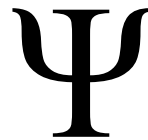




School Psychology Program

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

Psy.D. PROGRAM HANDBOOK 2009-2010



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I. INTRODUCTION

This handbook has been prepared to assist students in the Psy.D. in School Psychology Program as they work toward degree completion. The handbook includes information regarding program mission, goals, objectives, philosophy, required courses, practica, internship, and student evaluation activities. It has been designed to give the student and the faculty supervisor 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. All Psy.D. students are expected to read this Handbook in its entirety and sign Appendix A which verifies they have read, understood, and agree to comply with all USM School Psychology Program policies and program requirements. Students will be expected to meet the requirements in effect as of the Fall semester of their first year of matriculation in the Psy.D. program.

Comments and other feedback about this handbook and all Program policies 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; students will be notified of any changes by electronic mail and/or other forms of communication.

II. FACULTY

Rachel Brown-Chidsey

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.

Michael E. Kelley

Mike received his Ph.D. in psychology in 2003 from Louisiana State University. He previously served as a part-time instructor in the Department of Psychology at Kennesaw State University, as adjunct faculty at Troy University, and as an instructor in the Division of Developmental Pediatrics at Emory University School of Medicine. His research includes studies of functional analysis of behavior and treatments for individuals with developmental disabilities.

F. Charles (Bud) Mace

Bud received his Ph.D. 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. Bud received distinction as an International Fellow of Behavior Analysis in 2008. His research interests include the matching law, behavioral momentum, and establishing operations.

Mark W. Steege

Mark earned his doctorate in School Psychology at the University of Iowa in 1986 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 and researchers who utilize scientifically-based practices in all aspects of their work. The Program prepares its graduates to use a scientist-practitioner approach to school psychology services. 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 scientifically-based 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 Stimulus-Organism-Response-Consequence (SORC; Nelson & Hayes, 1981 Shapiro & Kratochwill, 2000) 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
- Maine Certified School Psychological Service Provider
- Maine Licensed Psychologist
- Board Certified Behavior Analyst
- Certification and/or licensure in other states and jurisdictions

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 (Kratochwill & Stoiber, 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). 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 a 2,000 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* (2002), 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 school psychology program at USM is a planned, supervised, and integrated course of study that culminates in a 2,000 clock hour internship. In order to accommodate students with diverse backgrounds, there are two primary program of study templates. For those students who enter the Psy.D. program directly from a bachelor's degree program or with an advanced degree in an area other than school psychology, the program of study includes 117 credits hours. For students who enter the program already having obtained the credential Nationally Certified School Psychologist (NCSP), a shorter 60 credit hour program of study is required. The reason that additional credits are required of those who already have a prior master's degree in an area other than school psychology is that psychology is a competency-based profession. The USM program is responsible for verifying that all Psy.D. graduates have demonstrated competency in all areas required for licensure and/or certification.

Eligibility for state certification in school psychology, becoming a Nationally Certified School Psychologist (NCSP), and licensure as a psychologist all require two distinct components. Applicants for certification and/or licensure must first demonstrate satisfactory completion of USM's program requirements. Second, those who seek certification and/or licensure must also fulfill the examination and supervised experience requirements specified by the state Department of Education and/or Board of Examiners of Psychologists in the state where the credential is sought.

School psychology practitioners provide a range of direct and indirect services to their clients within the entire school system; these clients include students, their families and caretakers, teachers, specialists, and the community. These services are provided with the intention of promoting the mental health and 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. Credentialing requires that criteria be met in three professional competency areas: personal characteristics, educational qualifications, and practitioner competencies.

Credentialing standards require that each school psychology practitioner must demonstrate the following personal characteristics in his/her professional practice:

1. Adaptability
2. Personal stability
3. Cooperation
4. Communication skills
5. Productivity
6. Independence
7. Conscientiousness
8. Professional ethics
9. Motivation
10. Professional image

These personal characteristics are important in the initial selection of applicants for the USM

school psychology program. The personal narrative and interview address these personal characteristics through exploration of the applicant's rationale for selecting the Program, commitment to the profession, personal philosophy 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 overrides technical and academic competence. Therefore, characteristics such as communication skills, self-awareness, and motivation are important in both assigning grades and retention in the program. Students in the USM 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 not be taken more than twice.

In addition to the personal characteristics described above, all USM school psychology students are expected to integrate and relate factual and theoretical information to professional practices in 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. Evaluation of the efficacy of interventions

USM school psychology students integrate learning from required courses with field experiences that are incorporated in their programs of study. Psy.D. students complete practica courses throughout the program of study; these experiences are described in the Practicum chapter found in this Handbook. The culminating experience of the Psy.D. program is completion of the 2,000 hour internship. During all phases of the school psychology program, Psy.D. students are expected to be aware of and adhere to the legal, ethical, and professional standards specified by the professional organizations and governing bodies associated with the practice of school psychology (e.g., American Psychological Association; National Association of School Psychologists; see Appendices B-D).

Advising

Each Psy.D. student will be assigned a faculty advisor upon admission to a program. Students are encouraged to maintain regular contact with their faculty advisor throughout their program of study, and students are expected to contact their advisors at least once per semester of enrollment in the Psy.D. program. In addition, students must submit annual reports of their progress (see Chapter VIII). Students

may request a change of advisor at any time. Advisor changes require the approval of program faculty; all requests will be carefully reviewed and every effort will be made to accommodate student advisor requests. To request an advisor change, contact the School Psychology Program Manager, who will forward the request to the faculty for consideration.

Required Courses

The required courses for those who are admitted both without and with a prior NCSP credential are found in Tables 5.1 and 5.2, respectively. The course of study requirements are designed to meet APA 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 hiring school district. Psy.D. students must follow the guidelines of the Program Handbook in effect for the first semester of matriculation. Psy.D. students can choose to complete an optional concentration in counseling described later in this chapter. Students who want to complete the optional counseling concentration need to notify their advisors no later than the end of the first year of study. In addition to notifying their faculty advisor, students are required to contact the Counselor Education program coordinator regarding their intent to pursue the counseling concentration. Students in the counseling concentration will be assigned a co-advisor from the counseling program who helps them with completion of the counseling requirements. The counseling concentration courses are shown in Table 5.3.

The School Psychology program courses are taught by faculty with assistance from teaching assistants (TA's). The majority of the classes are taught by full-time School Psychology Program faculty, however some classes are taught by faculty from other programs. Some Psy.D. courses are taught by other faculty in the College of Education and Human Development, including faculty in Counseling, Adult Education, Special Education, and Educational Administration. TA's are advanced Psy.D. students who have applied to be a TA so they can gain experience teaching at the college level. All TA's are supervised by full-time school psychology program faculty. TA's must have documented expertise in the area in which they teach.

Suggested Program Sequence

The full (non-NCSP) Psy.D. program (without the counseling concentration) generally takes full time students 5 years to complete; those with NCSP generally take 3 years. The counseling concentration adds 1 year to the program of study. Students should note that many Psy.D. classes are offered every other year and that it is important to plan out schedules according to the semesters when certain courses are offered. Tables 5.4 and 5.5 show the list of Psy.D. classes according to how often they are offered. Tables 5.6 through 5.9 show possible course schedules. Courses marked with an asterisk must be taken prior to internship. While the following tables show possible course sequences, it is not a guarantee that the courses will be offered in exactly the order shown. The University reserves the right to change course

schedules as needed to meet Program and College circumstances. Table 5.10 shows the prerequisite requirements for required courses and some electives. Certain courses are limited to those students who are interns. Each student's course schedule will vary, and the total number of elective courses that a student will take will vary according to whether the student completes the counseling concentration.

