes participation in continuing professional development activities, including experiences such as inservice meetings, regional and national conferences, and professional meetings.

In order to meet the supervision requirements of the internship, release time for both site-based and university-based internship supervision is allowed by the contract. Most importantly, the internship contract is a commitment to a training experience. For this reason, the appointment of interns as a means of acquiring less costly services is inappropriate. The intern participates in activities appropriate to the plan of the internship, but does not serve in any capacity other than that to which s/he was appointed. Tasks such as teaching assignments, playground or other supervision, etc. are included only when there is a specific rationale related to the completion of internship objectives.

The internship occurs under conditions of appropriate supervision, including an appropriately credentialed supervisor who is certified by the Maine Department of Education as a Certified School Psychological Services provider, or a Maine Licensed Psychologist, or by a person who holds a similar credential from another state, if the internship is to be completed in another state. The internship supervisor provides at least three hours weekly of direct supervision to each intern. At least one hour of weekly supervision must be individualized and face-to-face. The remaining hours may be delegated to other professionals who hold expertise in certain areas of practice included in the internship

experience. In order to ensure the quality of the internship experience, the internship is systematically and continually evaluated in a manner consistent with the specific training objectives of the USM School Psychology program. Evaluation is the combined responsibility of the supervisor(s) and the intern. University faculty have authority for assignment of academic credit to the internship experience and official specification of a grade. Throughout the internship experience, the intern conducts him/herself in a manner that is consistent with current legal and ethical standards of professional school psychology.

### *Phases of Internship*

*Phase One: Direct supervision of intern.* During this phase, the field supervisor will directly observe and evaluate the intern's competencies in the area of assessment, consultation, positive behavioral supports, Social Foundations training, and counseling.

NOTE: This phase may be waived if the student conducted a practicum under the direct supervision of the site supervisor.

*Phase Two: Indirect Supervision of Intern.* During this phase, after the supervisor is comfortable with skills of the intern through direct observation and discussion above, the supervisor might send the intern out on his/her own for specific tasks defined by the supervisor. These might include:

1. taking classroom observation data,
2. testing a student (criterion and norm evaluation),
3. interviewing teacher, staff or parent,
4. setting up an IEP,
5. developing educational plans,
6. report writing,
7. designing and implementing positive behavior support plans,
8. designing and implementing Social Foundations training programs,
9. direct and indirect group counseling interventions,
10. providing consultation to teachers and parents,
11. evaluating the effectiveness and applied interventions using applied behavior analysis methodologies.

*Phase Three: Fading of Indirect Supervision.* During this phase, the supervisor will allow the intern to have a specified school or area in which to function as a school psychologist. The intern will be responsible for all activities in that area for this time period. The supervisor will be available for supervision and case consultation. The intern will handle the entire process including: teacher contracts, referrals, assessment and observations, report writing, teacher and parent consultation, IEP meeting (with supervisor present) and follow-up.

*Phase Four: Independent Work by Intern.* During this last phase, the supervisor continues to be responsible to the intern's delivery of psychological services, but the relationship is moving towards one of collegiality. When the intern asks for supervision, the supervisor would reply: "Well, do what you think is best, but be able to justify it." (Classical "double-bind" situation). Supervisor will review intern's work periodically, pointing out areas needing improvement but not suggesting how to make improvements nor necessarily confirming intern's plans.

### Supervision

Throughout all stages of the intern's work, the intern and supervisor will get together and critique the work by the intern. During the first two phases, the supervision routine might include such techniques as:

1. discuss with intern what will be the supervisor's goal in a particular upcoming situation (e.g., teacher or parent conference, IEP meeting, pre-staffing, inservice, etc.) and what to watch for in the interaction between supervisor and staff. After the interaction, intern and supervisor would review what happened, who did what, and why they might have done it, as well as what to do about it in the future,
2. role-playing with the intern an upcoming situation, switching roles of expected participants. Then after the actual interaction, discuss what happened, why, and what might be done about it in the future.

### Supervision Requirements

The following rules pertaining to internship supervision have been excerpted from the NASP's Standards for Training and Field Placement Programs in School Psychology (2001). The requirements for internship supervision within the USM M.S. in School Psychology program are based on these rules.

#### *Supervised Experience Requirements*

1. One (1) year of full-time experience or two (2) year of half-time experience which shall consist of not less than 1,500 clock hours.
2. Supervised experience shall be credited only for practice in an organized public or private agency, school, institution, or organization which provides the opportunity for contact with other professionals and work experience with a broad range of students and/ or other clients.
3. The applicant's supervised experience shall be in the same or a similar field of school psychology as the applicant's education and training, and shall be

- consistent with the areas in which the applicant intends to practice.
4. All supervisors of school psychological service providers must be certified or licensed for practice in the state in which the supervised experience is obtained.
  5. A supervising psychologist must have overall responsibility for the applicant's professional growth. Specific skill training may be delegated to other specialists under the authority of the supervising psychologist.
  6. Supervisors must be competent by training and experience to practice in the areas in which the supervisee has been trained and expects to practice. Supervisors must be competent to supervise by training or experience in supervising processes.
  7. Supervisors shall so limit supervisory responsibilities as to be certain to maintain a level of supervision consistent with professional standards in assuring the welfare of the supervisee and the client.
  8. A psychologist who provides supervision for a candidate is responsible for the work of the supervisee. The supervisor must be employed by or on contract status with the applicant's employer. The supervisor's relationship with the supervisee shall be clearly differentiated from that of a consultant who may be retained at the discretion of the consultee, but who has no legal, administrative, or professional accountability for the services performed by the consultee or for the welfare of the client.
  9. Supervised experience which the supervisor deems was characterized by unacceptable performance by the supervisee shall not be credited toward the required period of supervised experience.

### *Liability Insurance and Legal Matters*

USM M.S. in School Psychology students are required to obtain and maintain student liability insurance during their internship experiences. Both the National Association of School Psychologists and American Psychological Association have student liability policies available for purchase. The University of Southern Maine has its own liability insurance that may cover certain elements of a claim resulting from an intern's work, however, the USM policy is designed to cover and protect the University and not the students or faculty directly.

### *Forms and Communication*

To assist with planning and documenting the internship experience, forms 8.1

through 8.5 are provided on the following pages. Students are required to keep a record of their internship activities on the time log (Form 8.3). The supervisors must complete both monthly (Form 8.4) and final (Form 8.5) evaluations of the intern. In addition, the school psychology clinical coordinator will arrange site visits to each intern site at least once each semester of the internship. As needed, the university-based clinical coordinator will stay in touch with interns and their supervisors through telephone and e-mail. It is the intern's responsibility to ensure that all forms are completed on time and maintained with accuracy.

