



UNIVERSITY OF
**DETROIT
MERCY**

**SCHOOL PSYCHOLOGY
STUDENT HANDBOOK
2021-2022**

**4001 W. McNichols Road
206 Reno Hall
Detroit, MI 48221-3038**

Contents

| | |
|--|-----------|
| PROGRAM DESCRIPTION | 4 |
| PROGRAM PHILOSOPHICAL MODELS | 6 |
| PROGRAM FOUNDATIONAL SKILLS AND KNOWLEDGE | 7 |
| PROGRAM EXPECTATIONS FOR PROFESSIONAL BEHAVIOR | 10 |
| REQUIRED COURSEWORK | 14 |
| THE GRADUATE PROGRAM AT THE UNIVERSITY LEVEL | 15 |
| PROGRAM ADMISSION AND ENROLLMENT | 17 |
| PROGRAM-SPECIFIC POLICIES/PROCEDURES | 20 |
| FIELD EXPERIENCES: PRE-PRACTICUM, PRACTICUM, AND INTERNSHIP | 23 |
| PROCEDURES FOR SYSTEMATIC EVALUATION | 26 |
| LEVELS OF EVALUATION FOR SCHOOL PSYCHOLOGY TRAINEES | 27 |
| EVALUATION SCHEDULE | 30 |
| SCHOOL PSYCHOLOGY PROGRAM EVALUATION | 31 |
| CERTIFICATION | 32 |
| GRADUATION | 32 |
| DOCUMENTATION OF UNDERSTANDING | 34 |
| APPENDIX A: PORTFOLIO GUIDE | 35 |
| PORTFOLIO REQUIRED CONTENTS | 36 |
| REQUIRED PORTFOLIO MATERIALS (BY YEAR) | 37 |
| SAMPLE TITLE PAGE | 38 |
| PORTFOLIO TABLE OF CONTENTS | 39 |
| PRACTICE DOCUMENTATION GUIDE | 40 |
| INTRODUCTION OF SKILLS FOR PORTFOLIO PURPOSES | 46 |
| PORTFOLIO EVALUATION FORM | 48 |
| PORTFOLIO SCORING RUBRIC – SUMMATIVE EVALUATION | 51 |
| APPENDIX B: EVALUATION FORMS | 52 |
| YEAR 1 REVIEW FORMS | 52 |
| YEAR 2 REVIEW FORMS | 52 |
| YEAR 3 REVIEW FORMS | 52 |
| GROWTH PLAN FORMS | 52 |
| PROGRAM EVALUATION MEETING FORM | 52 |
| YEAR 1 MIDTERM STUDENT INTERVIEW | 53 |
| YEAR 2 ANNUAL REVIEW CHECKLIST | 60 |
| YEAR 2 INTERNSHIP PLAN | 61 |
| YEAR 3 SUMMATIVE REVIEW FORM/CERTIFICATION DOCUMENTATION | 65 |
| GROWTH PLAN FORM | 66 |
| SCHOOL PSYCHOLOGY PROGRAM EVALUATION MEETING FORM | 68 |
| APPENDIX C: FIELD EXPERIENCE LOG | 69 |
| APPENDIX D: CURRICULUM & CERTIFICATION | 72 |
| COURSE DESCRIPTIONS | 73 |
| SCHOOL PSYCHOLOGY SPECIALIST PROGRAM ONLY | 76 |
| REQUEST FOR COURSE SUBSTITUTION | 77 |
| TENTATIVE COHORT SCHEDULE 2021- 2024 | 78 |
| LEAVE OF ABSENCE/WITHDRAWAL FORM | 79 |
| PROGRAM APPLICATION FOR PRELIMINARY SCHOOL PSYCHOLOGIST CERTIFICATION | 80 |

APPENDIX E: GENERAL INFORMATION82
 APPLICATION FOR GRADUATION:83
 SPECIALIST PROJECT:83
APPENDIX F: PROGRAM MATERIAL87
 SCHOOL PSYCHOLOGY PROGRAM EVALUATION MEETING FORM97
 SCHOOL PSYCHOLOGY PROGRAM MEETING FORM98

Program Description

The Specialist-level Program in School Psychology is part of the Department of Psychology, within the College of Liberal Arts & Education. The Specialist Degree (SSP) is a three year, 66 credit hour program of full-time study. This includes a three-semester (i.e., September-June), 600 hour practicum during the second year, and a three semester, full-time 1200 hour internship in a school setting completed during the third year.