Table 5.1: Psy.D. Program Requirements for those without the National Certified School Psychologist (NCSP) credential (117 credits)

Skill Area	Course Number	Course Title	Credits
Biological aspects of behavior	SPY 671	Physical bases of behavior	3
Cognitive and affective aspects of behavior	SPY 676	Behavioral Principles of Learning	3
	SPY 684	Advanced Applied Behavior Analysis	3
Social aspects of behavior	EDU 670	Organizational Behavior	3
	HCE 626	Group Process and Procedures	3
	SPY 673	Social Foundations of Behavior	3
History and systems of psychology	SPY 709	History and Systems of Psychology	3
Psychological measurement	HCE 605	Psychological Measurement and Evaluation	3
	SPY 677	Cognitive Assessment	3
	SPY 678	Functional Behavioral Assessment	3
Research methodology	EDU 600	Research Methods	3
	SPY 659	Clinical Research Methods	3
Techniques of data analysis	EDU 697	Statistics I	3
	EDU 698	Statistics II	3
	SPY 751	Advanced Research Seminar	3
Individual differences in behavior	SED 540	Nature and Needs of Exceptional Learners	3
Human development	HRD 668	Human Development	3
Dysfunctional behavior/ psychopathology	SPY 674	Child and Adolescent Psychopathology	3
Professional standards and ethics	SED 682	Special Education Law	3
	SPY 609	Professional Ethics in Psychology	3
Theories and methods of assessment and diagnosis	SPY 672	Assessment of Academic Achievement	3
	SPY 675	Indirect Behavioral Assessment	3
Effective interventions	HCE 620	Fundamental of Counseling Theories	3
	HCE 644	Crisis Intervention	3
	SPY 727	Advanced Academic Interventions	3
	SPY 728	Advanced Interventions for Individuals with Behavioral Disabilities	3
	SPY 729	Advanced Interventions for Individuals with Developmental Disabilities	3
Consultation and supervision	HCE 680	Clinical Supervision	3
	HRD 630	Facilitating Adult Learning	3
	SPY 603	Consultation in School Psychology	3
Evaluation of the efficacy of interventions	SPY 759	Psy.D. Dissertation	6
Practica	SPY 693	School Psychology Practicum 1	3
	SPY 694	School Psychology Practicum 2	3
Internship	SPY 788	Pre-doctoral Internship	9
Electives		Chosen from the CEHD catalog	6
TOTAL CORE PROGRAM CREDITS			117

Those students who choose to take the counseling concentration will need to take at least three more electives than are required of the core Psy.D. program of study.

Table 5.2: Program Requirements for those with the Nationally Certified School Psychologist (NCSP) credential, cont'd. (117 credits)

Skill Area	Course Number	Course Title	Credits
Biological aspects of behavior		All competencies met with NCSP	
Cognitive and affective aspects of behavior	SPY 684	Advanced Applied Behavior Analysis	3
Social aspects of behavior	EDU 670	Organizational Behavior	3
History and systems of psychology	SPY 709	History and Systems of Psychology	3
Psychological measurement		All competencies met with NCSP	
Research methodology		All competencies met with NCSP	
Techniques of data analysis	EDU 697	Statistics I	3
	EDU 698	Statistics II	3
	SPY 751	Advanced Research Seminar	3
Individual differences in behavior		All competencies met with NCSP	
Human development		All competencies met with NCSP	
Dysfunctional behavior/ psychopathology		All competencies met with NCSP	
Professional standards and ethics		All competencies met with NCSP	
Theories and methods of assessment and diagnosis		All competencies met with NCSP	
Effective interventions	HCE 620	Fundamental of Counseling Theories	3
	HCE 644	Crisis Intervention	3
	SPY 727	Advanced Academic Interventions	3
	SPY 728	Advanced Interventions for Individuals with Behavioral Disabilities	3
	SPY 729	Advanced Interventions for Individuals with Developmental Disabilities	3
Consultation and supervision	HCE 680	Clinical Supervision	3
	HRD 630	Facilitating Adult Learning	3
Evaluation of the efficacy of interventions	SPY 759	Psy.D. Dissertation	6
Practica		All competencies met with NCSP	
Internship	SPY 788	Pre-doctoral Internship	9
Electives		Chosen from the CEHD catalog	6
		TOTAL ADVANCED PROGRAM CREDITS	60

Table 5.3 Counseling concentration requirements (15 credits)

Component	Course Number	Course Title	Credits
Skills	HCE 621	Fundamentals of Counseling Skills	3
	HCE 622	Counseling Children and Adolescents	3
	HCE 627	Group Counseling	3
Practice	HCE 690	Practicum in Counseling: Seminar	3
	HCE 691	Practicum in Counseling: Lab	3
		TOTAL COUNSELING CONCENTRATION	15

EDU 697 ¹	Statistics I	EDU 600 or equivalent
EDU 698 ¹	Statistics II	EDU 697
HCE 605	Psychological Measurement and Evaluation	None
HCE 620	Fundamentals of Counseling Theories	None
HCE 626	Group Process and Procedure	Matriculation in a graduate program

Table 5.4 Psy.D. in School Psychology Courses Listed by Frequency Offered

<u>Every Year</u>	<u>Alternating Years</u>
EDU 600	EDU 697
EDU 671	EDU 698
HCE 605	HCE 681*
HCE 620	SPY 609
HCE 626	SPY 627
HCE 644	SPY 629
HRD 630	SPY 671
HRD 668	SPY 672
SED 540	SPY 673
SED 682	SPY 674
SPY 603	SPY 675
SPY 659	SPY 677
SPY 676	SPY 709
SPY 678	SPY 727
SPY 684	SPY 728
SPY 693	SPY 729
SPY 694	
SPY 751	
SPY 759	
SPY 788	

*This course may be offered every 3 years

Table 5.5. Schedule for alternating courses

<u>Odd Years^a</u>		<u>Even Years^b</u>	
Fall	Spring	Fall	Spring
EDU 697	EDU 698	SPY 709	SPY 727
SPY 671	SPY 627	SPY 672	SPY 677
SPY 609	SPY 674	SPY 675	SPY 673
SPY 728	SPY 729		SPY 629

These courses are taught as matched "sets" in alternating years.

^a Odd years are those when the academic year ends in an odd year (e.g., 2008-2009).

^b Even years are those when the academic year ends in an even year (e.g., 2009-2010).

Some courses have pre-requisites that must be met before the course can be taken. Table 5.6 shows what pre-requisites, if any, must be met before each course can be taken. The following suggested course schedules are advisory in nature and may not reflect actual course offering times. Students must consult with advisors for the actual dates when courses will be offered.

Table 5.6 Psy.D. courses with prerequisites

HCE 644 ¹	Crisis Intervention	HCE 620, HCE 621, HCE 626
HCE 681 ¹	Clinical Supervision	Master's degree in Counseling
HRD 630	Facilitating Adult Learning	None
HRD 668	Human Development	None
SED 540	Nature and Needs of Learners who are Exceptional	None
SED 682	Special Education Law	SED 540
SPY 603 ¹	Consultation in School Psychology	EDU 600, HCE 605, HRD 668, SED 540, SED 682, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694
SPY 609	Orientation to School Psychology	None
SPY 659 ¹	Clinical Research Methods	EDU 600, HCE 605, SED 540, SED 682, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694
SPY 671	Physical Bases of Behavior	None
SPY 672 ¹	Assessment of Academic Achievement	Matriculation in School Psychology or Matriculation in Special Education, EDU 600, HCE 605
SPY 673 ¹	Social Foundations of Behavior	Matriculation in School Psychology
SPY 674	Child and Adolescent Psychopathology	None
SPY 675	Indirect Behavioral Assessment	EDU 600, HCE 605, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 676, SPY 684
SPY 676	Behavioral Principles of Learning	None
SPY 677 ¹	Cognitive Assessment	Matriculation in School Psychology, EDU 600, HCE 605, SED 540, SED 682, SPY 609, SPY 671, SPY 674, SPY 676, SPY 684
SPY 678	Functional Behavioral Assessment	EDU 600, HCE 605, SED 540, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 676, SPY 684
SPY 684 ¹	Advanced Applied Behavior Analysis	SPY 676
SPY 693	School Psychology Practicum 1	Matriculation in School Psychology
SPY 694	School Psychology Practicum 2	EDU 600, HCE 605, HRD 668, SED 540, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 676, SPY 677, SPY 678, SPY 684
SPY 709	History, Systems, and Ethics of Psychology	Matriculation in Psy.D.
SPY 727 ¹	Advanced Academic Intervention Methods	Matriculation in Psy.D.
SPY 728 ¹	Advanced Interventions for Individuals with Behavioral Disabilities	Matriculation in Psy.D.
SPY 729 ¹	Advanced Interventions for Individuals with Developmental Disabilities	Matriculation in Psy.D.
SPY 751	Advanced Research Seminar	Matriculation in Psy.D.
SPY 759	Psy.D. Dissertation	Matriculation in Psy.D., SPY 751 and all other pre-requisite courses
SPY 788	Pre-doctoral Internship	Satisfactory completion of all Psy.D. course requirements and instructor permission
Electives		
HCE 621	Fundamentals of Counseling Skills	Matriculation in a graduate program
HCE 622 ¹	Counseling Children and Adolescents	Matriculation in Counselor Education or School Psychology, HRD 668
HCE 627 ¹	Group Counseling	HCE 621, HCE 626
HCE 690	Practicum in Counseling: Seminar	HCE 620, HCE 621, HCE 626
HCE 691	Practicum in Counseling: Lab	HCE 620, HCE 621, HCE 626