Form 8.1 Internship Site Application Form

UNIVERSITY OF SOUTHERN MAINE  
Department of Human Resource Development  
M. S. in School Psychology Program

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_ Phone \_\_\_\_\_
3. email address: \_\_\_\_\_

Internship Site(s) Desired (if known):

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

4. List the top three (3) factors that will be important in your internship site preferences and selections (e.g., traveling time, supervisor credentials, student population, etc.)
5. List additional special experiences relevant to the site you are requesting.
6. Discuss your goals for internship. That is, what do you wish to accomplish during this Internship?
7. Is there any additional information you wish to include?

Attach a copy of your USM transcript showing that you have completed all pre-internship requirements. If you are currently taking certain required classes, obtain a copy of your current semester registration record and attach that too.

Signature of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to:

Rose Mahoney  
School Psychology Program  
University of Southern Maine  
400 Bailey Hall  
Gorham, ME 04038



Form 8.2 Internship Experience Contract for District/Agency

CLINICAL AFFILIATION AGREEMENT

UNIVERSITY OF SOUTHERN MAINE

and

\_\_\_\_\_ [DISTRICT/AGENCY]  
This Agreement made and effective this \_\_\_\_ DAY OF \_\_\_\_\_, 200\_, by and between \_\_\_\_\_ [DISTRICT/AGENCY] and THE UNIVERSITY OF MAINE SYSTEM, acting through University of Southern Maine, shall be for the purpose of establishing a clinical school psychology internship experience within the educational program.

The College of Education and Human Development (CEHD) at the University offers programs leading to the master's (MS) and doctorate (Psy.D) degree in school psychology. The Master of Science in School Psychology program prepares students for entry level careers in school psychology. The Psy.D. offers advanced training in school psychology. Upon completion of the M.S. degree, graduates are eligible to obtain state and/national certification to practice school psychology. Psy.D. graduates are eligible for licensure in psychology. Some Psy.D. students may already hold certification in school psychology while others may not, therefore, they may or may not be certified school psychology practitioners when engaged in graduate clinical experiences. Public, private special purpose, independent, and parochial schools as well as inpatient and outpatient children's mental health facilities are used for clinical school psychology internship experiences.

This Agreement applies to following programs: M.S. and Psy.D. in School Psychology

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties hereto agree as follows:

A. THE DISTRICT OR AGENCY AGREES TO:

1. Provide clinical school psychology instruction when requested by certified and/or licensed school psychology professionals.
2. Plan cooperatively with the University faculty so that the students' clinical learning experiences are designed to achieve those educational purposes as determined by the faculty.
3. Comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing students the same testing and counseling provided to the District or Agency's other employees.

4. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the District or Agency insofar as they pertain to the activities of the students while participating in the Program.
5. Provide for the ongoing coordination of the students' learning experiences at the Agency through the person of \_\_\_\_\_ or her/his designee.
6. Make available to the students and faculty of the University clinical learning resources, facilities and opportunities for clinical learning experiences in specific subject matters and at fixed times, and to a designated number of students, all agreed upon in advance.
7. Provide agreed upon space for the use of the faculty and student conferences to the extent that space is available.
8. Allow the University to list the District or Agency in its catalogs, student recruitment efforts, etc.
9. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the District or Agency, and notify the Dean of the College of Education and Human Development, or her designee, of such injury or illness.
10. The District or Agency shall agree to indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments, and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the District or Agency, its employees or agents, arising out of or in connection with the District or Agency's participation in the Internship Program pursuant to this Agreement.
11. The University of Maine System acting through the University of Southern Maine (USM) requires that organizations/ associations/ school districts hosting USM students as paid interns to provide the University with a certificate of insurance which names the University of Maine System as additional insured with a preferred minimum coverage level of \$1,000,000 per occurrence.

B. THE UNIVERSITY AGREES TO:

1. Conduct the Program in accordance with the philosophy and policies of the University, the District or Agency and other associations affecting this Program.
2. Provide for the ongoing coordination of the Students' learning experiences at the District or Agency through the Dean of the College of Education and Human Development, her designee or an on site faculty member.
3. Explain the philosophy and purposes of the Program to the District or Agency.
4. Furnish the District or Agency with clinical objectives, the required student curriculum and names of students receiving clinical instruction.

5. Describe to the District or Agency the criteria for the selection of clinical learning experiences for students.
6. Plan and evaluate cooperatively with the District or Agency students' learning experiences at the District or Agency.
7. Arrange cooperatively for the orientation of students to the work settings and personnel at the District or Agency, and encourage in the students appropriate attitudes and relationships as members of the District or Agency in order to engender a cooperative spirit.
8. Accord the District or Agency the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements, or other reasonable causes.
9. The University agrees to indemnify and hold the District or Agency harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the District or Agency may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the University or its faculty members, arising out of or in connection with the University's participating in the Program at the District or Agency pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. Sec. 8101, et seq.
10. The University agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University faculty participating in the Program at the District or Agency pursuant to this Agreement.
11. Upon written request, the University agrees to submit documentation evidencing licensure by the Maine State Board of Psychologists for all its faculty members participating at the District or Agency under this Agreement.

C. BOTH PARTIES AGREE:

1. University and the District or Agency shall communicate at least once during each educational affiliation to discuss issues of mutual concern. Onsite visits will be arranged as the situations warrants.
2. During the time period of the internship, students shall be classified as employees of the District or Agency, and shall be entitled to any payment from the District or Agency in the nature of benefits under the Maine Worker's Compensation Act for any accident, illness, occurrence or event occurring in or relating to the District or Agency and arising out of the Program or for any other purpose.
3. Students may receive monetary compensation from the Agency or District in the form of a stipend. Nothing in this Agreement shall preclude receipt by the Agency or District of compensation from any person for any service performed by a student in the Program. During the time period of the internship, the students shall be classified as both students of the University and employees of the District or Agency.

4. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status.
5. Both parties agree to be responsible for their own equipment used in the activities of the program.
6. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right to complete the clinical affiliation for those students presently enrolled in the program.
7. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

Signatures

SCHOOL DISTRICT SUPERINTENDENT OR AGENCY DIRECTOR

By: \_\_\_\_\_  
*Signature* \_\_\_\_\_ *Date*  
 Name:  
 Title:  
 Address:

UNIVERSITY OF MAINE SYSTEM

By: \_\_\_\_\_  
 Joseph S. Wood \_\_\_\_\_ Date  
 Provost and Vice President for Academic Affairs  
 University of Southern Maine

By: \_\_\_\_\_  
 Betty Lou Whitford \_\_\_\_\_ Date  
 Dean  
 College of Education and Human Development  
 University of Southern Maine



Form 8.3 Internship Experience Contract for USM Paid Assistantship

CLINICAL AFFILIATION AGREEMENT

UNIVERSITY OF SOUTHERN MAINE

and

\_\_\_\_\_ [DISTRICT/AGENCY]  
This Agreement made and effective this \_\_\_\_ DAY OF \_\_\_\_\_, 200\_, by and between \_\_\_\_\_ [DISTRICT/AGENCY] and THE UNIVERSITY OF MAINE SYSTEM, acting through University of Southern Maine, shall be for the purpose of establishing a clinical school psychology internship experience within the educational program.

