

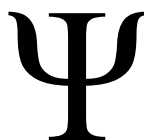


UNIVERSITY OF
SOUTHERN MAINE

DEPARTMENT OF
HUMAN RESOURCE DEVELOPMENT

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

Psy.D. PROGRAM HANDBOOK
2006-2007



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TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
I.	Introduction	3
II.	Faculty	4
III.	Program Mission, Goals, and Objectives	5
IV.	Program Philosophy	6
V.	Program of Study	8
VI.	Psy.D. Comprehensive Examination	20
VII.	Research Activities in the Psy.D.	28
VIII.	Assessment System for Measuring Student Performance in the School Psychology Program	40
IX.	Practicum in School Psychology	44
X.	Internship in School Psychology	61
XI.	Student Appeals and Complaints	86
	Appendices:	
	A. APA Ethical Principles of Psychologists and Code of Conduct	89
	B. NASP Ethical Standards	90
	C. Standards for the Provision of School Psychological Services	91
	D. Permission Forms for Participation in Training Activities	92

I. INTRODUCTION

This handbook has been prepared to assist students in the Psy.D. in School Psychology Program as they determine and engage in course planning activities. The handbook includes information regarding program mission, goals, objectives, philosophy, required courses, and student evaluation 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 Department of Human Resource Development Handbook and 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. 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, 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 MISSION, GOALS, AND OBJECTIVES

The Mission of the USM School Psychology Program is to prepare school psychology practitioners who are grounded in the best practices in school psychology. The Program's 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 bring 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. The Psy.D. in School Psychology program prepares students to meet competencies set forth by the American Psychological Association (APA) for the practice of school psychology. Upon completion of the program, graduates are eligible for the following credentials:

- Nationally Certified School Psychologist
- Certified School Psychological Service Provider
- Licensed Psychologist

IV. 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 (Stoiber & Kratochwill, 2000; NASP Standards, 2001). 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 scientist-practitioner orientation to the training and practice of school psychology.

The second conceptual foundation is the problem solving model (Brown-Chidsey, 2005; Deno, 1995). 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 skills 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.

Based on these models and professional standards, students within the USM School Psychology program receive training in the following areas prior to and during the internship phases of the program:

1. Biological aspects of behavior
2. Cognitive and affective aspects of behavior
3. Social aspects of behavior
4. History and systems of psychology

5. Psychological measurement
6. Research methodology
7. Techniques of data analysis
8. Individual differences in behavior
9. Human development
10. Dysfunctional behavior/psychopathology
11. Professional standards and ethics
12. Theories and methods of assessment and diagnosis
13. Effective interventions
14. Consultation and supervision
15. Evaluating the efficacy of interventions

The culminating experience of the Psy.D. program is the 1500 hour internship. 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. Consistent with APA's *Ethical Principles of Psychologists and Code of Conduct*, 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.

V. PROGRAM OF STUDY

The Psy.D. in School Psychology program at USM requires completion of a minimum of 60 hours beyond a specialist-equivalent degree in school psychology. The school psychology program at USM is a planned, supervised, and integrated course of study which culminates in a 1,500 clock hour internship in the public schools. For those students who enter the Psy.D. program with a master's in an area other than school psychology, or directly from a bachelor's program, completion of certain M.S. program classes will be required. Eligibility for certification in school psychology, the Nationally Certified School Psychologist, and licensure as a psychologist is based on satisfactory completion of course credits as specified by the USM training program as well as fulfillment of examination and supervisory requirements specified by the state Department of Education and/or Board of Examiners of Psychologists in the state where the credential is sought. Credentialing requires that criteria be met in three professional competency areas: personal characteristics, educational qualifications, and practitioner competencies. The school psychology practitioner demonstrates the following personal characteristics in his/her professional practice:

1. adaptability
2. personal stability
3. cooperation
4. communication skills
5. productivity
6. independence
7. conscientious
8. professional ethics
9. motivation
10. 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 beliefs 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-consciousness, and motivation

are important in both assigning grades and retention in the program. Students in the Psy.D. program are expected to earn grades of "B" or better in all classes. Any class in which a Psy.D. student earns less than a "B" must be taken again. Classes may be taken no more than twice.

The school psychology practitioner acquires, integrates, and relates factual and theoretical information to professional practice and derives inferences, interpretations, and conclusions from research and/or applications from the following core content areas:

1. Biological aspects of behavior
2. Cognitive and affective aspects of behavior
3. Social aspects of behavior
4. History and systems of psychology
5. Psychological measurement
6. Research methodology
7. Techniques of data analysis
8. Individual differences in behavior
9. Human development
10. Dysfunctional behavior/psychopathology
11. Professional standards and ethics
12. Theories and methods of assessment and diagnosis
13. Effective interventions
14. Consultation and supervision
15. Evaluating the efficacy of interventions

Practitioner competencies of the doctoral student in school psychology 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, credentialing requirements, and APA'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. (See Appendix A)

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, teachers, specialists, 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 practitioner complement one another and are most accurately viewed as integrated and coordinated. 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 required courses for those who are admitted both with and without a prior NCSP credential are found in Tables 5.1 and 5.2, respectively. The course of study requirements are designed to meet APA's guidelines for comprehensive training in school psychology. 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.

Suggested Program Sequence

Psy.D. students who enter the program with a prior master's or specialist degree in school psychology and/or a current NCSP and who enroll on a full-time basis (e.g., 9 –12 credits per semester), and who do not compete the counseling concentration, are generally able to complete the program of study in 3 years. Those students who enter the program without a prior school psychology degree and/or NCSP will require between 5 and 6 years to complete the program on a full-time basis. Students who choose to enroll on a part-time basis will take longer to complete the program. Tables 5.3 through 5.6 show possible course schedules for students entering with different backgrounds and professional goals. Certain courses are prerequisites for others and certain courses (those marked by an asterisk) must be taken prior to enrolling for practicum or internship credits. Certain courses are limited to those students who are interns. The 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.

Table 5.1: Psy.D. Program Requirements for those with the National Certified School Psychologist (NCSP) credential (60-72 credits):

Competency Area	Course Number	Course Name	Credits
Psychological Foundations (12 Credits)			
	SPY 673	Social Foundations of Behavior	3
	SPY 709	History, Systems, and Ethics of Psychology	3
		Other areas covered in M.S. or Ed.S., or CAS program of study	
Educational Foundations (9 credits)			
	HRD 630	Facilitating Adult Learning	3
		One course chosen from the 600 level or higher courses in the College of Education and Human Development	3
Assessment (12 credits)			
		All competencies met through M.S., Ed.S., or CAS program of study	
Interventions (12 credits)			
	HCE 620	Fundamentals of Counseling Theories	3
	HCE 644	Crisis Intervention	3
	SPY 727	Advanced Academic Intervention Methods	3
	SPY 728	Advanced Interventions for Individuals with Behavioral Disabilities	3
	SPY 729	Advanced Interventions for Individuals with Developmental Disabilities	3
Research (6 credits)			
	EDU 697	Statistics I	3
	EDU 698	Statistics II	3
	SPY 751	Advanced Research Seminar	3
	SPY 759	Psy.D. Research Project	6
Professional School Psychology (15 credits)			
	EDU 671	Organizational Behavior	3
	HCE 681	Clinical Supervision	3
	SPY 788	Pre-doctoral Internship	9
Electives (3-12 credits)			
	HCE 621	Fundamentals of Counseling Skills	3
	HCE 622	Counseling Children and Adolescents	3
	HCE 627	Group Counseling	3
	HCE 690	Practicum in Counseling	3
		TOTAL	60-69

Table 5.2: Program Requirements for those without the Nationally Certified School Psychologist (NCSP) credential (117-129 credits):