¹ Student may request instructor permission to waive prerequisite requirements

Table 5.7: Students with NCSP not doing counseling concentration

Year of Enrollment	Suggested Courses	May Be Taken Either Year
First Year	EDU 671 HCE 620+ HRD 630 Elective	EDU 697* EDU 698* HCE 681* SPY 709* SPY 727*
	HCE 644 SPY 751 Elective	
Second Year	SPY 759 SPY 788	SPY 728* SPY 729*
Third Year		

*Offered alternating years; +Offered every semester, including summers

Table 5.8: Students with NCSP doing counseling concentration

Year of Enrollment	Suggested Courses	May Be Taken Years 1/2/3
First Year	EDU 671 HCE 620+ HCE 621+ HCE 622 HRD 630	EDU 697* EDU 698* HCE 681* SPY 709* SPY 727* SPY 728*
	HCE 644 HCE 690 HCE 691	
Second Year	HCE 627 SPY 751	SPY 729* Elective Elective
Third Year	SPY 759 SPY 788	
Fourth Year		

*Offered alternating years; +Offered every semester, including summers

Table 5.9: Students without NCSP not doing counseling concentration

Year of Enrollment	Suggested Courses	Can be Taken Years 1/2 or 3/4
First Year	EDU 600+ HCE 605^ HRD 668+ SED 540 SPY 676 SPY 684 SPY 693	SPY 609* SPY 671* SPY 672* SPY 673* SPY 674* SPY 675* SPY 677* Elective
	HCE 626+ SED 682 SPY 603 SPY 659 SPY 678 SPY 693	
Second Year	EDU 671 HCE 620+ HRD 630 SPY 694	EDU 697* EDU 698* HCE 681** SPY 709* SPY 727*
Third Year	HCE 644 SPY 694 SPY 751	SPY 728* SPY 729* Elective
Fourth Year	SPY 759 SPY 788	
Fifth Year		

*Offered alternating years; ^Offered in the summer only; +Offered every semester, including summers

**Offered every 3 years

Table 5.10: Students without NCSP doing counseling concentration

Year of Enrollment	Suggested Courses	Can be Taken Years 1/2 or Years 3/4/5
First Year	EDU 600+ HCE 605^ HRD 668+ SED 540+ SPY 676 SPY 684 SPY 693 x1	SPY 609* SPY 671* SPY 672* SPY 673* SPY 674* SPY 675* SPY 677* Elective
Second Year	HCE 626+ SED 682 SPY 603 SPY 659 SPY 678 SPY 693 x2	
Third Year	EDU 671 HCE 620+ HCE 621 HCE 622 HRD 630 SPY 694 x2	EDU 697* EDU 698* HCE 681* SPY 709* SPY 727* SPY 728* SPY 729* Elective
Fourth Year	HCE 644 HCE 690 HCE 691 SPY 694 x1	
Fifth Year	HCE 627 SPY 751	
Sixth Year	SPY 759 SPY 788	

*Offered alternating years; ^Offered in the summer only; +Offered every semester, including summers

**Offered every 3 years

Counseling Concentration

An optional counseling concentration is available for Psy.D. students who are interested in counseling as an area of practice. 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.

It is optional for Psy.D. students to complete the concentration in counseling, and those students who choose to complete the counseling concentration will require more time to complete the program. Four counseling courses are required of all Psy.D. students: HCE 620, HCE 626, 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 626 is a course in group process. HCE 644 is a course in crisis intervention and is designed to prepare all students with the basic skills needed to handle the emotional and psychological needs of individuals in school-based emergency and crisis 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 counseling concentration: 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.

The counseling courses need to be taken in a specific order. For those students seeking to complete the counseling concentration, the following course sequence must be followed: HCE 620, HCE 626, HCE 621, and HCE 622 are pre-requisites to the counseling practicum (HCE 690) which is a 6 credit class.); 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). Psy.D. students should complete all 3 credits of School Psychology Practicum 1 (SPY 693) 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 a year in advance. 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.

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

Table 5.11 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. This table reflects the comprehensive and general nature of the USM Psy.D. program. While all the Psy.D. classes have at least one specific learning domain, many of the courses provide training in multiple areas and it is expected that students will integrate learning from many experiences as they complete the program. The USM Psy.D. program is a Scientist-Practitioner based training program and research activities are incorporated in all aspects of the program. The courses, practica, and internship prepare graduates to be experts in data-based decision making, problem solving, and SORC-based approaches to understanding and working with school-aged clients from diverse backgrounds.

Table 5.11: USM School Psychology Program Learning Domains and Outcomes

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
1. Biological aspects of behavior	SPY 671 SPY 693 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 693 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 693 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 693 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. Identification and application of information from the history, systems, and ethics of general and school psychology in the practicum and internship
5. Psychological measurement	HCE 605 SPY 672 SPY 675 SPY 677 SPY 678 SPY 694 SPY 788	Knowledge of the basic tenets of psychological and educational measurement, including test construction, reliability, validity and culturally-sensitive assessment practices Knowledge and skills in the selection, administration, scoring and interpretation of academic achievement tests, including curriculum-based forms of assessment as well as knowledge and skills in the integration of psychological assessment methods, including response to intervention (RTI) methods 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 Knowledge and skills in the selection, administration, scoring and interpretation of cognitive assessments including IQ measures Knowledge and skills in the use of functional behavioral assessments (FBA) including observations, recording methods, interpretation, and hypothesis development Use of diverse psychological measurement tools during practicum and internship

Table 5.11 USM School Psychology Program Learning Domains and Outcomes, cont'd.

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
6. Research methodology	EDU 600 SPY 659 SPY 751 SPY 759	Introduction to basic research methods commonly used in education settings Knowledge and skills related to the selection, use, and interpretation of single subject research methods Knowledge and skills for designing and evaluating psychological and educational research Design, implementation, analysis, and interpretation of an independent dissertation
7. Techniques of data analysis	EDU 697 EDU 698 SPY 659 SPY 751 SPY 759	Knowledge and skills pertaining to basic inferential statistics methods, including measures of central tendency, comparing means, distribution analysis, and analysis of variance Knowledge and skills pertaining to advanced inferential statistics, including multiple analysis of variance, regression, and path analysis Practice with interpretation of time series single subject data analysis methods Knowledge and skills related to the relationship between research designs and interpretation Interpretation of data collected as part of an independent dissertation
8. Individual differences in behavior	SED 540 SPY 693 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
9. Human development	HRD 668	Knowledge about the stages, features, and typical sequence of human development across the lifespan
10. Dysfunctional behavior/ Psychopathology	SPY 674 SPY 693 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
11. Professional standards and ethics	SPY 609 SPY 693 SPY 694 SPY 788	Knowledge and skills related to the standards and ethics for school psychology practice Application of knowledge and skills in professional standards and ethical practices as part of practicum and internship activities

Table 5.11 USM School Psychology Program Learning Domains and Outcomes, cont'd.