The College of Education and Human Development (CEHD) at the University offers programs leading to the master's (MS) and doctorate (Psy.D) degree in school psychology. The Master of Science in School Psychology program prepares students for entry level careers in school psychology. The Psy.D. offers advanced training in school psychology. Upon completion of the M.S. degree, graduates are eligible to obtain state and/national certification to practice school psychology. Psy.D. graduates are eligible for licensure in psychology. Some Psy.D. students may already hold certification in school psychology while others may not, therefore, they may or may not be certified school psychology practitioners when engaged in graduate clinical experiences. Public, private special purpose, independent, and parochial schools as well as inpatient and outpatient children's mental health facilities are used for clinical school psychology internship experiences.

This Agreement applies to following programs: M.S. and Psy.D. in School Psychology

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties hereto agree as follows:

A. THE DISTRICT OR AGENCY AGREES TO:

1. Provide clinical school psychology instruction when requested by certified and/or licensed school psychology professionals.
2. Plan cooperatively with the University faculty so that the students' clinical learning experiences are designed to achieve those educational purposes as determined by the faculty.
3. Comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids.
4. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the District or Agency insofar as they pertain to the activities of the students while participating in the Program.

5. Provide for the ongoing coordination of the students' learning experiences at the Agency through the person of \_\_\_\_\_ or her/his designee.
6. Make available to the students and faculty of the University clinical learning resources, facilities and opportunities for clinical learning experiences in specific subject matters and at fixed times, and to a designated number of students, all agreed upon in advance.
7. Provide agreed upon space for the use of the faculty and student conferences to the extent that space is available.
8. Allow the University to list the District or Agency in its catalogs, student recruitment efforts, etc.
9. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the District or Agency, and notify the Dean of the College of Education and Human Development, or her designee, of such injury or illness.
10. The District or Agency shall agree to indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments, and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the District or Agency, its employees or agents, arising out of or in connection with the District or Agency's participation in the Internship Program pursuant to this Agreement.
11. The District or Agency agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of the District or Agency participating in the Program at the District or Agency pursuant to this Agreement.

B. THE UNIVERSITY AGREES TO:

1. Conduct the Program in accordance with the philosophy and policies of the University, the District or Agency and other associations affecting this Program.
2. Provide for the ongoing coordination of the Students' learning experiences at the District or Agency through the Dean of the College of Education and Human Development, her designee or an on site faculty member.
3. Explain the philosophy and purposes of the Program to the District or Agency.
4. Furnish the District or Agency with clinical objectives, the required student curriculum and names of students receiving clinical instruction.
5. Describe to the District or Agency the criteria for the selection of clinical learning experiences for students.

6. Plan and evaluate cooperatively with the District or Agency students' learning experiences at the District or Agency.
7. Arrange cooperatively for the orientation of students to the work settings and personnel at the District or Agency, and encourage in the students appropriate attitudes and relationships as members of the District or Agency in order to engender a cooperative spirit.
8. Accord the District or Agency the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements, or other reasonable causes.
9. The University agrees to indemnify and hold the District or Agency harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the District or Agency may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the University or its faculty members, arising out of or in connection with the University's participating in the Program at the District or Agency pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. Sec. 8101, et seq.
10. The University agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University faculty participating in the Program at the District or Agency pursuant to this Agreement.
11. Upon written request, the University agrees to submit documentation evidencing licensure by the Maine State Board of Psychologists for all its faculty members participating at the District or Agency under this Agreement.

C. BOTH PARTIES AGREE:

1. University and the District or Agency shall communicate at least once during each educational affiliation to discuss issues of mutual concern. Onsite visits will be arranged as the situations warrants.
2. Nothing in this Agreement shall preclude receipt by the Agency or District of compensation from any person for any service performed by a student in the Program.
3. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status.
4. Both parties agree to be responsible for their own equipment used in the activities of the program.
5. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right

to complete the clinical affiliation for those students presently enrolled in the program.

6. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

Signatures

SCHOOL DISTRICT SUPERINTENDENT OR AGENCY DIRECTOR

By: \_\_\_\_\_  
*Signature* \_\_\_\_\_ Date  
Name:  
Title:  
Address:

UNIVERSITY OF MAINE SYSTEM

By: \_\_\_\_\_  
Joseph S. Wood \_\_\_\_\_ Date  
Provost and Vice President for Academic Affairs  
University of Southern Maine

By: \_\_\_\_\_  
Betty Lou Whitford \_\_\_\_\_ Date  
Dean  
College of Education and Human Development  
University of Southern Maine



Form 8.4
Internship Memorandum of Understanding

Student: \_\_\_\_\_ SSN: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Cell phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Licensed Psychologist: \_\_\_\_\_ Yes \_\_\_\_\_ No

Certified School Psychological Services Provider: \_\_\_\_\_ Yes \_\_\_\_\_ No

Nationally Certified School Psychologist: \_\_\_\_\_ Yes \_\_\_\_\_ No

Sponsoring District/Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email address: \_\_\_\_\_

\_\_\_\_\_, a student in the School Psychology Program at the
(student)
University of Southern Maine, will complete an internship experience under the supervision
of \_\_\_\_\_, an employee of \_\_\_\_\_
(site supervisor) (DISTRICT/AGENCY)
according to the following terms:

1. The student will spend \_\_\_\_\_ total days per week as part of my internship experience
(days)
for a total of \_\_\_\_\_ hours at \_\_\_\_\_ as
(hours) (DISTRICT/AGENCY)
part of the internship in school psychology.

2. The internship start date is: \_\_\_\_\_ and will last until \_\_\_\_\_.
(date) (date)

3. During the internship experience, the intern will demonstrate competency in the
following areas:

\_\_\_\_\_  
\_\_\_\_\_

Documentation of Experience

The intern will maintain a time log of internship hours to be reviewed by the University supervisor. At the end of each month, the end of each semester, and at the end of the internship, the intern will be evaluated by the site supervisor and University supervisor. The University supervisor will meet with the intern at regularly scheduled times during the semesters during which the internship occurs.

Supervision

The site supervisor will meet with the intern for at least two hours each week in an individualized, face-to-face session. In addition, the site supervisor will provide at least two additional hours of supervision each week, which may be held together with other interns or delegated to credentialed personnel.