Competency Area	Course Number	Course Name	Credits
Psychological Foundations (18 Credits)			
	HRD 668	Human Development	3
	SPY 671	Physical Bases of Behavior	3
	SPY 674	Child and Adolescent Psychopathology	3
	SPY 676	Behavioral Principles of Learning	3
	SPY 673	Social Foundations of Behavior	3
	SPY 709	History, Systems, and Ethics of Psychology	3
Educational Foundations (12 credits)			
	SED 540	Nature and Needs of Learners who are Exceptional	3
	SED 682	Special Education Law	3
	HRD 630	Facilitating Adult Learning	3
		One course chosen from the 600 level or higher courses in the College of Education and Human Development	3
Assessment (18 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
	SPY 679	Seminar in Psychological Assessment	3
Interventions (21 credits)			
	HCE 626	Group Process & Procedures	3
	SPY 603	Consultation in School Psychology	3
	HCE 620	Fundamentals of Counseling Theories	3
	HCE 644	Crisis Intervention	3
	SPY 727	Advanced Academic Intervention Methods	3
	SPY 728	Advanced Interventions for Individuals with Behavioral Disabilities	3
	SPY 729	Advanced Interventions for Individuals with Developmental Disabilities	3
Research (21 credits)			
	EDU 600	Research Methods & Techniques	3
	EDU 697	Statistics I	3
	EDU 698	Statistics II	3
	SPY 659	Clinical Research Methods	3
	SPY 751	Advanced Research Seminar	3
	SPY 759	Psy.D. Research Project	6
Professional School Psychology (21 credits)			
	EDU 671	Organizational Behavior	3
	HCE 681	Clinical Supervision	3
	SPY 609	Orientation to School Psychology	3
	SPY 694	Practicum in School Psychology	3
	SPY 788	Pre-doctoral Internship	9

Table 5.2, cont'd.: Program Requirements for those without the Nationally Certified School Psychologist (NCSP) credential (117-129 credits)

Competency Area	Course Number	Course Name	Credits
Electives (3-12 credits)			
	HCE 621	Fundamentals of Counseling Skills	3
	HCE 622	Counseling Children and Adolescents	3
	HCE 627	Group Counseling	3
	HCE 690	Practicum in Counseling	3
	-or-	Other course(s) chosen from the 600 level or higher courses in the College of Education and Human Development	
TOTAL			114--123

Table 5.3: Students with NCSP not doing counseling concentration

Year of Enrollment	Fall	Spring	Summer
First Year	HCE 620 SPY 709 SPY 728	EDU 671 HRD 630 SPY 727	Elective
Second Year	EDU 697 HCE 644 HCE 681	EDU 698 SPY 729 SPY 751	Elective
Third Year	SPY 759 SPY 788	SPY 759 SPY 788	SPY 788

Table 5.4: Students with NCSP doing counseling concentration

Year of Enrollment	Fall	Spring	Summer
First Year	HCE 620 SPY 709 SPY 729	EDU 671 HRD 630 SPY 727	Elective
Second Year	EDU 697 HCE 621 HCE 622	EDU 698 HCE 690 SPY 729	Elective
Third Year	HCE 644 HCE 681	HCE 627 SPY 751	
Fourth Year	SPY 759 SPY 788	SPY 759 SPY 788	SPY 788

Table 5.5: Students without NCSP not doing counseling concentration

Year of Enrollment	Fall	Spring	Summer
First Year	EDU 600 SPY 609 SPY 676	HRD 668 SPY 673 SPY 684	HCE 605 SED 540
Second Year	SPY 674 SPY 677 SPY 678	SED 653/SPY 672 SPY 675 SPY 694	SED 682 SPY 603
Third Year	HCE 620 HCE 644 SPY 709	EDU 671 HRD 630 SPY 727	Elective
Fourth Year	EDU 697 HCE 681 SPY 728	EDU 698 SPY 729 SPY 751	Elective
Fifth Year	SPY 759 SPY 788	SPY 759 SPY 788	SPY 788

Table 5.6: Students without NCSP doing counseling concentration

Year of Enrollment	Fall	Spring	Summer
First Year	EDU 600 SPY 609 SPY 676	HRD 668 SPY 673 SPY 684	HCE 605 SED 540
Second Year	SPY 674 SPY 677 SPY 678	SED 653/SPY 672 SPY 675 SPY 694	SED 682 SPY 603
Third Year	HCE 620 SPY 659 SPY 709	HCE 621 HRD 630 SPY 727	EDU 671
Fourth Year	EDU 697 HCE 622 Elective	EDU 698 HCE 690	Elective
Fifth Year	HCE 644 HCE 681 SPY 728	HCE 627 SPY 729 SPY 751	
Sixth Year	SPY 759 SPY 788	SPY 759 SPY 788	SPY 788

Counseling Concentration. It is optional for Psy.D. students to complete a concentration in counseling, but those students who choose to complete the counseling concentration will require more time to complete the program. Three counseling courses are required of all Psy.D. students: HCE 620, HCE 644, and HCE 681. HCE 620 is a course in the fundamentals of counseling theory and acquaints all students with a basic background in counseling theories. HCE 644 is a course in crisis intervention and is designed to prepare all students with basic skills needed to handle the emotional and psychological needs of students and staff in school-based emergency situations. HCE 681 is a course in the

supervision of psychology services and prepares students to supervise others who provide psychological services in schools. There are four additional courses required of those students who want to complete the counselor training: HCE 621, HCE 622, HCE 627, and HCE 690. HCE 621 is a course covering the most widely used counseling methods. HCE 622 provides knowledge and skills related to counseling children and adolescents. In HCE 627, students learn group counseling methods. HCE 690 is a counseling practicum that requires the student to provide counseling to a small case-load of clients under the supervision of a counseling faculty member.

Just like the rest of the school psychology classes, the counseling courses need to be taken in a specific order. Students must take HCE 620, HCE 626, HCE 621, and HCE 622 before completing the counseling practicum (HCE 690 = 6 credits). Then, HCE 627 and HCE 644 are taken after the practicum so they can add to the skills learned during practicum. Of note, the counseling practicum is a separate experience from the school psychology practicum. If a student is doing the counseling concentration, HCE 681 (supervision) should be taken after all the other counseling classes, including practicum. If a student is not doing the counseling concentration, then HCE 681 should be taken after the other required counseling classes (HCE 620 and HCE 644). It is recommended that those Psy.D. students who need to complete the 200 hour school psychology practicum do so before doing the counseling practicum. It is important for Psy.D. students to be aware of two major counseling practicum requirements. First, all students who wish to complete the counseling practicum must sign up for it at least one semester in advance. That means if a student wants to complete the counseling practicum in a Fall semester, s/he must sign up for it by 15 November of the previous year; if a student wants to complete it in a Spring semester, sh/e must sign up for it by 1 September of the previous year. To sign up for the counseling practicum, students must contact Kerry Bertalan at 780-5316 or bertalan@usm.maine.edu. Second, all students doing the counseling practicum must obtain and provide evidence of student liability insurance prior to the start of the counseling practicum activities.

Only those Psy.D. students who complete the counseling concentration will be properly trained and competent to practice counseling after degree completion. Those students who complete the counseling concentration will need to integrate counseling activities into their pre-doctoral internships and be supervised during internship by a field supervisor who practices counseling. In order to practice counseling independently, Psy.D. graduates will need to complete a post-doctoral training experience that meets the specifications of the jurisdiction in which they seek licensure, and obtain licensure for

independent practice.

Connections Between the APA Standards and the Psy.D. Program of Study

Table 5.7 illustrates the relationship between APA's Standards for Training in (School) Psychology domains and specific courses that include relevant content and applied learning experiences for the 15 domains of training and practice.