Please note:

The School Psychology Program is NASP-approved as a full-time, face-to-face program. Although certain courses/class sessions may be offered in a hybrid or virtual format based on COVID-19 concerns, students should expect to participate in all classes in a face-to-face format. Any courses/class sessions that are offered in a synchronous virtual format should be attended in an appropriate and professional manner; for instance, through via a computer with video and audio, in a private or semi-private space where the student can participate and view all course materials (powerpoints, videos, etc). Virtual class sessions should not be attended while in a car, running errands, or while at personal appointments.

Program Goals & Objectives

The Program is designed to provide a strong and broad-based knowledge of both psychology and education, and to prepare students to apply that knowledge as school psychologists within school settings. Objectives are as follows:

1. Graduates recognize the dignity and intrinsic worth of all individuals, and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
 - a. Assessment of individuals as well as systems,
 - b. Intervention design, and
 - c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.
4. Graduates communicate clearly and effectively and demonstrate appropriate, respectful conduct in their professional interactions with others.
5. Graduates adhere to legal and ethical standards in their professional practice.

University of Detroit Mercy Mission Statement

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A Detroit Mercy education seeks to integrate the intellectual, spiritual, ethical and social development of our students.

The Mission of the College of Liberal Arts and Education

The College of Liberal Arts and Education prepares students to participate in a diverse and changing world in the Jesuit and Mercy traditions as "men and women for others." The College provides a student-centered education in an urban context which stimulates a desire for the life-long exploration of the intellectual, spiritual and ethical dimensions of what it means to be human.