Compensation

The intern will be paid by the University the amount of \_\_\_\_\_ dollars as a stipend for the internship. The stipend shall be paid \_\_\_\_\_ in the amount of \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.  
(amount) (weekly, bi-monthly, monthly) (amount) (date) (date)

Ethical Standards

The intern is expected to conduct himself/herself in a manner that is consistent with current legal and ethical standards of professional school psychology, including those of the National Association of School Psychologists. As a student in the School Psychology Program at the University of Southern Maine, the intern will be expected to abide by all district, state, and federal policies regarding the receiving and sharing of confidential information about students with the understanding that information about students, either from direct contact or collateral contact and files, should be used only for the purposes of evaluation and intervention and may be shared only with the students, their families, and those school personnel who have direct contact with the student for educational purposes unless written permission is obtained from the student, parent(s), or guardian(s) to share the information with other parties.

Signatures

_____	_____	_____
Internship Student (print)	Internship Student (signature)	Date
_____	_____	_____
District/Agency Site Supervisor (print)	District/Agency Site Supervisor (signature)	Date
_____	_____	_____
University Supervisor (print)	University Supervisor (signature)	Date

---

Form 8.5 Documentation of Internship Experiences

UNIVERSITY OF SOUTHERN MAINE  
 Department of Human Resource Development  
 M. S. in School Psychology Program

Student \_\_\_\_\_

Internship Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Week of: \_\_\_\_\_

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Orientation							
Assessment							
Consultation							
Behavior Management							
Social Skill Training							
Counseling							
PETs, Staffing							
Other							
Supervision							
a. Field							
b. University							
Total for Week							

Total Hours of Direct Service to Students for Week: \_\_\_\_\_  
 Previous Direct Service to Students hours + \_\_\_\_\_  
 Cumulative Total of Direct Service to Students = \_\_\_\_\_

Total Hours for This Week: \_\_\_\_\_  
 Previous total hours + \_\_\_\_\_  
 Cumulative Hours: = \_\_\_\_\_

Total University and Field Supervision for Week: \_\_\_\_\_ (Should always be 5 hours/week)

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Form 8.6 Monthly Internship Supervisor Evaluation Form

UNIVERSITY OF SOUTHERN MAINE  
 Department of Human Resource Development  
 M. S. in School Psychology Program

Intern Name \_\_\_\_\_ Month \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship Supervisor \_\_\_\_\_

Directions: Internship Supervisor: Please complete the following evaluation form and discuss the ratings with your intern. The intern will be responsible for returning the completed rating form to the University Supervisor.

Please rate the intern's level of performance using the following Lickert Scale (circle one of the numbers):

	1	2	3	4	NA
	Unsatisfactory Progress	Satisfactory Progress	Exceeds Expectations	Skill Has Been Mastered	Not Applicable At This Time
1. Orientation to the School/Placement Environment				1 2 3 4	NA
2. Rapport with Students				1 2 3 4	NA
3. Rapport with Staff				1 2 3 4	NA
4. Test Administration Skills				1 2 3 4	NA
5. Test Interpretation Skills				1 2 3 4	NA
6. Report Writing Skills				1 2 3 4	NA
7. Consultation				1 2 3 4	NA
8. Behavior Management Skills				1 2 3 4	NA
9. Social Foundations Training Skills				1 2 3 4	NA
10. Group Counseling Skills				1 2 3 4	NA
11. Other: _____				1 2 3 4	NA
12. Other: _____				1 2 3 4	NA

Please complete second page

Form 8.6 Monthly Internship Supervisor Evaluation Form, *cont'd.*

Comments:

Strengths of Intern:

Areas of Concern:

Do you want to discuss issues about the intern or the USM internship program with the University Supervisor?       Yes       No

If yes, list the preferred days and times for the University Supervisor to contact you.

---

---

---

Signature: \_\_\_\_\_

Date:

\_\_\_\_\_

(Internship Supervisor)

Signature: \_\_\_\_\_

Date:

\_\_\_\_\_

(University Supervisor)

Form 8.7 Final Internship Student Evaluation

UNIVERSITY OF SOUTHERN MAINE  
 Department of Human Resource Development  
 M. S. in School Psychology Program

Student: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

**Directions:** In each of the following areas for which you have information, rate the student's performance by circling the number to the right of each item that best describes the student's skill level. Circle the number that indicates your evaluation of the student's skills. This is a 5-point rating scale that is based on the following rubric.

1	2	3	4	5	NA
Inadequate skills: needs additional training and supervision.	Needs extensive amount of supervision	Needs moderate amount of supervision	Little supervision	Independent level of practice - no supervision needed	Not Applicable

I. Assessment Activities (is able to conduct assessments by using these procedures):						
A. Interviews and Record Review						
1. Interviews with parents	1	2	3	4	5	NA
2. Interviews with teachers	1	2	3	4	5	NA
3. Interviews with children and adolescents	1	2	3	4	5	NA
4. Review of historical data	1	2	3	4	5	NA
B. Observation Techniques						
1. Anecdotal observation	1	2	3	4	5	NA
2. Systematic observation	1	2	3	4	5	NA
C. Functional Assessment						
1. Indirect Assessment						
a) administration/scoring	1	2	3	4	5	NA
b) interpretation	1	2	3	4	5	NA
2. Descriptive Assessment						
a) administration/scoring	1	2	3	4	5	NA
b) interpretation	1	2	3	4	5	NA
3. Brief Functional Analysis						
a) administration/scoring	1	2	3	4	5	NA
b) interpretation	1	2	3	4	5	NA
4. Extended Functional Analysis						
a) administration/scoring	1	2	3	4	5	NA
b) interpretation	1	2	3	4	5	NA
D. Intellectual Assessments						
1. administration/scoring	1	2	3	4	5	NA
2. interpretation	1	2	3	4	5	NA
E. Academic Assessment (norm referenced)						
1. administration/scoring	1	2	3	4	5	NA
2. interpretation	1	2	3	4	5	NA