Table 5.7: USM School Psychology Program Learning Domains and Outcomes

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
1. Biological aspects of behavior	SPY 671 SPY 694 SPY 788	Knowledge of basic anatomy and physiology as well as neurophysiology Use of knowledge about anatomy and physiology in the completion of practicum and internship activities
2. Cognitive and affective aspects of behavior	SPY 676 SPY 684 SPY 694 SPY 788	Knowledge and skills about psychological principles of learning, including classic and operant conditioning Knowledge and skills for the use of applied behavior analysis for effective instruction Use of knowledge about the psychological principles of learning in the completion of practicum and internship activities, including the design and implementation of specific interventions for students
3. Social aspects of behavior	EDU 671 SPY 673 SPY 694 SPY 788	Knowledge and skills related to how schools, school districts, and related educational agencies are organized and administered Knowledge and skills related to basic social psychology and application of findings from research for the improvement of students' social skills Use of knowledge about social psychology and social skills interventions in the completion of practicum and internship activities
4. History and systems of psychology	SED 682 SPY 709 SPY 694 SPY 788	Knowledge concerning special education law, regulations, and policies Knowledge and research activities pertaining to the history of psychology in general and the relationship between other branches of psychology and school psychology, including the ethics of school psychology practice Identification and application of information from the history, systems, and ethics of general and school psychology in the practicum and internship

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

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
5. Psychological measurement	HCE 605	Knowledge of the basic tenets of psychological and educational measurement, including test construction, reliability, validity and culturally-sensitive assessment practices
	SPY 672	Knowledge and skills in the selection, administration, scoring and interpretation of academic achievement tests, including curriculum-based forms of assessment
	SPY 675	Knowledge and skills in the selection, administration, scoring and interpretation of indirect methods of behavioral assessment including record reviews, interviews, rating scales, and criterion scales
	SPY 677	Knowledge and skills in the selection, administration, scoring and interpretation of cognitive assessment including IQ measures
	SPY 678	Knowledge and skills in the use of functional behavioral assessments (FBA) including observations, recording methods, interpretation, and hypothesis development
	SPY 679	Knowledge and skills in the integration of psychological assessment methods, including response to intervention (RTI) methods
	SPY 694 SPY 788	Use of diverse psychological measurement tools during practicum and internship
6. Research methodology	EDU 600	Introduction to basic research methods commonly used in education settings
	SPY 659	Knowledge and skills related to the selection, use, and interpretation of single subject research methods
	SPY 751	Knowledge and skills for designing and evaluating psychological and educational research
	SPY 759	Design, implementation, analysis, and interpretation of an independent research project
7. Techniques of data analysis	EDU 697	Knowledge and skills pertaining to basic inferential statistics methods, including measures of central tendency, comparing means, distribution analysis, and analysis of variance
	EDU 698	Knowledge and skills pertaining to advanced inferential statistics, including multiple analysis of variance, regression, and path analysis
	SPY 659	Practice with interpretation of time series single subject data analysis methods
	SPY 751	Knowledge and skills related to the relationship between research designs and interpretation
	SPY 759	Interpretation of data collected as part of an independent research project
8. Individual differences in behavior	SED 540	Knowledge of U.S. special education policies and eligibility categories corresponding to specific disabilities as well as instructional methods used for students with disabilities
	SPY 694 SPY 788	Application of knowledge concerning specific disabilities, special education practices, and effective instructional methods as part of practicum and internship activities

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

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
9. Individual differences in behavior	SED 540 SPY 694 SPY 788	Knowledge of U.S. special education policies and eligibility categories corresponding to specific disabilities as well as instructional methods used for students with disabilities Application of knowledge concerning specific disabilities, special education practices, and effective instructional methods as part of practicum and internship activities
10. Human development	HRD 668	Knowledge about the stages, features, and typical sequence of human development across the lifespan
11. Dysfunctional behavior/ psychopathology	SPY 674 SPY 694 SPY 788	Knowledge and skills concerning typical and atypical psychological development and use of specific nosologies for diagnosis and treatment (e.g., DSM-IV-TR; ICD-10) Application of knowledge about typical and atypical psychological development as part of practicum and internship activities
12. Professional standards and ethics	SPY 609 SPY 709 SPY 694 SPY 788	Knowledge and skills related to the standards and ethics for school psychology practice Knowledge and skills related to the standards and ethics for practices in all branches of psychology Application of knowledge and skills in professional standards and ethical practices as part of practicum and internship activities
13. Theories and methods of assessment and diagnosis	SPY 671 SPY 672 SPY 674 SPY 675 SPY 677 SPY 678	Knowledge and skills related to medical standards and methods for diagnosis and treatment of physically-based conditions and disorders Knowledge and skills about assessment of academic achievement using norm-referenced, functional, and curriculum-based methods Knowledge and skills pertaining to typical and atypical psychological development and diagnostic systems to understand specific conditions Knowledge and skills related to the indirect assessment of student behavior, including use of rating scales, interviews, and other sources of information for formulating diagnosis Knowledge and skills about assessment of cognitive functioning, including selection of culturally-sensitive instruments, correct administration, scoring, and interpretation according to specific criteria for diagnosis of conditions (i.e., mental retardation) Knowledge and skills in conducting functional behavioral assessments for identifying variables interfering with school success

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

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
14. Effective interventions	SPY 676	Knowledge and skills related to basic learning mechanisms, including classic and operant conditioning, matching, chaining, and extinction
	SPY 684	Knowledge and skills related to applications of applied behavior analysis (ABA) in school settings, including environmental modifications, schedules of reinforcement, and functional relations
	SPY 727	Knowledge and skills in the selection, use, and evaluation of scientifically-based interventions for academic skills enhancement
	SPY 728	Knowledge and skills in the selection, use, and evaluation of scientifically-based interventions for improving the skills of students with behavioral and emotional difficulties
	SPY 729	Knowledge and skills in the selection, use, and evaluation of scientifically-based interventions for improving the skills of individuals with developmental disabilities
15. Consultation and supervision	HCE 681	Knowledge and skills for the supervision of mental health professionals in school settings
	SPY 603	Knowledge and skills for the use of a variety of consultation models of service delivery in schools
16. Evaluating the efficacy of interventions	SPY 659	Knowledge and skills in the interpretation of data collected using single subject research methods to evaluate the efficacy of specific interventions
	SPY 751	Knowledge and skills concerning a variety of research designs and the strength of different designs for documenting intervention outcomes
	SPY 759	Application of a specific research design to evaluate outcomes from an intervention for a school-based population
	SPY 694	Application of intervention efficacy knowledge and skills during practicum and internship activities
	SPY 788	

VI. PSY.D. COMPREHENSIVE EXAMINATION

In order to evaluate the general proficiency of Psy.D. students prior to placement for internship and completion of the Psy.D. research project, all students must take a comprehensive examination. In order to move on to the pre-doctoral internship and research project, students must pass the comprehensive examination. In keeping with the general training in all aspects of psychology required of APA-accredited programs, the exam covers all 15 major domains of school psychology practice. The areas covered on the exam as well as the faculty member most expert in each area are shown in Table 6.1.

Table 6.1: Areas covered on the Psy.D. comprehensive exam

	Area
1.	Biological aspects of behavior
2.	Cognitive and affective aspects of behavior
3.	Social aspects of behavior
4.	History and systems of psychology
5.	Psychological measurement
6.	Research methodology
7.	Techniques of data analysis
8.	Individual differences in behavior
9.	Human development
10.	Dysfunctional behavior/psychopathology
11.	Professional standards and ethics
12.	Theories and methods of assessment and diagnosis
13.	Effective interventions
14.	Consultation and supervision
15.	Evaluating the efficacy of interventions

The comprehensive exam is taken during the last semester of Psy.D. course work prior to completing either the pre-doctoral internship and/or the Psy.D. research project. Students cannot begin the internship or project until they have satisfactorily passed the comprehensive exam. A summary of the process for scheduling, taking, and, if needed, re-taking the comprehensive exam is found in Table 6.2.