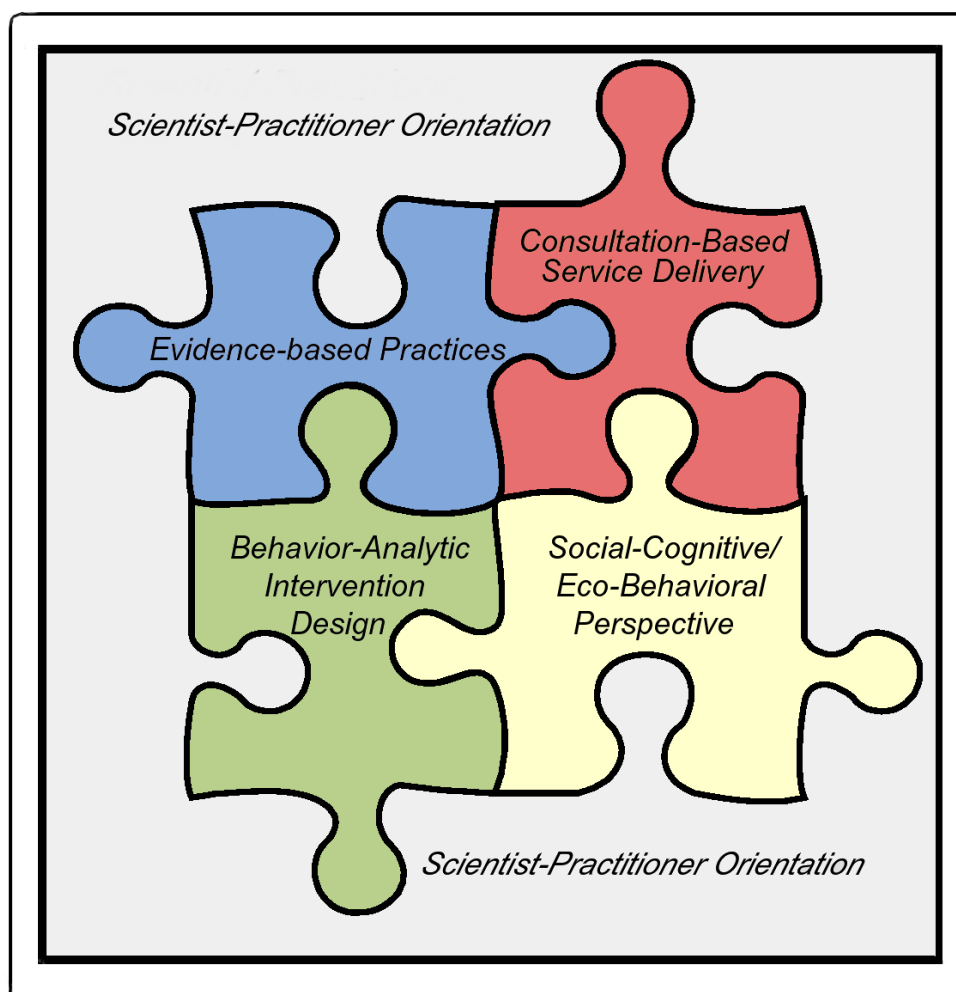
Understanding Program Expectations

Students are expected to familiarize themselves with this *Program Handbook* and ask for clarification if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Prepracticum Field Manual*, the *Practicum Manual*, the *University of Detroit Mercy Internship Manual*, the *University of Detroit Mercy Student Handbook* and the *University of Detroit Mercy Graduate Catalog*.

Program Philosophical Models

The program philosophy may be conceptualized as a foundation of several important but complementary concepts, embedded within an overall *scientist-practitioner* orientation.

1. Evidence-based practices
2. Consultation-based services
3. Behavior analytic intervention design
4. Social-cognitive/eco-behavioral orientation



Program Foundational Skills and Knowledge

The School Psychology Program at the University of Detroit Mercy is designed to prepare school psychologists who have a strong and broad-based knowledge of psychology and education, and enable them to apply that knowledge within the school setting. The nationally recognized standards for training and practice, established by the *National Association of School Psychologists*, are articulated in the *Standards for Training and Field Placement Program in School Psychology*. This document also specifies 10 domains of knowledge requisite to the practice of school psychology; these domains are further elaborated upon in *The Professional Standards of the National Association of School Psychologists (2020)*. The 10 domains are summarized below:

NASP Model 10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

- ***Domain 1: Data-Based Decision Making***

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of support. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention

- ***Domain 2: Consultation and Collaboration***

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others

Direct and Indirect Services for Children, Families, and Schools

- ***Domain 3: Academic Interventions and Instructional Supports***

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- ***Domain 4: Mental and Behavioral Health Services Interventions***

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Systems-Level Services

- ***Domain 5: School-Wide Practices to Promote Learning***

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in

collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Foundations of School Psychological Service Delivery

- **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other

factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

In addition, the program evaluates specific professional qualities essential to success in the field. These *Professional Behaviors* are implicit in the above domains; however, they are explicitly articulated under a separate category for evaluation purposes.

School Psychology Program Contact Information:

Erin E.C. Henze, Ph.D., NCSP, LP
Director, School Psychology Program
206 Reno Hall
(313) 993-1434
henzeee@udmercy.edu

Program Expectations for Professional Behavior

In order to successfully complete graduate work in the School Psychology Program at The University of Detroit Mercy all students must meet specific program and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by the National Association of School Psychologists and the American Psychological Association are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Students are evaluated on these expectations each year, and more frequently if necessary (e.g., if program faculty have concerns, or if the student has an individual Growth Plan). Although the material included in this section may appear punitive, the purpose is to ensure that all students are informed of the program expectations and policies at the onset and also to inform students of their due process rights.