Final Internship Student Evaluation, *cont'd.*

	1	2	3	4	5	NA
	Inadequate skills: needs additional training and supervision.	Needs extensive amount of supervision	Needs moderate amount of supervision	Little supervision	Independent level of practice - no supervision needed	Not Applicable
F. Curriculum-based measurement						
1. administration/scoring					1 2 3 4 5	NA
2. interpretation					1 2 3 4 5	NA
G. Behavior Rating Scales						
1. administration/scoring					1 2 3 4 5	NA
2. interpretation					1 2 3 4 5	NA
H. Adaptive Behavior (norm referenced)						
1. administration/scoring					1 2 3 4 5	NA
2. interpretation					1 2 3 4 5	NA
I. Adaptive Behavior (criterion referenced)						
1. administration/scoring					1 2 3 4 5	NA
2. interpretation					1 2 3 4 5	NA
J. Perceptual-Motor						
1. administration/scoring					1 2 3 4 5	NA
2. interpretation					1 2 3 4 5	NA
K. Other: _____						
1. administration/scoring					1 2 3 4 5	NA
2. interpretation					1 2 3 4 5	NA
II. Behavioral Interventions						
A. Designing Behavior Interventions						
1. Intervention based on results of functional assessment					1 2 3 4 5	NA
2. Intervention includes positive behavioral support emphasis					1 2 3 4 5	NA
3. Intervention demonstrates understanding of principles of applied behavioral analysis					1 2 3 4 5	NA
4. Intervention demonstrates principles of social learning theory					1 2 3 4 5	NA
5. Intervention includes generalization/maintenance procedures					1 2 3 4 5	NA
6. Intervention describes Data Collection Procedures					1 2 3 4 5	NA
B. Implementation of Behavioral Interventions						
1. Demonstrates skills in implementation					1 2 3 4 5	NA
2. Demonstrates skills in data collection					1 2 3 4 5	NA
3. Demonstrates skills in graphing intervention results					1 2 3 4 5	NA
4. Demonstrates skills in interpreting results					1 2 3 4 5	NA
5. Demonstrates skills in modifying intervention					1 2 3 4 5	NA
III. Academic Interventions						
A. Intervention based on results of academic assessments					1 2 3 4 5	NA
B. Interventions based on scientific evidence					1 2 3 4 5	NA
C. Interventions include generalization/maintenance procedures					1 2 3 4 5	NA
D. Interventions include a description of data collection procedures					1 2 3 4 5	NA
IV. Consultation						
A. Entry Stage (relationship building)					1 2 3 4 5	NA
B. Problem identification/definition					1 2 3 4 5	NA
C. Implementation						
1. Collaborative role in design of intervention					1 2 3 4 5	NA
2. Coaching, performance feedback with consultee					1 2 3 4 5	NA
D. Evaluation of intervention					1 2 3 4 5	NA
E. Disengagement stage					1 2 3 4 5	NA

Final Internship Student Evaluation, *cont'd.*

	1	2	3	4	5	NA
	Inadequate skills: needs additional training and supervision.	Needs extensive amount of supervision	Needs moderate amount of supervision	Little supervision	Independent level of practice - no supervision needed	Not Applicable
V.	<u>Social Foundations Training</u>					
	A. Social Foundations intervention based on assessment results				1 2 3 4 5	NA
	B. Design of Social Foundations training program				1 2 3 4 5	NA
	C. Direct instruction of Social Foundations in group or individual formats				1 2 3 4 5	NA
VI.	Counseling (optional)					
	A. Individual counseling					
	1. Case Conceptualization				1 2 3 4 5	NA
	2. Counseling skills				1 2 3 4 5	NA
	B. Group Counseling (optional)					
	1. Case Conceptualization				1 2 3 4 5	NA
	2. Counseling skills				1 2 3 4 5	NA
VII.	Dissemination of Information					
	A. Verbal discussion of assessment/intervention results				1 2 3 4 5	NA
	B. Written reports of assessment and interventions				1 2 3 4 5	NA
	C. Recommendations are based on assessment results				1 2 3 4 5	NA
	D. Recommendations consistent with referral question and results				1 2 3 4 5	NA
VIII.	In-Service Training					
	A. Demonstrates skills in designing in-service training				1 2 3 4 5	NA
	B. Demonstrates skills in conducting in-service training				1 2 3 4 5	NA
IX.	Liaison Agent					
	A. Serves as a liaison between school and community services				1 2 3 4 5	NA
	B. Has knowledge of resources, policies, and procedures for referral				1 2 3 4 5	NA
	C. Demonstrates professional judgments as to when and where outside referrals should be made				1 2 3 4 5	NA
	D. Provides necessary follow up for all referrals.				1 2 3 4 5	NA
XI.	Research					
	A. Demonstrates skills in designing, applied research				1 2 3 4 5	NA
	B. Demonstrates skill in conducting applied research				1 2 3 4 5	NA
	C. Demonstrates skills in reviewing and evaluation research				1 2 3 4 5	NA
XII.	Professional Ethics					
	A. Behavior in accordance with APA Ethical Principles, NASP Ethical Standards, and prevailing norms for professional practice				1 2 3 4 5	NA
	B. Demonstrates an understanding of professional ethics				1 2 3 4 5	NA
	C. Professional practice consistent with ethical standards				1 2 3 4 5	NA
	D. Demonstrates awareness of human diversity				1 2 3 4 5	NA
XIII.	Promoting School Psychology					
	A. Promotes the value and purpose of school psychology as a profession				1 2 3 4 5	NA

Final Internship Student Evaluation, *cont'd.*

Summary of Evaluation: (Please provide a brief narrative describing strengths and areas of professional practice in need of additional professional development).

Strengths:

Areas of practice in need of additional professional development:

Signature of Intern: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Univ. Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

When complete, return this form to: Mark W. Steege, Ph.D.  
School Psychology Program  
University of Southern Maine  
400 Bailey Hall  
Gorham, ME 04038

## IX. CASE STUDY PROJECT

All candidates for the degree M.S. in School Psychology must complete a case study project. The case study involves a synthesis of all of the skills that students learn during their program of study. Utilizing assessment, intervention, and consultation skills, the students design and collect data on an intervention for one or more students in a school setting. The format for the project follows the guidelines established for the Nationally Certified School Psychologist (NCSP) case study. USM students can access these guidelines in the [\*Application for Nationally Certified School Psychologist Application and Information for Graduates of Non-NASP Approved Programs\*](#). Students should follow the format and content outline in the NCSP manual referenced above. The projects are reviewed and scored according to the NCSP criteria.

## X. M.S. Degree Portfolio

M.S. in school psychology students will prepare a comprehensive portfolio that includes work samples demonstrating skills in the areas of assessment, interventions, and consultation. The internship portfolio is a purposeful collection of student work that exemplifies the student's achievements in specific competency areas. The portfolio includes student pre and post-internship self-analyses of professional competencies. The portfolio also includes both formative and summative field supervisor post-internship evaluations of student competencies. Also included in the portfolio are work samples demonstrating the student's competencies in all of the areas included in the training program and internship, including evidence of skills in assessment, report writing, interventions, progress monitoring, and treatment fidelity. Many students also include evidence of participation in professional training workshops or other experiences from the internship. All portfolios must include a summary report of the student's applied research project.