DOMAINS	COURSE(S)	OUTCOME INDICATOR(S)
12. Theories and methods of assessment and diagnosis	SPY 671	Knowledge and skills related to medical standards and methods for diagnosis and treatment of physically-based conditions and disorders
	SPY 672	Knowledge and skills about assessment of academic achievement using norm-referenced, functional, and curriculum-based methods
	SPY 674	Knowledge and skills pertaining to typical and atypical psychological development and diagnostic systems to understand specific conditions
	SPY 675	Knowledge and skills related to the indirect assessment of student behavior, including use of rating scales, interviews, and other sources of information for formulating diagnoses
	SPY 677	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)
	SPY 678	Knowledge and skills in conducting functional behavioral assessments for identifying variables interfering with school success
13. 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
14. 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
15. Evaluation of 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	

Transfer Credits

Students admitted to the School Psychology Program can request permission to transfer up to 6 graduate credits toward the Psy.D. in School Psychology, M.S. in Educational Psychology, or Certificate in Applied Behavior Analysis (CABA). In order for credits to be eligible for transfer, they must meet the following criteria:

1. The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.
2. The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student's USM program of study.
3. The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
4. The credits must have been earned within 3 years from the date when transfer credit is requested.
5. The credits must not have been applied to any previously earned degree.
6. For students seeking the Board Certified Behavior Analyst Credential, the course(s) must meet the criteria of the Behavior Analysis Certification Board.

Transferred credits will be noted on the student's USM transcript and counted toward the student's degree or certificate program of study. To request transfer of credit(s), a student must submit the course syllabus/i and official transcript(s) showing the course grade(s) for the course(s) already taken to the School Psychology Program Coordinator. The Coordinator will consult with Program faculty to determine if the credit transfer is approved. Once approved, the Program will notify the USM Registrar to enter the official transfer onto the student's record and indicate the USM course equivalent.

Course Waivers

Students who have extensive prior graduate level training in areas covered in the School Psychology Program courses can request to waive up to 5 courses or 15 credits of the required program of study. Waived courses are NOT transferred to the student's transcript. Students must replace waived courses with electives. Students are required to take enough electives to cover the number of credits or courses waived. In order for a course to be waived, the student must demonstrate the following:

1. The credits must have been earned as part of a graduate course (e.g., 500 level or higher) offered at a U.S. institution of higher learning accredited at the time the credits were earned by a regional and/or national accrediting body and recognized as accredited by the U.S. Department of Education.
2. The credits must have been earned for a course which is equivalent in content covered and skills developed to one required in the student's USM program of study.
3. The earned grade for the course must be a B or higher (GPA equivalent of 3.0).
4. The course was taken more than 3 years from the date when a course waiver is requested.
5. The student can demonstrate ongoing competency in the knowledge and skills covered in the course for which a waiver is requested. For example, a student who has a prior master's degree in counseling and who has practiced and maintained state licensure as a counselor could be eligible for a waiver of a required counseling course.

Requests for course waivers follow the same procedure as requests for credit transfer. To request a course waiver, a student must submit the course syllabus and official transcript(s) showing the course grade(s) for the course(s) already taken to the School Psychology Program Coordinator. The Coordinator will consult with Program faculty to determine if a course waive is approved. Once approved, the Program Coordinator will notify the student in writing and a copy of the waiver agreement will be placed in the student's file.

VI. PRACTICA IN SCHOOL PSYCHOLOGY

USM Psy.D. students complete two levels of pre-internship practical training as part of their programs of study. Students sign up for individual practica credits during six semesters of course work. First, students take School Psychology Practicum 1 (SPY 693). After completing 3 credits of Practicum 1, students take three separate credits of School Psychology Practicum 2. In addition there are practical activities embedded into specific courses, including SPY 603, SPY 672, SPY 675, SPY 677, and SPY 678. Prior to participation in any practicum placement, all School Psychology students must obtain Criminal History Record Clearance (CHRC) from the Maine Department of Education (MDOE). Instructions for obtaining CHRC are found on the MDOE website at:

https://www10.informe.org/cgi-bin/dps/fingerprint/select_type.pl

Students are responsible for obtaining the fingerprints and getting the CHRC certificate before they begin any school-based work. Students must submit a copy of the CHRC certificate to the School Psychology Program Manager prior to starting any practicum work.

School Psychology Practicum 1. Practicum 1 (SPY 693) is taken in 1-credit increments during the first two years of study. The student registers for 1 credit of Practicum 1 (SPY 693) in the section with the faculty member who will oversee the practicum activities. During the first 2 years of study, each student must complete 3 Practicum 1 credits for a total of 300 Practicum 1 hours. Prior to registering for the credit, students should contact the faculty member they want to work with to obtain that faculty member's consent, and verify his or her availability. Practicum 1 includes activities which provide the student with an introductory experience to school psychology practice and the daily operations of schools in general. In Practicum 1 students are required to complete 100 contact hours for each credit of practicum. The Practicum 1 activities include working with individual teachers and students to assist with preparation and completion of materials and class projects. The Practicum 1 students are encouraged to meet and observe a school psychologist, learn about the hierarchy and structure of the school district, and the roles and functions of school psychologists in different settings. The faculty member with whom the student has enrolled for the credit is responsible for assigning a grade for the class. This class is graded pass/fail and faculty award the grade on the basis of whether the student has met the expectations set by the faculty member and agreed to by the student in accordance with the activities described in this section. Information about the types of activities that faculty will oversee and supervise is provided to new students at the time of program orientation. Once a student has registered for the credit, the student must submit Forms 9.1 and 9.2 before beginning any practicum hours. These forms document that the school district has approved the practicum and identify who will supervise it. In cases where more than one student is working at a given school site, only one copy of Form 9.1 is needed for the academic year.

Some Psy.D. students may have extensive school-based experience prior to enrolling in the School Psychology program. Students who entered the program with at least 3 years of school-based experience from working as a full-time teacher, educational technician or paraprofessional, or educational

specialist, may request a waiver of Practicum 1. To request a waiver, the student must write a letter to the School Psychology Program Coordinator and include a detailed description of prior experience. The letter should provide information that documents how the student is already knowledgeable about public school schedules, routines, administrative hierarchy, laws, and instructional methods. If the student currently holds a valid teaching certificate or license from any U.S. state or Canadian province, a copy of this certificate or license should be attached to the letter. The letter should also include the name and contact information for at least one reference who can validate the nature and extent of the student's prior school experience.

School Psychology Practicum 2. Practicum 2 (SPY 694) is a more advanced supervised experience within a school or human service agency setting. The process for completing Practicum 2 is identical to that of Practicum 1. The student must take 3 separate Practicum 2 credits by signing up with individual faculty over a period of 2 years. Practicum 2 provides the student with direct experiences in psychological assessment, intervention, and consultation practice. Because Practicum 2 is more advanced, it has a number of prerequisites. The prerequisites for registering for Practicum 2 are satisfactory completion of, or concurrent registration in, all pre-Practicum 2 coursework, and maintaining Criminal History Record Clearance (CHRC) from the Maine Department of Education. Table 9.1 lists all courses that the student must either have completed, or be registered in, while taking Practicum 2.

Table 9.1: Courses which must be completed prior to or at the same time as Practicum 2

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

Practicum 2 is designed to provide students within an opportunity to synthesize knowledge and skills accumulated since Practicum 1. Practicum 2 builds on the learning in Practicum 1 by having students literally “practice” the skills they will need to use as school psychologists. Upon completion of Practicum 2, it is expected that students will be able to:

1. identify the operational procedures of the school system;
2. identify regional student support services that are utilized by the school system (e.g., community mental health agencies, early intervention services);
3. identify the assessment resources available to the school psychological services team;
4. identify the special education and school psychological services procedures for maintaining confidentiality and storage of student records;
5. provide primary school psychological services under direct supervision by a licensed and/or certified school psychology practitioner;
6. self evaluate personal competencies in school psychological assessment and consultation;
7. develop internship goals and objectives based on practicum experiences.