Understanding Course Expectations and the Program Handbook and Manual. Students are expected to read in detail the program handbook and ask questions if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Program Handbook, Prepracticum Field Manual, Practicum Manual, Detroit Mercy Internship Manual, and The University of Detroit Mercy Student Handbook and Graduate Catalog.*

Attendance/ Punctuality. In a graduate program, all class content and discussions are critical to student success in the program, therefore students are expected to be on time and present for every class. In the event that an absence or tardy will occur, students are expected to notify program faculty as soon as possible. The student is responsible for all content that was covered and discussed during class time. Additionally, the student will be required to complete a supplemental assignment given by the instructor, for example but not limited to, reviewing provided resources and completing a 3-5 page paper. Tardy behavior will be addressed on an individual basis during dispositional reviews. Additionally, frequent tardies or failure to remediate tardy behavior will result in a growth plan.

Use of Personal Technology. In order to facilitate class discussion and minimize distraction to faculty and peers, please review the following expectations with regard to computers, laptops, tablets, and other mobile devices. These expectations apply to all field sites, workshops, and all professional development activities. Failure to comply with these expectations will result in loss of course credit and will negatively impact annual reviews.

Computers. Computers (laptop, notebook, tablet, etc.) can be beneficial to the educational process but can also detract from learning and class involvement. Any research, internet searches, or in-class projects should be done only at the direction of the professor. It is expected that students will refrain from checking email, social networking, checking calendars, or engaging in any other activity that will detract from class involvement. **Instructors reserve the right to individually determine appropriate in-class usage.**

Phones. During classes, meetings, or other professional activities, phones shall be silenced or on vibrate and either stowed away or placed face down on the table **at the discretion of the instructor.** In the event that a student must respond to an urgent message/call, he or she is expected to discreetly leave the classroom so as to minimize disruption. Additionally, if the

student is anticipating a message or call, they should notify the professor beforehand. Misuse of cell phones will result in loss of course credit and negatively impact annual reviews.

Quality of Services Provided. Though students are “students in training,” the children, families, and teachers they work with still deserve high quality services. If a student’s performance at any point in the program does not progress adequately or is severely lacking, he/she may be asked to retake coursework, leave a field site, and/or leave the program. The school psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty also act as gatekeepers for the field of school psychology and in this role, must guarantee the welfare of those individuals receiving services from graduates of the program. “Above all else, do no harm” is an ethical philosophy that all students must follow. Therefore, students should never practice beyond their level of training or outside of their scope of training. Additionally, students are always responsible for obtaining the necessary supervision when providing psychological services. Students are encouraged to be intimately familiar with ethical guidelines and standards of practice, and are responsible for asking questions when unsure about these principles.

Professional Judgment. This section attempts to address the main professional issues that may arise while students are in the school psychology program; however, all possible professional issues cannot be specifically addressed in the coursework. If at any time a student is unsure about how to respond professionally in a given situation, it is the student’s responsibility to obtain the appropriate supervision from his/her advisor, instructor for the course, or site supervisor. The student is ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only field experiences and internship, but also performance (behavioral and academic) in coursework and at other times while representing the school psychology program. Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are continually being observed regarding their professional behavior and potential for effective practice in the field.

Sensitivity to Diversity. While working with clients and colleagues, students must pay attention to the influence of various diversity dynamics on the services they provide. *Students are expected to demonstrate respect for others regardless of racial, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds.* Students must consider diversity issues when conceptualizing cases, assessing clients or providing interventions to clients. Also, all of the student’s interactions with others (i.e., other students, other professionals at field sites, and clients) should be respectful and sensitive to issues of diversity and include the use non-sexist and non-racist language.

Confidentiality. One of the most important aspects of professionalism in human services is maintaining confidentiality. Confidentiality will need to be observed during the student’s work in the schools and community agencies. The site supervisor will inform the student of policies relevant to the work he/she will be doing. The student may not discuss any aspect of his/her cases with individuals who are not at the field site unless given permission to do so. The site supervisor will inform the student as to the appropriate procedures for handling case materials away from the site, and the student is responsible for understanding and following these procedures.