### *Portfolio Development*

The portfolio is usually completed in four phases as the student's program of study is completed. Phase I includes student self-analysis of competencies in assessment, intervention, and consultation. Phase I typically occurs during the last semester of course work when the student is completing Practicum 2. The 250 hour Practicum 2 in school psychology includes activities designed to help students develop internship goals and objectives. Phase II includes student participation in the 1500 hour internship with ongoing supervision by a site supervisor. The internship supervisor provides feedback on student development of professional skills and can help with the selection of work samples representing the student's skills. The course which accompanies the internship (SPY 688) provides an opportunity for peer review of work samples of assessments and interventions; such reviews can lead to additional refinement of reports and work samples to be included in the portfolio.

The third phase of the portfolio typically occurs near the end of the internship. This phase begins with a student self-analysis of assessment, intervention, and consultation competencies. This is accompanied by the actual selection of specific work samples to include in the student's portfolio. In addition to the choice of work samples, at the end of the internship, the student will compile all of the weekly time logs and monthly supervisor ratings of performance. The intern's supervisor will complete a summative evaluation of the intern's work over the course of internship. This evaluation is reviewed with the intern and the university supervisor and if there are any concerns about the intern's readiness for practice, they are

discussed at the conclusion of the internship. Simultaneous with the final evaluation, the intern compiles other portfolio materials such as identifying information, exemplary course papers, special awards, continuing education credits, and other evidence of school psychology training and practice.

The fourth and final phase of the portfolio includes both peer and supervisor review of the student's portfolio. The peer review occurs at a special session of the internship class where all interns seeking to graduate present their portfolios and describe both their internship work experiences as well as their final research projects. A copy of the summary report of the case study must be included in the portfolio. All elements of the portfolio need to be "sanitized" meaning that they need to be de-identified such that an outsider who looks at the portfolio would be unable to identify any of the students and schools included in the reports or intervention protocols.

### *Components of the Portfolio*

The final portfolio needs to include specific components that reflect the entirety of the student's training experiences. A summary of the required portfolio sections can be found in Table 10.1. The first section includes the student's identifying information. This is followed by a current curriculum vita (CV) which is another term for resume. Students not familiar with how to create a CV should contact the USM office of career services. The portfolio needs to include at least two letters of support from colleagues and professionals who are familiar with the student's work and competencies. The next section of the portfolio includes work samples documenting the student's area of competency for school psychology practice. Specifically, the student needs to include examples of work reflecting competency in the areas of (a) assessment, (b) consultation, (c) behavior management, (d) Social Foundations training, and (e) counseling (optional), and any other area(s) of professional competency. The competency section of the portfolio begins with the student's transcript and selected course papers or other documents reflecting the training activities the student completed in each area of competency. Following the transcript is a one-page summary of the number of each type of assessment, intervention, and consultation that the intern completed. The next section of the portfolio is a summary of the case study (see Chapter IX and the NASP website). In addition to the above portfolio components that reflect the student's work in the School Psychology Program, a section incorporating the student's personal professional development plans should be included. This section needs to represent any workshops, conferences or presentations that the student attended above and beyond the program course of study, documentation of membership and service in professional organizations, as well as a professional development plan.

Table 10.1 Portfolio Components

Section   Required Components

1. Identifying Information
2. Curriculum Vita
3. Letters of Support (minimum of 2)
4. Work Samples Reflecting Areas of School Psychology Competency
  - a) one-page summary showing the number and type of all assessments, interventions, and consultations
  - b) syllabi from course(s) taken in area of competency
  - c) at least 2 de-identified evaluation reports or other work samples which show the student's competency in that area of practice
5. Summary of Case Study
6. Professional Development Plan
7. Monthly and Final Practicum and Internship Evaluations
8. Other (optional)

This plan includes a narrative description of the students' planned activities for maintaining and enhancing her or his school psychology practice competencies for the three years following graduation from the program. The last required section of the portfolio includes the evaluations the student received during practicum and internship. Both the student's self-evaluations as well as the supervisor's evaluations must be included. Students who wish to add other work samples and information in the portfolio may do so in a final, optional, section.

## XI. STUDENT APPEALS AND COMPLAINTS

(excerpted from the USM Graduate Catalog)

### *Non-Academic Complaints*

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of the Dean of Student Life (ODSL) to respond to student inquiries. The mission of ODSL is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. ODSL staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an ODSL representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

### *Academic Grades and Appeal Policy*

Students in the M.S. program are expected to earn grades of "B" or better in most classes. M.S. students may have one class in the program of study with a grade of "C", however, they must have at least a 3.0 grad point average (GPA) in the program of study in order to graduate. The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

1. The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more

than 30 days after a final grade is posted to the student's record. The instructor must respond within 14 days of receiving the appeal.

2. If the student remains aggrieved by the decision of the instructor under step (1), he or she may, within 14 days after formal receipt of the instructor's final decision, appeal, in writing, to the chairperson of the department or program director of the college in which the course or other exercise or activity is offered. The chairperson/program director must respond within 14 days of receiving the appeal.
3. If the student remains aggrieved by the decision of the chairperson or program director of the department under step (2), he or she may, within 14 days after formal receipt of the chairperson's or program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.
4. The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within 21 days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed or (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise or (c) that another appropriate remedy be administered.
5. The student or the instructor may, within 14 days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within 10 days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within 28 days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision

shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

#### *Appeals of Dismissal or Withdrawal*

All appeals of dismissal or withdrawal must follow the appeals process defined by the program's school or college. The dean of the school or college must be included in this process. Within 14 days following the student's receipt, in writing, of the decision by the department/dean, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

APPENDIX:

Permission Forms for Child Participation in Training Activities:

1. Parent Permission Form
2. Practicum/Internship Parent Permission Form
3. Student Assent Form: Children Ages 2-7
4. Student Assent Form: Children Ages 6-14
5. Student Assent Permission Form for Ages 14-17
6. Adult Student Permission Form



College of Education and Human Development  
School Psychology Program  
400 Bailey Hall  
Gorham, ME 04038  
Phone: 207-780-5220  
TTY: 207-780-5646  
FAX: 207-780-5043

## **Informed Consent for Participation as a Subject in Training Activity Parent Permission Form**

### **Introduction:**

- You are being asked to allow your child to be in a training activity for a graduate level program in school psychology.
- Your child was selected as a possible participant because you are a family member or friend of a student enrolled in the school psychology program.
- We ask that you read this form and ask any questions that you may have before agreeing to allow your child to participate in the training activity.

### **Purpose of Activity:**

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children from around Maine.

### **Description of Procedures:**

If you agree to allow your child to be in this study, we would ask you to do the following things:

- Arrange a time when your child can meet with the graduate student for the testing session(s); the testing activities will take \_\_\_\_\_ (enter time estimate here).
- If needed, bring your child to the testing session(s) and/or allow the testing session(s) to occur in your home.