Table 6.2: Comprehensive exam process

Step	Activity	Time-Frame
1.	Scheduling comprehensive exam	At start of last semester of course work
2.	Preparing for comprehensive exam	2-4 weeks of intensive study
3.	Taking comprehensive exam	1 day
4.	Scoring comprehensive exam	1 week
5.	Reporting comprehensive exam results	Within 1 week of exam
6.	Promotion to Psy.D. degree candidate	Upon passing exam
7.	Re-scheduling comprehensive exam	At start of next semester

Applying to Take the Comprehensive Exam

In order to take the school psychology Psy.D. Comprehensive exam, students must complete and submit the application Form 6.1. In addition, students must submit the \$100.00 exam application fee each time they apply to take the exam. The fee covers costs of exam preparation as well as computer and paper resources. The completed application must be submitted to the student's advisor no later than the Friday of the third week of the semester during which the exam will be taken. If the advisor is not in his or office on the day of the deadline, the student may submit the application to the staff in 400 Bailey Hall who will date stamp and verify on-time receipt of the application. Applications will be reviewed by the student's advisor and incomplete applications will be returned to the student. In order to be considered complete, all application questions must be answered and it must be accompanied by verification that the student has completed all prerequisites. Verification can be shown by providing an unofficial copy of the student's USM transcript AND current semester enrollment form to show that all required courses have been taken or are being taken in the current semester. The application must be accompanied by a check or money order (no cash) for \$100.00 made out to the USM School Psychology Program. Once the advisor has verified that the student is eligible to take the exam, s/he will arrange to meet with the student and schedule the exam. If the advisor determines that the student is not yet eligible to take the exam, the application form and fee will be returned to the student.

Scheduling the Comprehensive Exam

The comprehensive exam will be scheduled to occur during the student's last semester of formal course work prior to beginning the pre-doctoral internship or starting work on the Psy.D. research project. Typically, students complete comprehensive exams during the Spring semester. Students should note that faculty contracts run from September through May and comprehensive exams are generally not allowed during the

summer. If a student will complete course work during the summer months, the comprehensive exam should be scheduled for the following Fall semester. The scheduled date for the exam is set up by the student and her or his advisor. The exam requires setting aside a total of 10 hours over two days for answering essay questions. On the first day, the student will be given 8 of the 15 total exam questions and on the second day, the student will be given the remaining 7 questions. The exam typically goes from 9 am to 2 pm each day. Students may take brief breaks during the exam to use the restroom and have a meal, but the days should be set aside exclusively for taking the exam.

Exam Format. The exam will be completed using a University-owned computer. The advisor will arrange to have the questions available on the approved computer at the start of each exam day. The computer will include a standard keyboard and mouse as well as a full-size screen. The exam will include a total of 15 essay questions that match the 15 areas of competency listed in Table 6.1. The questions will be developed by the faculty member whose area of expertise the question represents. Each faculty member will develop 5 questions and all questions will be reviewed and approved by the remaining School Psychology faculty. The student will be expected to write a thorough answer to each question that demonstrates knowledge of best practices in school psychology.

Exam Location. The comprehensive exam is taken in a small, quiet office space on one of the USM campuses. Usually, the exam will be taken in Bailey Hall. The room will be set aside for the exclusive use of the student during the exam. The student will not be allowed to use a cell phone or her/his own computer during the exam.

Preparing for the Comprehensive Exam

Students should plan to a substantial amount of review prior to taking the comprehensive exam. It is recommended that students plan to engage in 2-4 weeks of structured and systematic review of knowledge and skills learned in the program of study. For those Psy.D. students who entered the program after attainment of a master's/specialist degree, there is the expectation that they will review the knowledge and skills learned as part of the prior degree. The exam will include questions representing all courses in the full Psy.D. program of study, not just those taken by students with a prior graduate degree.

Taking the Comprehensive Exam

The exam requires 10 hours of time by the student. The student's advisor is expected to start and end the exam and must remain in the building where the exam is conducted during the entire exam. The student should be able to locate the advisor during the exam if needed. The student should plan to arrive at the exam location early. On the

first day, the student will be given 8 of the 15 questions and allowed to complete them in any order desired. It is up to the student to pace her/his time during the exam. The student's advisor will check on the student at least three times during the exam block. The student has up to 5 hours to complete all the first-day exam questions. On the second day, the student will be given the remaining 7 exam questions. The student has up to 5 hours to complete all the second-day exam questions. No additional time will be given. If the student completes the exam early, s/he may submit the answers ahead of the end time but, once submitted, the answers and exam questions will not be returned. The exam questions must be returned with the answers.

If a student needs accommodations and/or specific assistive technology in order to complete the comprehensive exam, these needs must be made specific in the Application for Comprehensive Exam Form (Form 6.1). Those students who require such assistance must check off the appropriate box on the form and provide a signature. Checking this box gives permission for the faculty to contact the [Office for Support of Students with Disabilities](#) (OSSD) to arrange for appropriate exam accommodations. Only those students who have previously registered with the OSSD will be eligible to receive accommodations for the comprehensive exam. Students who have questions about eligibility for such supports should contact [OSSD](#) at 207-780-4706 (Voice) or 207-780-4395 (TTY) well in advance of the exam.

Scoring comprehensive exam

Exam answers will be scored by the faculty member who wrote each question, according to the rubric found in Form 6.2. Faculty members have one week from the date of the exam to score the answers and report them to the student. All 15 of the student's answers will be scored, however, the lowest of the 15 scores will be dropped from the total exam score computation. This means that the total score will be based on a student's performance on 14 of the essay questions. Each question is worth 10 points for a total exam point value of 140 points. To pass the exam, a student must earn 98 or more points (70% or better) on the 14 scored questions.

Reporting comprehensive exam results

Once the exam is scored, the advisor will meet with the student to review the results. In addition to reviewing the numerical score for each essay, the advisor will point out any comments written on the exam and discuss points of weakness and strength in the student's answers. Students need to earn a score of 98 or higher (out of 140 points) to pass the exam. If a student disagrees with the score awarded on one or more essays, the

student may request a meeting with the school psychology program coordinator (or another faculty member when the student is the coordinator's advisee). The coordinator will arrange a review of the exam results by an additional school psychology faculty member. The review will consist of the second faculty member independently scoring the student's essay questions for which the first score was challenged, and reporting the new scores to the student and the student's advisor. The program coordinator will arrange a meeting at which both the first and second exam scores will be discussed. If both the first and second scores yield a failing total score, the student will fail the exam. If one score yields a pass and the other a fail, the two faculty who scored the exam will attempt to reach consensus on the student's exam score. In such cases, the joint decision of the two faculty will determine whether the student passes the exam. If the two faculty cannot reach consensus, a third school psychology faculty member will score the essay(s) in question and the third score will be used to determine the student's score on the overall exam. Any remaining disputes will be resolved according to the USM grievance policy (see chapter 10).

Re-scheduling comprehensive exam

If a student does not pass the comprehensive exam on the first try, it may be taken up to two more times. Students may re-schedule comprehensive exams no earlier than the second week of the semester immediately following the one in which the exam was last taken. When an exam is re-scheduled, the same time-frame and exam process will be used as for the first exam, including the requirement that the student complete the exam application form and fee payment. It is up to the student's advisor whether to include any of the same questions on the second exam. A student cannot begin the pre-doctoral internship or the Psy.D. research project until s/he has passed the exam. It is the student's responsibility to notify an internship site or project partner of exam results.