Working with Peers, Trainers, and Other Professionals. One aspect of professional training involves developing appropriate skills in working with fellow students and with other professionals. The student’s interactions with others should be completely respectful and professional. As professionals in

training, students are expected to demonstrate respect and courtesy toward trainers, peers, and other professionals. There will be no tolerance for disrespectful or rude behavior, or behavior which interferes with the learning process of others. Students should become knowledgeable regarding the roles played by other professionals and respect their job responsibilities and authority. If the student feels that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the appropriate site supervisor or any faculty member before sharing this information elsewhere. A skill deficit in professional behavior will result in the development of a growth plan.

Writing skills. It is important that school psychologists be able to express themselves clearly and concisely in writing. The “common language” used by psychologists to share information is found in the *Publication Manual of the American Psychological Association (7th Edition)*. Accordingly, students must demonstrate competence in the use of APA writing style.

Research skills. School psychologists must be able to read, understand, report, and apply research in a meaningful manner. Students will be required to write several research papers demonstrating their skills in the area of research and well as completing the culminating Specialist Research Project.

Professional requirements. The faculty members of the School Psychology Program believe it is important for school psychologists to support the growth of the profession, to develop and maintain professional relationships with colleagues in the field, and to develop a practice of continuing professional development.

- New students are required to attend an orientation in the summer prior to the start of the semester.
- Current students should plan to attend an informal gathering in the fall to meet the new students
- Students are required to join NASP (\$80; <http://www.nasponline.org/membership/index.aspx>) and MASP (\$30; <http://www.maspweb.com/join>).
- Students are also required to attend at least one MASP or NASP conference during their first two years (approximately \$85 for students for 2-day conference), and any other workshops or training deemed appropriate by faculty.
- Students may be asked by faculty to be available during winter/spring interviews for new student applicants. This allows the applicants to talk with current students about the program, and also allows students to provide informal feedback to faculty regarding applicants’ interpersonal skills.

Financial Aid. The University offers a 60% tuition remission for educators, applicable to all school psychology students. Application and information may be found at <http://liberalarts.udmercy.edu/programs/depts/education/forms/discounts/index.htm>

Policy/Guidelines on Social Media

School psychology students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one’s professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care

should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, “tagging,” or simply by word-of-mouth. This is true even when accounts are set to “private.”

Some forms of unprofessional online behavior would include posting inappropriate pictures, escalating problem situations, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be addressed by the Program Director. More persistent or serious violations will result in development of a Growth Plan or dismissal.

Required Coursework

| | | | |
|-----|------|---|--|
| PYC | 5420 | 3 | Child & Adolescent Development |
| PYC | 6400 | 3 | Applied Behavior Analysis I |
| PYC | 6300 | 3 | Psychological Services in the Schools |
| PYC | 6200 | 3 | School Psych Assessment and Interventions I |
| PYC | 6155 | 3 | School Psychology Assessment and Interventions IB |
| PYC | 6210 | 3 | School Psychology Assessment and Interventions II |
| PYC | 6150 | 3 | School Psychology Consultation I |
| PYC | 6201 | 1 | Field Experience I |
| PYC | 6211 | 1 | Field Experience II |
| PYC | 6221 | 1 | Field Experience III |
| PYC | 6340 | 3 | Research and Writing |
| PYC | 6220 | 3 | School Psychology Assessment and Interventions III |

Master's Degree Awarded (30 credits)

| | | | |
|-----|------|---|---|
| PYC | 5030 | 3 | Statistics |
| PYC | 6030 | 3 | Childhood Psychopathology |
| PYC | 6120 | 3 | Counseling for the School Psychologist |
| PYC | 6160 | 3 | School Psychology Consultation II |
| PYC | 6330 | 3 | Legal & Ethical Issues for the School Psychologist |
| PYC | 6230 | 3 | School Psychology Practicum I |
| PYC | 6240 | 3 | School Psychology Practicum II |
| PYC | 6245 | 2 | School Psychology Practicum III |
| PYC | 6250 | 3 | School Psychology Internship I |
| PYC | 6260 | 3 | School Psychology Internship II |
| PYC | 6270 | 1 | School Psychology Internship III |
| PYC | 6490 | 3 | Specialist Project (<i>one credit hour taken 3 times</i>) |
| PYC | 6410 | 3 | Applied Behavior Analysis II |