### **Risks of Participation:**

- The study has the following risks. First, the process of testing may result in the graduate student observing that your child may have otherwise unknown or undiagnosed learning or behavior difficulties. Second, your child may experience questions or concerns about his or her performance on the practice tests.
- Due to the training nature of the testing activity(ies) none of the results of the testing will be shared with you or your child. They cannot be considered accurate because the graduate student is still learning how to conduct the test(s).

### **Benefits of Participation:**

- The benefits of participation include providing a graduate student in school psychology the chance to learn how to administer important cognitive and/or psycho-educational tests and offering your child the chance to interact with a graduate student with training in child development and learning.

### **Confidentiality:**

- The records of this training activity will be kept private. In any sort of report the graduate student may submit to the course instructor, s/he will not include any information that will make it possible to identify a participant. Training records will be kept in a safe and secure location at all times. Access to the records will be limited to

the graduate student and the course instructor. The training records will be destroyed at the end of the semester when the practice testing occurred.

**Voluntary Participation/Withdrawal:**

- Your child’s participation is voluntary. If you or your child choose not to participate, it will not affect your current or future relations with the University.
- You and/or your child are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you or your child decide that you want to stop participating. For example, if the graduate student feels that a learning or behavior problem may be present, s/he will discontinue testing and arrange to have the course instructor meet with you and your child to discuss an appropriate course of action.

**Contacts and Questions:**

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or [rbrown@usm.maine.edu](mailto:rbrown@usm.maine.edu).
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or [usmorc@usm.maine.edu](mailto:usmorc@usm.maine.edu) or TTY (207)780-5646.

**Copy of Consent Form:**

- You will be given a copy of this form to keep for your records and future reference.

**Statement of Permission:**

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent for my child to participate in this study. I have received (or will receive) a copy of this form.

**Signatures/Dates:**

Activity Participant:	_____	
	(Print Name)	
Parent/Guardian:	_____	
	(Print Name)	
Parent/Guardian:	_____	_____
	(Signature)	(Date)
Graduate Student:	_____	
	(Print Name)	
Graduate Student:	_____	_____
	(Signature)	(Date)
University Supervisor:	_____	
	(Print Name)	
University Supervisor:	_____	_____
	(Signature)	(Date)



## **Informed Consent for Participation as a Subject in Training Activity Practicum/Internship Parent Permission Form**

### **Introduction:**

- You are being asked to allow your child to be in a training activity for a graduate level program in school psychology.
- Your child was selected as a possible participant because your child is undergoing evaluation at his or her school.
- We ask that you read this form and ask any questions that you may have before agreeing to allow your child to participate in the training activity.

### **Purpose of Activity:**

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children from around Maine.

### **Description of Procedures:**

If you agree to allow your child to participate, we would ask you to do the following things:

- Agree to allow the graduate student to administer the tests to be used as part of the school's evaluation procedures; the testing activities will take \_\_\_\_\_ (enter time estimate here).
- The testing will be conducted by the graduate student under the supervision and support of both a school-based school psychology practitioner and a university school psychology professor.
- The school-based school psychology practitioner who will take full responsibility for all testing procedures and activities. The supervisor will review and approve all testing plans, activities, and the final evaluation report written about your child.
- This permission form is separate from the one required by the school district.

### **Risks of Participation:**

- The activity has the following risks. First, the process of testing may result in the graduate student observing that your child may have otherwise unknown or undiagnosed learning or behavior difficulties.
- Second, your child may experience questions or concerns about his or her performance on the practice tests.

### **Benefits of Participation:**

- The benefits of participation include providing a graduate student in school psychology the chance to obtain additional practice and supervision in the administration, scoring, and interpretation of cognitive, psycho-educational and/or behavioral assessments.
- Second, you are offering your child the chance to interact with a graduate student with training in child development and learning.
- Third, your child's assessment will be carried out and reviewed by the graduate student and two experienced school psychology professionals.

**Confidentiality:**

- The records of this training activity will be kept private. In the report the graduate student will submit to the university professor, s/he will not include any information that will make it possible to identify your child. Testing records will be kept in a safe and secure location at all times. Access to the records will be limited to the graduate student, appropriate school personnel, and the university professor.

**Voluntary Participation/Withdrawal:**

- Your child’s participation is voluntary. If you or your child chooses not to participate, it will not affect your current or future relations with your child’s school or the University.
- You and/or your child are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you or your child decide that you want to stop participating.

**Contacts and Questions:**

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or [rbrown@usm.maine.edu](mailto:rbrown@usm.maine.edu).
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or [usmorc@usm.maine.edu](mailto:usmorc@usm.maine.edu) or TTY (207)780-5646.

**Copy of Consent Form:**

- You will be given a copy of this form to keep for your records and future reference.

**Statement of Permission:**

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent for my child to participate in this study. I have received (or will receive) a copy of this form.

**Signatures/Dates:**

Activity Participant:	_____	
	(Print Name)	
Parent/Guardian:	_____	
	(Print Name)	
Parent/Guardian:	_____	_____
	(Signature)	(Date)
Graduate Student:	_____	
	(Print Name)	
Graduate Student:	_____	_____
	(Signature)	(Date)
University Supervisor:	_____	
	(Print Name)	
University Supervisor:	_____	_____
	(Signature)	(Date)



College of Education and Human Development  
School Psychology Program  
400 Bailey Hall  
Gorham, ME 04038  
Phone: 207-780-5220  
TTY: 207-780-5646  
FAX: 207-780-5043

**Informed Consent for Participation as a Subject in Training Activity  
Student Assent Form: Children Ages 2-7**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Statement read to child:

**"I am a student at USM and I would like to work with you on some fun activities. Will you work with me?"**

Child's response: (circle) Yes No

In my judgment the child agrees to participate.

Witness name: \_\_\_\_\_  
Witness signature: \_\_\_\_\_ Date: \_\_\_\_\_

Graduate student name: \_\_\_\_\_  
Graduate student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Attach this form to parent permission form.**



## **Informed Consent for Participation as a Subject in Training Activity Student Assent Form: Children Ages 6-14**

### **Introduction:**

- You are being asked to do some activities to help me learn.
- You were selected to do this because you are a family member or friend.
- Please read (or have read to you) this form and ask any questions you have before you agree to help and participate in the activities.

### **Purpose of Activity:**

- The purpose of this training activity is to provide practice in testing for college students who are training to work in schools.
- Participants in this activity are school-age children from around Maine.

### **Description of Procedures:**

If you agree to help, you will do following:

- Meet with me and participate in the activities; the activities will take about \_\_\_\_\_( enter time).

### **Risks of Participation:**

- During the activities, I may feel that they are too hard for you and decide to end the activity. If this happens, I will meet with your parents and talk about why the activities were ended.
- You may have questions about the activities which I cannot answer right away. I will answer all your questions at the end of the activities.

### **Benefits of Participation:**

- You will get to work with me doing a number of different activities that are like what you do in school. Many of these are fun activities, like puzzles.