During the 300 clock hours in Practicum 2, the practicum student is likely to 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. As with Practicum 1, Practicum 2 is graded pass/fail. Although the specific activities included in any given semester of Practicum 2 will vary, all students are expected to complete at least 1 comprehensive psychological evaluation for each credit of Practicum 2.

Throughout each semester of Practicum 2 the student and supervisor (faculty member) will discuss strengths and weaknesses, and ways to improve performance. At the end of each month, the supervisor will complete the Practicum Performance Evaluation Form (Form 9.5). The purpose of this evaluation is to identify the student’s strengths and weaknesses in school psychology service delivery. At the conclusion of the practicum, the field supervisor will evaluate the practicum student's skills in all areas using the same form (Form 9.5).

To assist with practica planning and supervision, Forms 6.1 through 6.5 are found on the following pages. Students need to complete Forms 6.1 and 6.2 for all practica. Students should note that Form 6.1 must be signed by the **school district superintendent** or **agency director**. Form 6.2 must be signed by the **school psychologist who will provide the supervision**. In most cases this person will be the faculty member sponsoring the practicum. In some situations, a student might complete a practicum with supervision from a school psychologist who is not on the faculty. In such cases, the sponsoring faculty member signs the form as the University Supervisor. For all practica completed under the supervision of a faculty member, a second Program faculty member serves as the University Supervisor. Forms submitted with the wrong signature(s) will be returned to students.

During all semesters of practica, the student maintains a time log of all practicum activities (Form

6.3). These logs are completed weekly using an online form. The form is an Excel spreadsheet which each student will download and complete for each day of practicum activities. At the end of the semester, the student's hours must be verified using Form 6.4. A hard copy version of Form 6.4 must be submitted along with an electronic version of the practicum hours log (e.g., Excel file) to the faculty supervisor.

If a problem concerning either Practicum 1 or 2 arises, the faculty supervisor must be contacted as soon as reasonably possible. A second faculty member, acting as a University Supervisor, will convene one or more meetings with the student and site supervisor and facilitate a resolution to the problem.



Office use only

Student Name: _____

Faculty Supervisor: _____

Practicum: ___1 ___ 2

School Psychology Program

Form 6.1 Practicum Experience Contract

CLINICAL AFFILIATION AGREEMENT

UNIVERSITY OF SOUTHERN MAINE

and

_____ [DISTRICT/AGENCY]

This Agreement made and effective this ___ DAY OF _____, 20___, 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 a program leading to the doctorate (Psy.D.) degree in 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 the following program: 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.
11. The District or Agency agrees to maintain records and reports required by the University for conducting the educational program. The District or Agency agrees to implement and maintain reasonable safeguards to ensure the security and confidentiality of student records and information, protect against anticipated threats to the security or integrity of such records and information and protect against unauthorized access to, or use of, such records and information that could result in substantial harm or inconvenience to the student.

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 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. The University encourages the District or Agency in the employment of individuals with disabilities.
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: _____
 Provost and Vice President for Academic Affairs _____ *Date* _____
 University of Southern Maine

By: _____
 Betty Lou Whitford, Dean _____ *Date* _____
 College of Education and Human Development
 University of Southern Maine



Form 6.2
Practicum 1 Memorandum of Understanding

Student: _____

Address: _____

Telephone(s): _____

E-mail address: _____

Supervisor: _____

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

Address: _____

Telephone(s): _____

E-mail address: _____

_____, a student in the School Psychology Program at the University of Southern Maine, will complete a practicum experience under the supervision of _____, an employee of _____ according to the following terms:

1. The student will spend _____ total days per week as part of the practicum experience for a total of _____ hours at _____ as part of the practicum in school psychology.

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

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, and the end of each practicum, 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

Practicum students are expected to conduct themselves 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



Forms 6.3 Documentation of Practicum Experiences

The file for recording your Practicum hours can be found at:
http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm
Download the above file to your hard drive and rename it as follows:

practhrs.xls rename to: [your last name-practhrs.xls]

Instructions for completion of the form are given in the file.

If you have trouble accessing the above file, contact the School Psychology Program at 207-780-5220.



Form 6.4: Practicum Hours Verification Form

(MAKE COPIES FOR EACH SEMESTER IN WHICH YOU COMPLETE PRACTICUM ACTIVITIES)

Student's Name:	Home phone:
Mailing Address:	Work phone:
Town:	Cell Phone:
State:	Date Admitted to Psy.D.:
ZIP:	Advisor:
E-mail:	

My signature below verifies that I have completed _____ practicum hours during the _____ semester of _____. I understand that I am responsible for accuracy in reporting my practicum hours and that intentionally reporting inaccurate practicum hour completion is a violation of NASP and APA ethical guidelines. I understand that inaccurate reporting is grounds for dismissal from the USM School Psychology Program.

Student Signature Date

The following signatures verify that the student named above has reported completion of school psychology practicum hours toward completion of a degree in school psychology.

Practicum Field Supervisor Signature Date

University Practicum Supervisor Signature Date



Form 6.5 Practicum Supervisor Evaluation Form

The file for your supervisor to rate your Practicum work can be found at:
http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Once your Practicum placement has been approved, the file will be sent to your field-based supervisor with instructions for how to complete and submit monthly and final evaluations.

If you have trouble accessing the above file, contact the School Psychology Program at 207-780-5220.

VII. RESEARCH ACTIVITIES IN THE PSY.D.

The Role of Research in the Psy.D. Program

The Psy.D. 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 at every level of practice. Exposure to and participation in research activities occurs in (a) *coursework* through readings, discussions, lectures, and class projects; (b) *practica and internship* through the conceptualization of cases, selection of evidence-based assessment and intervention methods, and single-case and program evaluation research; (c) the *Psy.D. dissertation* 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 activities 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 Psy.D. 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 (i.e, dissertation),
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:

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. Cr. 3.

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 design a study of a specific individual target behavior of concern, including academic, social-emotional, or social skill problems. 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 develop and defend their doctoral dissertation proposals 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. Dissertation. Prerequisites: matriculated Psy.D. students only. Cr. 3.

SPY 759 Psy.D. Dissertation. This course includes the activities necessary to implement, evaluate, and summarize a major dissertation related to the field of school psychology. Course participants will implement the proposal developed in the course SPY 751. 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 generally taken during the fall and spring semesters of the pre-doctoral internship; some students may select to complete the dissertation at a time different from the pre-doctoral internship. Prerequisites: matriculated Psy.D. students who have taken SPY 751 and all other pre-requisite courses. Cr. 6.

Psy.D. Dissertation. All doctoral students are required to complete a Psy.D. dissertation for the degree. Work on the project is done while matriculated in SPY 759. Typically, this is 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 member or supervising psychologist in order to obtain maximum guidance on their projects. The Psy.D. dissertation is completed in the following five stages:

1. *Approval of the research topic.* Following discussions with the advisor, the doctoral student proposes a specific topic for the dissertation. Once a topic is selected, the student completes Form 7.1 and obtains the appropriate signatures.
2. *Formation of the dissertation committee.* After the advisor approves the topic, a 3-person dissertation 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. Two of the committee members must be core school psychology program faculty. One of the committee members may be from another department of CEHD, another USM department, or a practicing psychologist outside the university. Once the committee is formed, Form 7.2 should be completed and submitted to the School Psychology Program office.