Exam Archiving

All copies of the exam questions and answers become the property of the University of Southern Maine. The completed exam and score sheets will be placed in the student's file in the Department of Human Resource Development until the student graduates. Upon graduation, the exam will be shredded. Students may be asked to allow the School Psychology Program to use a de-identified copy of their exam as evidence of student work for program accreditation purposes. Exam excerpts will not be used by the program for such purposes unless written permission of the student is provided.



Form 6.1: Application for Psy.D. Comprehensive Exam

Form with fields for Student's Name, Home phone, Mailing Address, Work phone, Town, Cell Phone, State, Date Admitted to Psy.D., ZIP, Advisor, and Email.

By signing below, I am making formal application to schedule and complete my Psy.D. comprehensive examination. I understand that the exam is required of all USM Psy.D. students and must be taken at the end of the required coursework and before beginning the pre-doctoral internship and Psy.D. Research Project. I have completed and/or am currently enrolled in all prerequisite courses. I understand I will not be allowed to begin my internship or start my research project until I have passed the comprehensive exam with a score of 98 points or higher. I understand that the exam will require 2 days of attendance on the USM campus and I will have up to 10 hours to complete 15 essay questions. I understand that if the initially scheduled exam days must be cancelled due to unforeseen circumstances such as the University closing, new exam dates will be selected by myself and my advisor. I will be given 8 items on the first day and 7 items on the second day of the exam. I will be required to submit all exams questions and responses at the end of each day of testing and all questions and answers become the property of the USM School Psychology program. The exam will be completed on a USM-owned computer to be provided to me for the duration of the exam. I understand the rules and procedures for the exam as outlined in the USM Psy.D. in School Psychology Program Handbook. I agree to abide by the ethical guidelines of the American Psychological Association (APA) during my completion of the exam.

Student's Signature Date Submitted

Request Testing Accommodations: YES NO (do not sign below)
I am requesting testing accommodations/assistive supports for the Psy.D. comprehensive exam. I hereby give permission for my Psy.D. faculty advisor to contact the USM Office of Support for Students with Disabilities and arrange for appropriate testing accommodations /assistive supports.
Student's Signature Date Submitted



Form 6.2: Scoring Rubric for Psy.D. Comprehensive Exam Questions
(MAKE 5 COPIES TO COVER ALL EXAM QUESTIONS)

Question :

Essay element	Possible	Earned
Grammatically complete sentences and paragraphs	1	
Identifiable thesis sentence directly addresses question from an empirically-based body of school psychology research	2	
Adequate arguments are given to support the essay's thesis	3	
At least one example is given in the essay showing how the essay's thesis fits with best practices in school psychology for students from diverse backgrounds	3	
There is an identifiable summary paragraph in which the major points and "take-home" message of the essay is included	1	
TOTAL	10	

Question:

Essay element	Possible	Earned
Grammatically complete sentences and paragraphs	1	
Identifiable thesis sentence directly addresses question from an empirically-based body of school psychology research	2	
Adequate arguments are given to support the essay's thesis	3	
At least one example is given in the essay showing how the essay's thesis fits with best practices in school psychology for students from diverse backgrounds	3	
There is an identifiable summary paragraph in which the major points and "take-home" message of the essay is included	1	
TOTAL	10	

Question :

Essay element	Possible	Earned
Grammatically complete sentences and paragraphs	1	
Identifiable thesis sentence directly addresses question from an empirically-based body of school psychology research	2	
Adequate arguments are given to support the essay's thesis	3	
At least one example is given in the essay showing how the essay's thesis fits with best practices in school psychology for students from diverse backgrounds	3	
There is an identifiable summary paragraph in which the major points and "take-home" message of the essay is included	1	
TOTAL	10	



School Psychology Program
400 Bailey Hall
Gorham, ME 04038
Phone: 207-780-5220
TTY: 207-780-5646
FAX: 207-780-5043

Form 6.3: Promotion to Psy.D. Candidacy

Form with fields for Student's Name, Home phone, Mailing Address, Work phone, Town, Cell Phone, State, Date Admitted to Psy.D., ZIP, Advisor, and Email.

This form confirms that the above-named student passed a comprehensive examination in school psychology as partial fulfillment of the requirements for the degree Doctor of Psychology in School Psychology (Psy.D.) on _____ (date)

Having passed the USM Psy.D. comprehensive exam, the student is thereby promoted to the status of DOCTORAL CANDIDATE.

Advisor Signature Date

School Psychology Program Coordinator Signature Date

HRD Department Chair Date

VII. RESEARCH ACTIVITIES IN THE PSY.D.

The Role of Research in the PsyD Program

The PsyD program curriculum at the University of Southern Maine reflects the Scientist-Practitioner Model of professional training for psychologists. The Scientist-Practitioner Model prepares psychologists to integrate scientific research findings and scientifically derived theoretical models into their practice in several ways. First, psychologists learn the *scientific basis for normal and abnormal behavior* from biological, environmental, developmental, and social and cultural perspectives. Second, psychologists learn the characteristics and importance of *evidence-based practice*—the use of assessments and intervention methods that have been established to be valid and effective for remediation of specific problems. Third, psychologists become *informed consumers* of scientific literature by learning to critique research articles on the basis of sound theory, research methodology, and valid interpretation of findings. Fourth, psychologists learn to differentiate *scientifically validated psychological theory* from theory based on non-scientific methods, and to use the former to conceptualize cases and guide assessment and intervention practices. Fifth, psychologists employ a *problem solving approach* to assessment and intervention that uses objective measurement to define problems and assess the individual's or group's response to intervention. Finally, psychologists *contribute to the scientific literature* within the constraints of their practice by conducting single-case studies, program evaluation research, or sometimes outcome studies in order to validate assessment and intervention practices in the field and/or to report unusual cases or novel approaches to assessment or intervention that may inform practice in general.

Research Activities

Doctoral students are involved in a variety of research activities throughout their course of study. These activities are designed to help students understand the relevance of research to every level of practice. Exposure to and participation in research activities occurs in (a) *coursework* through readings, discussions, lectures, and class projects; (b) *practicum and internship* through the conceptualization of cases, selection of evidence-based assessment and intervention methods, and single-case and program evaluation research; (c) the *PsyD research project* which is the culminating research experience requiring the design and execution of a research study; (d) *graduate and research assistantships* involving part-time work with a faculty member on various research projects

related to school psychology or other areas; and (e) *informal research groups* that are established within the school psychology program that pursue programmatic research that may lead to externally funded research studies.

Research Competencies

The PsyD course of study is designed to facilitate the development of a wide range of research skills or competencies in doctoral students. Research competencies include both *knowledge* (the ability to understand, describe and discuss topics related to research) and *application of knowledge* (the ability to integrate research findings into practice and to design applied research studies to address practical problems). Research competencies are developed through coursework, practical experiences, formal research activities, and informal discussions with faculty and students. Doctoral students are expected to develop and demonstrate the following general competencies in research:

1. Read, understand, and critically evaluate scientific research articles related to a variety of topics in psychology
2. Be able to integrate valid research findings into professional practice (assessment, consultation, intervention, and professional recommendations)
3. Differentiate among the major types of research (descriptive, qualitative, correlational, and experimental)
4. Develop sound research questions and testable research hypotheses that address practical, real-world problems
5. Understand the characteristics of and logic underpinning various single-case research designs and group research designs, and the research questions each is best suited to address
6. Select appropriate research methods to test hypotheses (data collection, experimental control procedures, research design, and data analysis)
7. Select and apply data analysis methods appropriate to the research question and data sets obtained including graphical display and analysis of time-series data and descriptive and inferential statistics
8. Independently conduct a complete research study
9. Write a manuscript reporting the results of a research study in the format described in the APA Publication Manual (5th Edition)

Research Methods Coursework

A total of 21 graduate semester credit hours of coursework in research methods are required for the Psy.D. degree. The following courses are required for the doctoral degree.