Specialist Degree Awarded TOTAL 66

Students are awarded a Master of School Psychology degree upon completion of 30 hours (end of summer, year 1). **The student must complete year 1 with no outstanding work or Growth Plans in order to be admitted to the Specialist Program.** The Specialist in School Psychology is awarded upon completion of the entire program. This includes attaining a passing score (≥ 147) on the Praxis II examination in School Psychology.

The Graduate Program at the University Level

The Specialist-level Program in School Psychology *Program Handbook* is designed to be used in conjunction with the *Detroit Mercy Graduate Catalog* and the *Detroit Mercy Student Handbook*. The *Program Handbook* is not intended to be used in place of these documents. These catalogues are available online at <http://www.udmercy.edu/catalog> and <http://www.udmercy.edu/slo/office/handbook/index.htm>

Parts of the Detroit Mercy Graduate Catalogue are reproduced here:

Conduct Code and Disciplinary Procedures *Violations of University rules or civil laws may result in disciplinary action by the University. NOTE: Academic violations are governed by policies and procedures in each of the colleges and schools. Non-academic misconduct is governed by the policies and procedures published in the University of Detroit Mercy Student Handbook. Students charged with major violations of academic or student conduct codes may be expelled, suspended or given a lesser sanction.*

Grade Grievances *In some instances a student may believe that the final grade received in a particular course is unjustified. In such cases the student may choose to appeal the grade received. Each college has published written grievance procedures that must be followed. A copy of this procedure should be obtained from the dean of the college offering the course. In general, students are advised to consult with the instructor concerned prior to beginning the appeal process. All appeals should be filed within 30 days after the end of the semester in which the final grade was received. The decision of the college/school dean is final. Appeal to the academic vice president will be considered only on procedural grounds.*

Academic Standards *Graduate student academic standing is left largely to individual graduate programs which act consistently with the norms of graduate education and University academic standards. To remain in good standing, a graduate student must maintain a minimum grade point average of 3.0 computed on the basis of all courses attempted for graduate credit, including thesis/dissertation, while enrolled in a particular graduate program. The following pertain to the maintenance of good academic standing.*

Academic Warning *Students whose grade point average falls below 3.0 in any term will receive a warning from the college in which they are enrolled. Such warning enables students to take early corrective action concerning their academic performance.*

Academic Probation *Students are placed on probation when it appears that their performance places their academic objectives in jeopardy. A student whose cumulative quality point average is below 3.0 is automatically placed on academic probation. Individual programs or colleges may establish additional criteria for placing a student on probation. A student who fails to raise the cumulative average to a 3.0 or satisfy the additional program/college criteria in the following term is subject to dismissal for poor scholarship. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six additional hours in an attempt to establish the necessary 3.0 grade point average.*

Academic Dismissal *Students may be dismissed from the college in which they are enrolled as a result of poor academic performance. Dismissal may occur when a student has not achieved a 3.0 cumulative*

quality point average in the term following one in which he or she was placed on probation, when terms or conditions established for probation have not been met or when the academic record reflects poor performance.

Academic Integrity *As members of the academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occurs include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly.*

Academic misconduct is subject to disciplinary sanctions. These sanctions include, but are not limited to, reprimand, probation, suspension and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective dean's office or college/school Academic Policy Handbook. Students also have the responsibility to consult the University of Detroit Mercy Student Handbook for further information on other academic policies and University procedures.