3. *Write and defend the project proposal.* The student writes a formal research proposal that includes an abstract, literature review, method section, data analysis methods, references, and appropriate tables, figures, and appendices. The student submits a copy of the proposal to all project committee members for review. Once all committee members have reviewed and agreed that the proposal is ready for a formal presentation, the committee schedules a formal research proposal presentation. At the proposal presentation, the student gives a formal presentation of the research 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 7.3).
4. *Conduct the dissertation study.* Following approval of the dissertation 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 the dissertation advisor. In some cases, approval may also be required from other committee members and the IRB (see Form 7.4).
5. *Write and defend the dissertation.* After the dissertation research 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 751 and other courses. 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 dissertation 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 7.5 and 7.6).

Upon successful defense of the dissertation, students must make any final changes specified by the dissertation committee and submit a final version for library archives and electronic access. The University of Southern Maine has specific dissertation guidelines. Students must use these guidelines to prepare and submit the final version of the document. The USM dissertation guidelines can be obtained at the USM Office of Graduate Studies website. Final submission of the dissertation includes providing one copy of the manuscript printed on acid-free paper and formatted according to the USM dissertation guidelines. In addition, students are expected to submit an electronic copy using the Pro-Quest dissertation abstract service. There are additional fees required for electronic submission.

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 dissertation advisor. IRB procedures and forms can be found at:

<http://usm.maine.edu/orc/irb/>



Form 7.1: Approval of the Psy.D. Dissertation 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 7.3: Psy.D. Dissertation Proposal Approval

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Approved dissertation topic title: _____

A COPY OF THE FULL DISSERTATION 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 dissertation? _____

Approval signatures:

Table with 3 columns: Name (Committee Member 1, 2, 3, Student Name, Program Coordinator), Signature, Date.



UNIVERSITY OF
SOUTHERN MAINE

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: Dissertation Review Form

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Dissertation title: _____

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

A review of the above student's dissertation 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. Dissertation Defense Session

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Dissertation title: _____

The following Psy.D. dissertation committee members have reviewed the above student's dissertation 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: Dissertation Defense Approval Form

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Dissertation title: _____

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

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

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
_____	_____	_____
CEHD Dean (print)	Signature	Date

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	1. Application for admission which includes: GRE scores of at least 1000 or NCSP with GRE of 900 or higher GPA(s) for past degree(s) Three references Essays about school psychology	Strength of individual applicants compared with skills levels of past students who have been successful in the program
	2. Pre-Admission interview	Whether the applicant has the interpersonal qualities and skills needed in the field of school psychology
	3. Admission into the program	Applicant possesses the knowledge, skills, and dispositions needed for training in school psychology
Course work	1. Satisfactory completion of all coursework (must receive B or better in all classes)	Whether student has the knowledge and skills necessary to complete more advanced coursework in school psychology
	2. Annual student report of progress in which the student summarizes all progress made during that year of the program of study	The level of student integration of the knowledge, skills, and concepts covered in each year of study
	3. Student pre-registration for the next year's course work	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
Practica	1. Satisfactory completion of 300 hours of Practicum 1 under the supervision of a credentialed school psychology practitioner	Whether student has the disposition and aptitude for school-based interactions with students, teachers, and others
	2. Satisfactory completion of 300 hour Practicum 2 under the supervision of a credentialed school psychology practitioner as indicated by monthly and summative practicum evaluations and grade of Pass in SPY 694	Eligibility for enrollment in internship course and completion of 2000 hour internship in school psychology
	3. Annual student report of progress in which the student summarizes all progress made during the program of study	Whether student has met all technical requirements for internship and Psy.D. dissertation

*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
Comp Exam	1. Satisfactory completion of comprehensive exam covering all 15 domains of knowledge and practice	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
Internship	1. Satisfactory ratings on monthly and summative evaluation of intern progress by site and university-based supervisors	Eligibility for continuation in internship activities
	2. Satisfactory (Pass) grade in SPY 788 (Pre-doctoral Internship in School Psychology)	Eligibility for Psy.D. in School Psychology
Psy.D. Dissertation	1. Satisfactory completion of Psy.D. dissertation following IRB-based protection of human subjects and using problem-solving methods for school psychology practice	Eligibility for Psy.D. in School Psychology
Graduate	1. Survey of program alumni to learn their ongoing levels of satisfaction with the program and what aspects they think need to be changed	Extent to which program of study is meeting the needs of immediate consumers by preparing them for careers in school psychology
	2. 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	Extent to which program of study is meeting the expectations and needs of experienced practitioners

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; students will receive a letter from their advisors indicating whether the student remains in good standing or whether an improvement action plan is needed. 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 action plan for improvement. Students who do not submit annual reports, or who do not meet the goals set out in their personalized plans may be withdrawn from the program and not allowed to complete the program of study and degree. One part of the Assessment System is the Comprehensive Exam; this component is detailed in the next chapter.



Form 8.1 Matriculated Student Annual Report Cover Sheet

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

Student: _____

Address: _____

Phone number(s): _____

E-mail: _____

Psy.D. program faculty advisor: _____

Year admitted to School Psychology Program: _____

Advisor: _____

Total Credits taken so far: _____

Anticipated year for Practicum 2: _____ (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. PSY.D. COMPREHENSIVE EXAMINATION

In order to evaluate the general proficiency of Psy.D. students prior to placement for internship and initiation of the Psy.D. dissertation, all students must take a comprehensive examination. In order to move on to the pre-doctoral internship and dissertation, students must pass the comprehensive examination. In keeping with the general training in all aspects of psychology incorporated into the Program, the exam covers all 15 major domains of school psychology practice. The areas covered on the exam are shown in Table 9.1.

Table 9.1: 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. Evaluation of the efficacy of interventions

The comprehensive exam is taken during the last semester of Psy.D. course work prior to beginning either the pre-doctoral internship and/or the Psy.D. dissertation. Students cannot begin the internship or dissertation 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 9.2.

Table 9.2: 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	2 days of 5 hours each
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 completed application must be submitted to the student's advisor or to the Program Manager no later than the Friday of the **third week of the semester during which the exam will be taken** (e.g., the weeks ending nearest to October 1, March 1, or June 15). The student should submit the application to the Program Manager in 407 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 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 payable to USM. 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 preceding the pre-doctoral internship or starting work on the Psy.D. dissertation. Typically, students complete comprehensive exams during the Spring semester; the exam must be scheduled for completion during the regular academic year, September through May; if it becomes necessary for a student to re-take the exam during the summer session that exception requires faculty approval. 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 fifteen (15) 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 order of questions is the same as listed in the above content area table. Questions 1-8 will be given on day 1 and questions 9-15 will be given on day 2. 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 several 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. Emergency contact can be made through the Program Manager and/or the Faculty Advisor.

Preparing for the Comprehensive Exam

Students should plan to engage in 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 the NCSP, it is expected 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 NCSP.

Taking the Comprehensive Exam

The exam requires up to 10 hours of time over two consecutive days by the student. The student's advisor will be available either in person or via phone each day for the duration of the exam to answer any questions. The student should plan to arrive at the exam location early. On both exam days the student will have 5 hours to answer the questions for that day in any order desired. It is up to the student to pace her/his time during the exam. 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 9.1). 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. The approval of requests for accommodations will be at the discretion of OSSD. 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 the Comprehensive Exam

Exam answers will be scored by the faculty member who wrote each question according to the rubric found in Form 9.2. Faculty members have one week from the date of the exam to score the answers and report them to the student. Each question has a possible score value of 10 points. Students

must get at least 7 out of 10 points on a question to pass that question. 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. The total exam possible point value is 140 points. To pass the exam, a student must earn 98 or more points (70% or better) on the 14 scored questions. If a student does not earn 98 or more points on the exam, s/he must retake the portions not passed (see below for procedures).

Reporting the 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. 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 if 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 the 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 45 calendar days immediately following when the exam was last taken. When an exam is re-scheduled, students must submit the exam application form and fee payment. Only those questions not passed on the exam will be given to the student to take again (i.e., those questions with scores of 6 or less on the prior exam). It is up to the student's advisor whether to include any of the same questions on the second or third exam. A student cannot begin the pre-doctoral internship or the Psy.D. dissertation until s/he has passed the exam. It is the student's responsibility to notify an internship site or research site(s) of exam results. Re-examinations in the summer semester are at the discretion of the faculty.