Up to six credit hours may be transferred from another university when their content is judged to be equivalent to one or more of the courses listed below (see College transfer credit policies in the CEHD Admission and Academic Policies section of the Graduate Catalog).

EDU 600 Research Methods and Techniques

This course studies the concepts, principles, and techniques of educational research with an emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual research proposals and reports are completed. Prerequisite: open to matriculated students only.

EDU 697 Statistics I

This course provides training in the knowledge and skills necessary to select and use a range of statistical methods for educational and psychological research. Students will learn and use basic parametric and non-parametric statistical procedures, including Chi Square, t-tests, and Analysis of Variance. Prerequisites: EDU 600 or equivalent and permission of instructor. Cr 3.

EDU 698 Statistics II

This course provides training in advanced applications of statistical methods for educational and psychological research. Students will learn and use complex statistical procedures, such as Multiple Analysis of Variance, multiple regression, and structural equation modeling. Prerequisites: EDU 697 and permission of instructor. Cr 3.

SPY 659 Clinical Research Methods

This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. The research methods taught in the course are utilized by students to conduct a pilot study of a specific individual target behavior of concern, including academic, social-emotional, or social skill problems. Using a single-subject research design, students design, implement and monitor the efficacy of an applied intervention. Prerequisites: Satisfactory completion of EDU 600. Cr. 3

SPY 751 Advanced Research Seminar

This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or

elimination of problem behaviors. A selection of the research methods taught in the course will be utilized by students to conduct an intensive, year-long doctoral research related to best practices in school psychology. This course is taken in the semester before internship and is a prerequisite for SPY 759: Psy.D. Research Project. Prerequisites: matriculated Psy.D. students only. Cr. 3

SPY 759 Psy.D. Research Project

This course includes the activities necessary to design, implement, evaluate, and summarize a major research project related to the field of school psychology. Course participants will conduct a literature review and needs assessment to identify a research project. The project will be matched to an identified subject or sample to address specific research questions. Once appropriate informed consent for research is obtained, students will conduct the research and report the findings. This course is taken during the fall and spring semesters of the pre-doctoral internship. Prerequisites: matriculated Psy.D. students who have taken SPY 751 and all other pre-requisite courses. Cr. 6

Psy.D. Research Project

All doctoral students are required to complete a Psy.D. Research Project for the degree. Work on the project is done while matriculated in SPY 759 during the fall and spring semester of the doctoral internship. The project is undertaken in collaboration with and under the supervision of one of the USM core school psychology faculty or a doctoral level psychologist approved by the school psychology faculty. Students are free to select topics for the project in any area broadly related to school psychology. However, students are encouraged to identify topics closely related to the expertise of the faculty in order to obtain maximum guidance on their projects. The Psy.D. Research Project is completed in the following five stages:

1. Approval of the research topic. Following discussions with the project supervisor, the doctoral student proposes a specific topic for the research study. The proposal consists of a written 3-5 page summary of the project and includes a brief rationale for the study, statement of the research questions and hypotheses, and an outline of the proposed research methodology (see Form 6.1)
2. Formation of the project committee. After the project supervisor approves the topic, a 3-person project committee is formed. The 3-person committee should be comprised of doctoral level psychologists who have expertise in the general area of the proposed study. One of the committee members may be from another department of CEHD, another USM department, or a practicing psychologist outside

the university (see Form 6.2).

3. Write and defend the project proposal. The student writes a formal research proposal that includes an abstract, introduction, method section, anticipated results, references, and appropriate tables, figures, and appendices. The student submits a copy of the proposal to all project committee members on or before April 15 of the year the student expects to do the internship. The student schedules a project meeting prior to May 15 of the same year. At the proposal meeting, the student presents the research proposal to the committee and responds to questions. Prior to conducting the study, the student must submit a revised proposal, if necessary, and have obtained approval to conduct the study from the USM Institutional Review Board (IRB) (see below and Form 6.3).
4. Conduct the research study. Following approval of the project committee, the student implements the research study according to the protocol approved by the committee. Any changes to the research protocol made during the course of the research must be done with the approval of project supervisor. In some cases, approval may also be required from other committee members and the IRB (see Form 6.4).
5. Write up and defend the PsyD project. After the research project has been conducted and data analysis has been completed, the student reports the research findings in a written manuscript. The manuscript should be written in the style of a scientific manuscript following the format provided in the APA Publication Manual (5th Edition). The sections of the manuscript and their contents are covered in SPY 659. Copies of the manuscript must be submitted to all project committee members no later than 8 weeks before the end of the semester in which the student expects to graduate. The student must schedule the meeting with committee members to defend the research project at least 2 weeks prior to the end of the semester in which the student expects to graduate. Any revisions required by the committee members must be submitted to the committee chair and approved by the committee before the end of final exams that semester (see Forms 6.5 and 6.6)

The Institutional Review Board (IRB)

All research studies conducted by USM faculty and students that involve human participants must receive prior approval from the USM Institutional Review Board (IRB). Forms that summarize the purpose of the study, the study participants, the research

methodology, potential risks and benefits to participants, and an informed consent protocol

are submitted to the IRB for consideration at one of their regularly scheduled meetings. Students may be required to be present at the IRB meeting to respond to questions from IRB committee members. Revisions to the research protocol may be required prior to IRB approval. Implementation of the research protocol may not commence until the student submits documentation of IRB approval to the research project supervisor.



Form 7.1: Approval of the Psy.D. Research Topic

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Proposed research topic: _____

Approval signatures:

Faculty Name (print)

Signature

Date

Student Name (print)

Signature

Date

Program Coordinator (print)

Signature

Date



Form 7.2: Formation of the Psy.D. Project Committee

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Research Project Committee Members:

_____	_____	_____
Name (print)	Signature	Date

_____	_____	_____
Name (print)	Signature	Date

_____	_____	_____
Name (print)	Signature	Date

Approval signatures:

_____	_____	_____
Advisor Name (print)	Signature	Date

_____	_____	_____
Student Name (print)	Signature	Date

_____	_____	_____
Program Coordinator (print)	Signature	Date



Form 7.3: Psy.D. Research Proposal Approval

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Approved research topic title: _____

A COPY OF THE FULL PROPOSAL MUST BE ATTACHED TO THIS APPROVAL FORM

Has USM IRB review and approval for the study been obtained? ___ Yes ___ No (explain)

If no, explain here: _____

What date is the research scheduled to begin? _____

Are there any conditions or limitations on the research project? _____

Approval signatures:

Committee Member 1 (print) Signature Date

Committee Member 2 (print) Signature Date

Committee Member 3 (print) Signature Date

Student Name (print) Signature Date

Program Coordinator (print) 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

Form 7.4: Research Study Review Form

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Research project title: _____

A COPY OF THE FULL WRITTEN SUMMARY OF THE PROJECT MUST BE ATTACHED TO THIS APPROVAL FORM

A review of the above student's research project written summary was conducted. This reviewer found the following:

_____ No changes needed; student may schedule oral defense of research

_____ These changes are needed (use additional paper if needed):

Signatures:

_____	_____	_____
Committee Chair (print)	Signature	Date

_____	_____	_____
Student Name (print)	Signature	Date



Form 7.5: Permission to Schedule Psy.D. Research Project Defense Session

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Research project title: _____

The following Psy.D. research project committee members have reviewed the above student's research project written summary and have agreed that it is ready for an oral defense. The oral defense will take place on (date and time) _____ at the following location: _____.