### **Confidentiality:**

- Everything I write down about you will be kept private and locked up. I will not use your name or any other information about you that could tell people who you are.

### **Voluntary Participation/Withdrawal:**

- You can decide you want to work with me or not, but you do not have to do this. If you do not want to do this, it will not change how you are treated at school.
- You may stop working with me at anytime you want to.
- Nothing different will happen to you if you do not work with me.

### **Contacts and Questions:**

- If you have any questions about this study, you can talk to the coordinator of the program I am in: Rachel Brown-Chidsey. You can call her at 228-8322.
- If you have other questions that the researchers cannot answer you can call the Office of Research Compliance at the University of Southern Maine at 780-4517.

**Statement of Assent:**

I have read (or had read to me) this form. I understand what this form says and I have asked questions if I wanted to. The researchers answered the questions I had.

Student (Print Name): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Witness:** In my judgment, the student understands the information in this consent form and agrees to be in the study.

Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Signatures/Dates:**

Graduate Student: \_\_\_\_\_  
(Print Name)

Graduate Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

Course instructor: \_\_\_\_\_  
(Print Name)

Course instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)



## **Informed Consent for Participation as a Subject in Training Activity Student Assent Permission Form for Ages 14-17**

### **Introduction:**

- You are being asked to be in a training activity for a graduate level program in school psychology.
- You were selected as a possible participant because you are a family member or friend.
- Please read (or have read to you) this form and ask any questions that you may have before agreeing to participate in the training activity.

### **Purpose of Activity:**

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children and adults from around Maine, including high school and college students who are 18 or older.

### **Description of Procedures:**

If you agree to be in this study, I will ask you to do the following things:

- Arrange a time when you can meet with me for the testing session(s),
- Attend the testing session(s).
- The testing activities will take \_\_\_\_\_(insert time).

### **Risks of Participation:**

- The study has the following risks. First, as a part of the testing, I may suspect that you have otherwise unknown or undiagnosed learning or behavior difficulties. If this happens, I will end the testing and arrange a meeting with you, your parents, and my University instructor to go over my concerns and arrange for appropriate follow-up activities.
- Second, you may experience questions or concerns about your performance on the practice tests. I will answer these for you at the end of the testing.
- Due to the training nature of the testing activity(ies) none of the results of the testing will be shared with you. They cannot be considered accurate because I am still learning how to conduct the test(s).

### **Benefits of Participation:**

- The benefits of participation include providing me with the chance to learn how to administer important cognitive and/or psycho-educational tests and offering you chance to interact with a graduate student with training in human development and learning.

### **Confidentiality:**

- The records of this training activity will be kept private. In any sort of report I submit to the course instructor, I will not include any information that will make it possible to identify you. Training records will be kept in a safe and secure location at all times. Access to the records will be limited to me and the course instructor. The training records will be destroyed at the end of the semester when the practice testing occurred.

**Voluntary Participation/Withdrawal:**

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University or your school.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you decide that you want to stop participating. For example, if I feel that a learning or behavior problem may be present, I will discontinue testing and arrange to have the course instructor meet with you and your parents to discuss an appropriate course of action.

**Contacts and Questions:**

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or [rbrown@usm.maine.edu](mailto:rbrown@usm.maine.edu).
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or [usmorc@usm.maine.edu](mailto:usmorc@usm.maine.edu) or TTY (207)780-5646.

**Copy of Consent Form:**

- You will be given a copy of this form to keep for your records and future reference.

**Statement of Consent:**

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

**Signatures/Dates:**

Study Participant: \_\_\_\_\_  
 (Print Name)

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Witness:**

In my judgment, the student understands the information in this assent form and agrees to participate in the training activity.

Witness signature: \_\_\_\_\_ Date: \_\_\_\_\_

Graduate Student: \_\_\_\_\_  
(Print Name)

Graduate Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

Course instructor: \_\_\_\_\_  
(Print Name)

Course instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

College of Education and Human Development  
School Psychology Program





## **Informed Consent for Participation as a Subject in Training Activity Adult Student Permission Form**

### **Introduction:**

- You are being asked to be in a training activity for a graduate level program in school psychology.
- You were selected as a possible participant because you are a family member or friend.
- Please read (or have read to you) this form and ask any questions that you may have before agreeing to participate in the training activity.

### **Purpose of Activity:**

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children and adults from around Maine, including high school and college students who are 18 or older.

### **Description of Procedures:**

If you agree to be in this study, I will ask you to do the following things:

- Arrange a time when you can meet with me for the testing session(s)
- Attend the testing session(s) and/or allow the testing session(s) to occur in your home.
- The testing activities will take about \_\_\_\_\_ hours/minutes.

### **Risks of Participation:**

- The study has the following risks. First, as a part of the testing, I may suspect that you have otherwise unknown or undiagnosed learning or behavior difficulties. If this happens, I will end the testing and arrange a meeting with you, your parents, and my University professor to go over my concerns and arrange for appropriate follow-up activities.
- Second, you may experience questions or concerns about his or her performance on the practice tests.
- Due to the training nature of the testing activity(ies) none of the results of the testing will be shared with you. They cannot be considered accurate because I am still learning how to conduct the test(s).

### **Benefits of Participation:**

- The benefits of participation include providing me with the chance to learn how to administer important cognitive and/or psycho-educational tests and offering you chance to interact with a graduate student with training in human development and learning.

### **Confidentiality:**

- The records of this training activity will be kept private. In any sort of report I submit to my professor, I will not include any information that will make it possible to identify you. Training records will be kept in a safe and secure location at all times. Access to the records will be limited to me and the course instructor. The training records will be destroyed at the end of the semester when the practice testing occurred.

**Voluntary Participation/Withdrawal:**

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University or your school.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you decide that you want to stop participating. For example, if I feel that a learning or behavior problem may be present, I will discontinue testing and arrange to have the course instructor meet with you and your parents to discuss an appropriate course of action.

**Contacts and Questions:**

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or [rbrown@usm.maine.edu](mailto:rbrown@usm.maine.edu).
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or [usmorc@usm.maine.edu](mailto:usmorc@usm.maine.edu) or TTY (207)780-5646.

**Copy of Permission Form:**

- You will be given a copy of this form to keep for your records and future reference.

**Statement of Permission:**

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

**Signatures/Dates:**

Activity Participant:	_____	
	(Print Name)	
Parent/Guardian:	_____	
	(Print Name)	
Parent/Guardian:	_____	_____
	(Signature)	(Date)
Graduate Student:	_____	
	(Print Name)	
Graduate Student:	_____	_____
	(Signature)	(Date)
University Supervisor:	_____	
	(Print Name)	
University Supervisor:	_____	_____
	(Signature)	(Date)

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