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 School Psychology Program office until the student graduates. Upon graduation, the exam will be shredded.



Form 9.1: Application for Psy.D. Comprehensive Exam

Student's Name:	Home phone:
Mailing Address:	Work phone:
Town:	Cell Phone:
State:	Date Admitted to Psy.D.:
ZIP:	Advisor:
E-mail:	

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. dissertation. I have completed and/or am currently enrolled in all prerequisite courses. I understand that I will not be allowed to begin my internship or start my dissertation 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 my advisor and me. 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 exam 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 9.2: Scoring Rubric for Psy.D. Comprehensive Exam Questions
(MAKE COPIES TO COVER ALL EXAM QUESTIONS)

Question:

Essay element	Possible	Earned
Sentences and paragraphs are grammatically complete	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	

Comments:



Form 9.3: Promotion to Psy.D. Candidacy

Student's Name:	Home phone:
Mailing Address:	Work phone:
Town:	Cell Phone:
State:	Date Admitted to Psy.D.:
ZIP:	Advisor:
E-mail:	

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

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 2000 clock hours and 9 semester credits. The USM program requires completion of 2000 hours because this is the maximum number of pre-doctoral internship hours required in U.S. states. Some states require less than 2000 hours (e.g., 1500 hours), but some require 2000 hours. 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 become an intern, and site selection are the prerogative of the program faculty. The internship provides on-the-job experience under the supervision of 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 (no more than 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 field site 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 assessments, 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 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. Conduct 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 maximize a student's opportunity to be successful in the general culture while respecting ethnic and linguistic backgrounds; interpreting information in the context of the 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 and passing the comprehensive exam. Specifically, students must complete all Psy.D. in School Psychology classes except SPY 759 (Psy.D. Dissertation) and SPY 788 (Internship) before they can enroll for internship credits and assume intern duties. 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.

Usually, during internship students also enroll for dissertation credits. During both the fall and spring of the internship year, students take SPY 759 as they work on their dissertations. 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 2,000 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, and
4. a 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 Psy.D. student's overall internship experience.

The internship placement site provides appropriate support to the intern, including two forms of written contractual agreement (see Forms 10.2 and 10.3) 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 (when appropriate) 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 behaves 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 a 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 internship must include the following:

1. The internship activities are structured in terms of their sequence, intensity, duration and 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.
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. In addition, students must confirm and/or update their CHRC from the Maine Department of Education or the state where the internship will occur.

Forms and Communication

To assist with planning and documenting the internship experience, forms 10.1 through 10.7 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 a time log (Form 10.4). The time log is an Excel file that interns download and use daily to keep a record of all internship activities. At the end of each semester, interns must print and sign the Internship Hours Verification Form (Form 10.5). The supervisors must complete both monthly and final evaluations of the intern (Form 10.6). The evaluations are completed using an Excel file that is sent monthly to the University supervisor. In addition, the school psychology clinical coordinator will arrange site visits to each intern site at least once each semester of the internship; exceptions are made for sites outside of Maine in which case site "visits" are conducted on the phone. For each site visit, a site visit form is completed to document the discussion and plans from the site visit (Form 10.7). 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

Name _____

Address _____

Telephone(s) _____ E-mail address: _____

Internship Site(s) Characteristics Desired:

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

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 _____, 20___, 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 a program leading to the doctorate (Psy.D.) degree in 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 program: 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. The University encourages the District or Agency in the employment of individuals with disabilities.
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: _____
Name: _____ Date _____
Provost and Vice President for Academic Affairs
University of Southern Maine

By: _____
Betty Lou Whitford
Dean
College of Education and Human Development
University of Southern Maine



Form 10.3
Internship Memorandum of Understanding

Student: _____

Home Address: _____

Telephone(s): _____

E-mail 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: _____ E-mail address: _____

_____, a student in the School Psychology Program at the University of Southern Maine, will complete an internship under the supervision of _____, an employee of _____ according to the following terms:

1. The student will spend _____ total days per week as part of the internship experience for a total of _____ hours at _____ as part of the internship in school psychology.

2. The internship start date is: _____ and will last until _____.

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

Documentation of Experience

The intern will maintain a time log of accumulated practice hours to be reviewed by the University supervisor. At the end of each month, and 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 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 students or delegated to credentialed personnel.

Compensation

The intern will be paid the amount of _____ dollars for the internship, by the
(amount)
District or Agency.

The intern shall be paid _____ in the amount of _____ from _____ to _____.
(weekly, bi-monthly, monthly) (amount) (date) (date)

Ethical Standards

The intern is expected to conduct himself/herself in a manner that is consistent with current legal and ethical standards of professional school psychology, including those of the 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

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

Forms 10.4 Documentation of Internship Experiences

The file for recording your Internship hours can be found at:

http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Download the above file to your hard drive and rename it as follows:

internhrs.xls rename to: [*your last name*-internhrs.xls]

Instructions for completion of the form are given in the file.

If you have trouble accessing the above file, contact the School Psychology Program at 207-780-5220.



Form 10.5: Internship Hours Verification Form
(MAKE COPIES FOR EACH SEMESTER IN WHICH YOU COMPLETE INTERNSHIP ACTIVITIES)

Student's Name:	Home phone:
Mailing Address:	Work phone:
Town:	Cell Phone:
State:	Date Admitted to Psy.D.:
ZIP:	Advisor:
E-mail:	

My signature below verifies that I have completed _____ internship hours during the _____ semester of _____. I understand that I am responsible for accuracy in reporting my internship hours and that intentionally reporting inaccurate internship hour completion is a violation of NASP and APA ethical guidelines. I understand that inaccurate reporting is grounds for dismissal from the USM School Psychology Program.

Student Signature Date

The following signatures verify that the student named above has reported completion of school psychology internship hours toward completion of a degree in school psychology.

Internship Field Supervisor Signature Date

University Internship Supervisor Signature Date



Form 10.6 Internship Supervisor Evaluation Form

The file for your supervisor to rate your internship work can be found at:
http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Once your internship placement has been approved, the file will be sent to your field-based supervisor with instructions for how to complete and submit monthly and final evaluations.

If you have trouble accessing the above file, contact the School Psychology Program at 207-780-5220.



Form 10.7 Internship Site Visit Documentation Form

Student Name: _____

Date of Site Visit: _____

Site Supervisor(s): _____

Site(s): _____

University Supervisor: _____

Descriptive Summary:

Site Supervisor

Date

Mark W. Steege, Ph.D.
Professor of School Psychology

Date

University of Southern Maine
School Psychology Program
Internship Supervision: Site Visit

1. Site Supervisor's general impression of School Psychology student's performance:

2. What has been the highlight of the internship experience thus far? (supervisor & student)

3. Are there any concerns or questions that you have about the internship?

4. Further directions: planning for professional development opportunities (assessments, interventions, populations, settings, etc.)

XI. STUDENT SUPPORT

Although the School Psychology Program faculty work hard to provide a coherent program of study and student support, there may be situations when students feel that their needs are not being met. This chapter provides information about resources students have available in case of problems while enrolled in the Psy.D. program.

General Guidelines for Resolving Problems

The ethical guidelines of the American Psychological Association (APA) and the National Association of School Psychologists (NASP) include specific guidance and procedures for how to resolve problems that arise in the course of school psychology practice. Both the APA and NASP guidelines are consistent in calling for the use of a core sequence of steps to resolve problems. These core steps are:

1. Meet with the individual(s) involved in the problem and discuss the issue candidly. If possible, come up with an action plan to resolve the problem.
2. If the problem cannot be resolved with a face-to-face meeting between the parties, contact the supervisor(s) of the person(s) involved. The supervisor would then assist with a solution.
3. If the problem persists after following the above steps, the problem should be reported to the appropriate person in leadership of the organization.