Approval signatures:

_____	_____	_____
Committee Member 1 (print)	Signature	Date
_____	_____	_____
Committee Member 2 (print)	Signature	Date
_____	_____	_____
Committee Member 3 (print)	Signature	Date
_____	_____	_____
Student Name (print)	Signature	Date
_____	_____	_____
Program Coordinator (print)	Signature	Date



Form 7.6: Research Study Defense Approval Form

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Research project title: _____

A COPY OF THE FULL WRITTEN SUMMARY OF THE PROJECT MUST BE ATTACHED TO THIS APPROVAL FORM

The following Psy.D. research project committee members have participated in an oral defense of the above student's research project and have approved the research as satisfactory completion of the research project requirement for the degree Doctor of Psychology in School Psychology as the University of Southern Maine.

Approval signatures:

Table with 3 columns: Name (print), Signature, Date. Rows include Committee Member 1, Committee Member 2, Committee Member 3, Student Name, Program Coordinator, and CEHD Dean.

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

The USM Psy.D. in 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 8.1 Psy.D. in School Psychology Assessment System

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Applicant	<ol style="list-style-type: none"> 1. Application for admission which includes: GRE scores of at least 1000 GPA(s) for past degree(s) 3 references Essays about school psychology 2. Pre-Admission interview 3. Admission into the program 	<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>
Course work	<ol style="list-style-type: none"> 1. Satisfactory completion of all coursework (must receive B- or better in all classes) 2. Satisfactory completion of course-related practica requirements) 3. Annual student report of progress in which the student summarizes all progress made during that year of the program of study 4. Student pre-registration for the next year's course work 	<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 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 8.1, *cont'd.*, Psy.D. in School Psychology Assessment System

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Practicum	<ol style="list-style-type: none"> 1. 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 2. Annual student report of progress in which the student summarizes all progress made during the first year of the program of study 	<p>Eligibility for enrollment in internship course and completion of 1500 hour internship in school psychology</p> <p>Whether student has met all technical requirements for internship and Psy.D. research project</p>
Comp Exam	<ol style="list-style-type: none"> 1. Satisfactory completion of comprehensive exam covering all 15 domains of knowledge and practice 	<p>The level of student integration of the knowledge, skills, and concepts covered in the completed coursework and whether the student is ready to be an intern; Student becomes candidate for degree</p>
Internship	<ol style="list-style-type: none"> 1. Satisfactory ratings on monthly and summative evaluation of intern progress by site and university-based supervisors 2. Satisfactory(Pass) grade in SPY 788 (Pre-doctoral Internship in School Psychology) 	<p>Eligibility for continuation in internship activities</p> <p>Eligibility for Psy.D. in School Psychology</p>
Psy.D. Research Project	<ol style="list-style-type: none"> 1. Satisfactory completion of Psy.D. research project following IRB-based protection of human subjects and using problem-solving methods for school psychology practice 	<p>Eligibility for Psy.D. in School Psychology</p>
Graduate	<ol style="list-style-type: none"> 1. Annual survey of program alumni to learn their ongoing levels of satisfaction with the program and what aspects they think need to be changed 2. Annual 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 	<p>Extent to which program of study is meeting the needs of immediate consumers by preparing them for careers in school psychology</p> <p>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 Psy.D. in School Psychology program must complete a Matriculated Student Annual Report. This report is due by 1 May each year of enrollment until graduation. Form 8.1 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 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 8.1 Matriculated Student Annual Report Cover Sheet

UNIVERSITY OF SOUTHERN MAINE
Department of Human Resource Development
Psy.D. 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 1st** for the previous academic year.

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

IX. PRACTICUM IN SCHOOL PSYCHOLOGY

Those students who enter the Psy.D. program without the NCSP will be required to complete a practicum in school psychology. The 200 clock hour practicum is a supervised experience within a public school or human service setting. The practicum provides the student with experiences in psychological assessment, intervention, and consultation practice. The prerequisites for registering for the practicum are satisfactory completion of all pre-practicum coursework, and obtaining Criminal History Record Clearance (CHRC) from the Maine Department of Education. Table 9.1 lists all pre-practicum courses. This requirement includes satisfactory completion of all practica experiences interwoven within content courses.

Table 9.1: Pre-practicum courses

Course Number	Course Name	Practicum Hours
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	25
SPY 671	Physical Bases of Behavior	
SED 653/SPY 682	Assessment of Academic Achievement	50
SPY 673	Social Foundations of Behavior	50
SPY 674	Child and Adolescent Psychopathology	
SPY 675	Indirect Behavioral Assessment	25
SPY 676	Behavioral Principles of Learning	
SPY 677	Cognitive Assessment	50
SPY 678	Functional Behavioral Assessment	25
SPY 684	Applied Behavior Analysis	25

Before completing the practicum class, students complete 250 hours of other practica experiences as part of certain courses. Table 9.1 shows the number of practicum hours included in specific class. Such activities include interviewing and shadowing a school psychology practitioner, completing practice administration, scoring, and interpretation of specific assessment instruments and methods, practicing interview methods, conducting observations, and developing practical applications of applied behavior analysis (ABA) methods. These course-based practica provide a foundation for students to practice their emerging knowledge and skills with carefully selected practices cases before using them with school pupils.

The 200 hour practicum class is designed to provide students with a comprehensive extension of the course practice through an opportunity to synthesize knowledge and clinical skills acquired from 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. Upon completion of the practicum, 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 200 clock hour practicum, 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. University supervision will be provided through regular class sessions and scheduled on-site visitations. The practicum activities are organized in phases:

Phase One: Observation and modeling of supervisor. During the first 60 hours, the practicum student will shadow the site supervisor. During this time the practicum 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 student: During the next 140 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 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 practicum planning and supervision Forms 9.1 through 9.5 are found on the following pages. During the Fall semester immediate prior to practicum, faculty members 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 9.1 and discuss their goals and questions about practicum. A prerequisite for practicum is to obtain a Maine Educator Certificate that includes a Criminal History Records Check (CHRC) verification. Obtaining the CHRC requires completing an application for a Maine Educator Certificate and getting fingerprinted according to the policies set by the Maine Department of Education. Students who already hold a valid Maine Educator Certificate do not need to submit a new application but can use the current certificate as long as it will not expire

before the student will graduate from the School Psychology Program. Those students who need to obtain a certificate are advised to apply for an Educational Technician III certificate.

Faculty members will assist students in locating and arranging practicum sites at which to complete the practicum. Once a site has been found, students must submit completed Forms 9.2 and 9.3 which document the practicum arrangements they have made. During the Spring semester when the practicum is completed, the student maintains a time log of all practicum activities (Form 9.3). 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 9.4). These monthly evaluations provide formative assessment of student progress. At the end of the practicum, the field supervisor complete a final practicum performance evaluation (Form 9.5). All evaluation forms must be signed by the student, field-based supervisor, and university supervisor.

If a problem concerning the practicum 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.

Form 9.1 Application form for SPY 694 Practicum in School Psychology

UNIVERSITY OF SOUTHERN MAINE
Department of Human Resource Development
Psy.D. in School Psychology Program

This form must be completed by October 15th 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: Mark W. Steege, Ph.D., School Psychology Internship Coordinator, University of Southern Maine, 400 Bailey Hall, Gorham, ME 04038



Form 9.2 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 9.3
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: _____

_____, a student in the School Psychology Program at the
(student)
University of Southern Maine, will complete a practicum 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 the practicum experience
(days)
for a total of _____ hours at _____ as
(hours) (DISTRICT/AGENCY)
part of the practicum in school psychology.

2. The practicum start date is: _____ and will last until _____.
(date) (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 9.3 Documentation of Practicum Experiences

UNIVERSITY OF SOUTHERN MAINE
 Department of Human Resource Development
 Psy.D. 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 3 or more hours/week)

Student Signature _____ Date _____

Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

Form 9.4 Monthly Practicum Supervisor Evaluation Form

UNIVERSITY OF SOUTHERN MAINE
 Department of Human Resource Development
 Psy.D. 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 9.4 Monthly Practicum 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 9.5 Final Practicum Performance Evaluation Form

UNIVERSITY OF SOUTHERN MAINE
 Department of Human Resource Development
 Psy.D. 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 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
12. Behavior Analysis (behavior management)	1	2	3	4	5	IO	NR
13. Counseling	1	2	3	4	5	IO	NR
14. Social Foundations Training	1	2	3	4	5	IO	NR
15. Self Evaluation	1	2	3	4	5	IO	NR
16. Development of Internship Goals/Objectives	1	2	3	4	5	IO	NR
17. Other: _____	1	2	3	4	5	IO	NR

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

Additional Comments:

Site Supervisor: _____
(Signature) (Date)

Student: _____
(Signature) (Date)

Univ. Supervisor: _____
(Signature) (Date)

X. INTERNSHIP IN SCHOOL PSYCHOLOGY

Description

The Psy.D. 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 believes 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 Psy.D. program, it provides an opportunity for the student to demonstrate the knowledge and skills gained over the entire program.

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 provided.

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 non-test-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 Psy.D. in 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 a best practices approach to the delivery of school psychological services using a data-based problem solving process;
3. Demonstrate personal characteristics, academic qualifications, and practitioner competencies demanded of school psychology practitioners;
4. Work with students of all ages and grade levels who manifest a variety of academic, social, emotional, and/or health/sensory related problems;

5. Participate in a full range of services for general and special education staff and students;
6. Broaden understanding of work settings where school psychological services are found;
7. Understand the relationship between the role and function of school psychology practitioners and the many other related services available in the schools;
8. Develop confidence in using a wide range of skills, including assessment, consultation and designing interventions;
9. Learn to work effectively with other professionals within a multi-disciplinary context;
10. Applied research in areas of personal interest;
11. Develop a professional identity related to the roles, functions and professional affiliations of school psychology practitioners;
12. Discuss, by means of the seminar, issues, procedures, legal and ethical practices encountered in the field placement;
13. Recognize the need for continuing education activities for the duration of the professional career;
14. 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;
15. 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 PsyD in School Psychology classes except SPY 759 (Psy.D. Research Project) and SPY 788 (Internship) before they can enroll for internship credits and assume intern duties. This means students must complete all other course requirements before they can begin internship. During internship, students enroll in SPY 788 for 3 credits each semester of enrollment, starting in the fall and continuing into the first summer session for those doing a full-time internship. Those students doing a part-time internship will enroll for 2 credits each semester, until the final

semester of internship and then enroll for the 1 remaining internship credit. During internship students also enroll for one additional class. During both the fall and spring of the internship year, students take SPY 759 as they work on their research projects. Those students who complete the internship over 2 years will take the 759 class during the first year of internship.

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.

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 two forms of written contractual agreement (see Forms 8.2 and 8.3) 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 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 four hours weekly of direct supervision to each intern. At least two hours of weekly supervision must be individualized and face-to-face. 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.

Structure of the Internship

The following rules pertaining to internship supervision have been excerpted from the American Psychological Association's Guidelines and Principles for Accreditation of Programs in Professional Psychology (2005). The requirements for internship supervision within the USM Psy.D. in School Psychology program are based on these rules. The internship is an organized program. It consists of properly administered, planned, structured and programmed sequence of professionally supervised training experiences that are characterized by greater depth, breadth, duration, frequency, and intensity than practicum training. The training program includes the following:

1. the internship activities are structured in terms of their sequence, intensity, duration and the frequency as well as planned and programmed in their modality of the training activities and their content;
2. the primary training method is experiential (i.e., service delivery in direct contact with service recipients). The experiential training component includes socialization into the profession of psychology and is augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, supervisory or consultative guidance;
3. intern supervision is regularly scheduled and sufficient relative to the intern's professional responsibility assuring at a minimum that a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision (note: the USM School Psychology program requires 4 hours total and 2 hours of face-to-face for all internships, both part-time and full-time).
4. The content of the internship training activities addresses the application of psychological concepts and current scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public, professional conduct and ethics, and standards for providers of psychological services;
5. The program has an administrative structure and process which systematically coordinates, controls, and directs, and organizes the training activity and resources, and;
6. The program has a designated leader who is a doctoral psychologist, appropriately credentialed (i.e., licensed, registered, or certified) to practice

psychology in the jurisdiction in which the internship is located and who is primarily responsible for directing the training program.

Liability Insurance and Legal Matters

USM Psy.D. 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 10.1 through 10.6 are provided on the following pages. Form 10.1 is an application for internship that is submitted to the student's advisor at the time the student is ready to begin planning for the internship. Once a site has been identified, two formal agreements must be completed. First is the internship contract (Form 10.2) between the University of Southern Maine and the internship site. Form 10.3 is a Memorandum of Understanding between the intern site, the student, and any other involved personnel that concerns intern compensation and work requirements. Students are required to keep a record of their internship activities on the time log (Form 10.4). The supervisors must complete both monthly (Form 10.5) and final (Form 10.6) 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 10.1 Internship Application Form

UNIVERSITY OF SOUTHERN MAINE

Department of Human Resource Development

Psy. D. in School Psychology Program

1. Name _____

2. Address _____ Phone _____

3. email address: _____

Internship Site(s) Desired:

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: Mark W. Steege, Ph.D.
School Psychology Program
University of Southern Maine
400 Bailey Hall
Gorham, ME 04038



Form 10.2 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 10.3 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 10.4
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
(amount)
stipend for the internship. The stipend shall be paid _____ in the amount of _____
(weekly, bi-monthly, monthly) (amount)
from _____ to _____.
(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 10.5
 Documentation of Internship Experiences
 UNIVERSITY OF SOUTHERN MAINE
 Department of Human Resource Development
 Psy.D. 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: _____ Total Hours for This Week: _____

Previous Direct Service to Students hours + _____ Previous total hours + _____

Cumulative Total of Direct Service to Students = _____ Cumulative Hours: = _____

Total Field Supervision for Week: _____ (Should always be at least 4 hours/week)

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Form 10.6 Monthly Internship Supervisor Evaluation Form
 UNIVERSITY OF SOUTHERN MAINE
 Department of Human Resource Development
 Psy.D. 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. Adherence to a Problem Solving Model				1 2	3 4 NA
12. Performance in compliance with APA and NASP Ethical standards; if not, please comment				1 2	3 4 NA

Please complete second page

Form 10.6 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 10.7 Final Internship Student Evaluation
 UNIVERSITY OF SOUTHERN MAINE
 Department of Human Resource Development
 Psy.D. 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

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

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.

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 A

**Ethical Principles of Psychologists and
Code of Conduct**

This document is available from the following web site:

www.apa.org/ethics/code.html

If you do not have access to the internet, please call
The HRD office (780-5220) for a hard copy of this document.

APPENDIX B

National Association of School Psychologists
Guidelines for the Provision of School Psychological Services

This document is available from the following web site:

www.nasponline.org/pdf/PCM1100.pdf

If you do not have access to the internet, please call the HRD Office
(780-5220) for a hard copy of this document.

APPENDIX C

National Association of School Psychologists

Principals for Professional Ethics

This document is available from the following web site:

www.nasponline.org/pdf/PCM1100.pdf

If you do not have access to the internet, please call the HRD Office

(780-5220) for a hard copy of this document.

APPENDIX F:

Permission Forms for 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



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.
- 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 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.
- 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 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.
- 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 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
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Phone: 207-780-5220
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FAX: 207-780-5043

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.
- 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 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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