Since students in the Psy.D. program will be expected to learn and follow both APA and NASP ethical guidelines and procedures during and after program completion, these are the basic methods used for addressing problems while enrolled in the Psy.D. program. Specifically, students should start by meeting with the individual(s) involved in the problem and try to find a solution. If such a solution is not found with a face-to-face meeting, students should contact the next person(s) up in governance at USM to access assistance. Except in circumstances listed below, this process should be followed on a step-wise basis such that the problem is addressed “locally” and individually as much as is possible.

Example

Here is an example of the procedures students should follow if they have a problem with a course instructor or any other person(s) working in the School Psychology Program.

Lynn is a second year doctoral student. She just finished the first semester and looked online to view her grades for the term. She was shocked to see that she had earned a “B” in one of her classes. She thought her work was very strong and she expected an “A”. She reviewed the assignments she had received back from the instructor and all her work showed scores leading to an “A” grade. Lynn decided she would ask the instructor why she earned a “B” in the class.

Lynn contacted the instructor by e-mail the next day and requested a time to meet and review her grade. The instructor agreed and a meeting was set up for the next week. Lynn brought all her course work to the meeting and explained that she felt her work had earned an “A” instead of a “B”. The instructor said that most of Lynn’s work for the semester was “A” material, but her final paper (worth 30% of the grade) was of much lower quality than her other work. The instructor showed Lynn the paper and went over his concerns. Lynn said that she

disagreed with the instructor and felt the work was on a par with her prior assignments. The instructor disagreed.

In this example, Lynn was not able to resolve the problem with a face-to-face meeting with the instructor. Lynn's next step was to request a meeting with the Program Coordinator to discuss the situation.

Lynn met with the Program Coordinator and the instructor together and discussed the grade dispute. The Program Coordinator suggested that she read the final paper and use the instructor's scoring criteria to evaluate the paper. She suggested that she also read a selection of Lynn's other work so she could compare the quality of the writing. Lynn and the instructor agreed that this was a good idea. One week later the Coordinator met again with Lynn and the instructor and reported her review of the paper. She scored Lynn's last paper higher than the instructor had, and the new score yielded a course grade of A-. Lynn and the instructor agreed to accept the new paper score and the instructor submitted a revised grade for the course.

In this case, Lynn's problem was resolved by following steps 1 and 2 of the basic procedures for problem-solving. If Lynn or the instructor had not been willing to accept the Coordinator's new score, the next step would have been to contact the department chair and asked for additional help with the problem. For this, and any other concern a student has, the "order" for addressing the problem will generally goes as follows:

1. Person(s) directly involved in the problem
2. Program Coordinator: Mark Steege, 207-780-5220, msteege@usm.maine.edu
3. Department Co-Chairs: Mike Brady, 207-780-5312, mbrady@usm.maine.edu
Zark Van Zandt, 207-780-5316, zark@maine.edu
4. CEHD Coordinator of Student Affairs: Kim Warren, 207-780-5902, kwarren@usm.maine.edu
5. CEHD Dean: Betty Lou Whitford, 207-228-8535, whitford@usm.maine.edu
6. USM Provost: Kate Langdon Forhan, 207-780-4485, kforhan@usm.maine.edu
7. USM President: Selma Botman, 207-780-4480, sbotman@usm.maine.edu

Usually, most problems can be solved through meetings with the persons involved and the Program or Department leaders. If a student is not sure how to go about addressing the problem, the student should contact her or his advisor. If the Advisor, Program Coordinator, or Department Chair is involved in the problem itself, another faculty member in the Program or Department can serve as an objective participant in the problem solving process.

Situations Requiring Immediate Attention

In some cases, the nature of a student's problem might be so severe that it is necessary to contact College or USM leadership immediately. If a student has a concern related to discrimination or harassment should be directed to the EEOC office at the University. Concerns relating to substance abuse, illegal activities, or the safety of themselves or others, the student should seek help immediately as the situation warrants. In circumstances of imminent danger please call USM Police. As soon as it is practical to follow up, or for serious concerns of a non-emergency nature, there are two offices students

can contact for urgent assistance. One is the CEHD Coordinator of Student Affairs. The other is the USM Ombudsman's Office. These personnel are charged with helping students obtain assistance for a wide variety of concerns. If a student is not sure whom to contact about a concern, the CEHD Coordinator of Student Affairs is the best person to contact first.

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.
6. 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.
7. 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.
8. 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 should be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

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

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



Appendix A: Acknowledgment and Agreement to Abide by USM Psy.D. Program Handbook Policies

Student's Name:	Student ID:
Mailing Address:	Home phone:
Town:	Work phone:
State:	Cell Phone:
ZIP:	Date Admitted to Psy.D.:
E-mail:	Advisor:

My signature below verifies that I have read the *USM Psy.D. Program Handbook 2009-2010* in its entirety. I agree to abide by all the policies and procedures outlined in the *2008-2010 USM Psy.D. Program Handbook*. I understand that failure to meet the rules contained in the *Handbook* may result in my suspension or removal from the USM Psy.D. in School Psychology Program.

Student Signature Date

Received by

School Psychology Program Coordinator Signature Date

APPENDIX B

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

APPENDIX C

National Association of School Psychologists
Guidelines for the Provision of School Psychological Services, and
Principals for Professional Ethics

This document is available from the following web site:

<http://www.nasponline.org/standards/PCM1100.pdf>

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

APPENDIX D

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 psychologists.
- 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 training activities will take _____ (enter time estimate here).
- If needed, bring your child to the training session(s) and/or allow the session(s) to occur in your home.

Risks of Participation:

- The study has the following risks. First, the process of the activities 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.
- Due to the training nature of the activity 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 them.

Benefits of Participation:

- The benefits of participation include providing a graduate student in school psychology the chance to learn how to administer important psycho-educational tests or instruction, 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 activity 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 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 the activity 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 rachelb@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 participant, you may contact the Office of Research Compliance at USM. This office can be reached at (207)780-4517, 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 activity. 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 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 choose 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 rachelb@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 the Office of Research Compliance at USM. This office can be reached at (207)780-4517, 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)



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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 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 the 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.
- You will be helping me practice some things I am learning in school.

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 anytime you want.
- 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 USM student 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 psychologists.
- 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 training session(s),
- Attend the training session(s).
- The training activities will take _____(insert time).

Risks of Participation:

The activities have the following risks:

- First, as a part of the activities, I may suspect that you have otherwise unknown or undiagnosed learning or behavior difficulties. If this happens, I will end the session 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 activities. I will answer these for you at the end of the session.
- Due to the training nature of the activities none of the results of the session will be shared with you. They cannot be considered accurate because I am still learning how to conduct them.

Benefits of Participation:

- The benefits of participation include providing me with the chance to learn how to administer important psycho-educational tests or instruction and offering you a 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 the course instructor and me. The training records will be destroyed at the end of the semester when the practice 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 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 the session 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 rachelb@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 participant, you may contact the Office of Research Compliance at USM. This office can be reached at (207)780-4517, 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 activity. 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
College of Education and Human Development
School Psychology Program
400 Bailey Hall
Gorham, ME 04038
Phone: 207-780-5220
TTY: 207-780-5646
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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 psychologists.
- Participants in this activity 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 activity, I will ask you to do the following things:

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

Risks of Participation:

The activities have the following risks.

- First, as a part of the training, I may suspect that you have otherwise unknown or undiagnosed learning or behavior difficulties. If this happens, I will end the session 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 your performance on the activities.
- Due to the training nature of the activities none of the results will be shared with you. They cannot be considered accurate because I am still learning how to conduct them.

Benefits of Participation:

- The benefits of participation include providing me with the chance to learn how to administer important psycho-educational tests or instruction and offering you a 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 the course instructor and me. The training records will be destroyed at the end of the semester when the practice 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 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 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 rachelb@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 participant, you may contact the Office of Research Compliance at USM. This office can be reached at (207)780-4517, 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 activity. 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)

References

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