Time Limits *The maximum time permitted for completion of a graduate degree is seven years from the time of admission.*

NOTE: Students interested in obtaining licensures or certifications that require specific program information should do so within a timely manner after degree completion. The University maintains transcripts (including course grades) and degree documentation, which may be ordered through the registrar's office. However, documentation of individual activities completed as program requirements within courses, such as intern and field experiences, are not part of the official transcript. They are archived within the department for program review purposes (approximately 3-7 years) but may not be available thereafter.

Students who apply for such licensures are responsible for supplying any material other than transcript or degree documentation. Syllabi and course descriptions within the appropriate catalogue may provide supplementary documentation for such applications.

It is recommended that students archive copies of the following materials in case of future need:

- *Course Syllabi*
- *Relevant Catalogue*
- *Internship and Supervisor Documentation*
- *Program Handbook*
- *Field Logs*

Program Admission and Enrollment

The school psychology program is intended to lead to certification by the state board of education. Candidates who would not qualify for teacher certification should not apply; if admitted, those students will be dismissed as the program is notified of disqualifying circumstances. See the State of Michigan policy: [http://www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1535a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1535a.pdf)).

Admission occurs at two levels:

1. at the master's level, for those who have not yet attained a master's degree in school psychology; and
2. at the specialist level, for those who have already been granted a master's degree in school psychology from another appropriately credentialed program.

Those admitted at the specialist level may be required to take additional or substitute courses, depending upon their individual transcripts, at the discretion of the program director.

The Detroit Mercy program accepts full-time only students, in cohorts of approximately 6-12. The cohort system enables students to progress through the program as a unit, during which time a supportive "community" often develops. The low admission rate ensures a student-to-faculty ratio of no greater than 10:1, allowing more personal interaction with the faculty.

During Years 1 and 2, daytime and/or evening classes as well as some daytime hours in the public schools will be required, and these hours may not be regular. Finally, the Internship itself is a full-time, full school-year commitment (see *Detroit Mercy Internship Manual*)

Requirements. Each prospective student must meet the admission requirements of the College of Liberal Arts and Education, which requires an overall grade point average of 2.7 for the last two years of undergraduate work and 3.0 for graduate work. The program preference is for a minimum GPA of 3.0. The program no longer requires the GRE exam. An undergraduate degree in psychology is not required; however, any student who does not have undergraduate coursework in child development and statistics will be required to take compensatory coursework prior to enrollment or within the first semester, as directed by the advisor.

Transfer students. Applicants who have begun training in another program may apply for admission to the Detroit Mercy program. Such applicants must submit a letter from their current program director stating that they are currently in good standing. Application procedures and requirements are the same as for other candidates; however, transfer applicants who are accepted into the program may be eligible for a modified program. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred. Such courses must be comparable in content, and completed with at least a "B." (See [Appendix D, Request for Course Substitution Form](#)). Courses completed more than 5 years prior to application are unlikely to be considered acceptable.

Respecialization. Applicants who have already completed graduate programs in related areas may apply; application procedures and requirements are the same as for other candidates. Respecialization applicants who are accepted into the program may be eligible for a modified program. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred. Such courses must be comparable in content, and completed with at least a "B." (See

[Appendix D, Request for Course Substitution Form](#)). It is unlikely that a substantial number of courses will meet these criteria. Courses completed more than 5 years prior to application are unlikely to be considered acceptable. Additionally, it is the position of this program (and NASP accreditation) that the practice of school psychology is a specialization requiring intensive school-based field experiences; therefore, *it is the policy of this program not to waive field experience requirements.*

Deadline. The application deadline for the program is January 15. Applicants are strongly advised to submit materials to the Graduate School as early as possible to ensure their complete file has been forwarded to the Department by the deadline. Late applications may be accepted at the discretion of the committee; applicants wishing to apply after the deadline must directly contact the program director in order to determine availability. It is the applicant's responsibility to ensure that all materials have been received. Incomplete applications will not be considered. In order to be considered for the school psychology program, applicants must submit the following materials:

1. Transcripts documenting a minimum undergraduate GPA of 2.7 (for admission to the Graduate School) and for the School Psychology program, a preferred GPA of 3.0. *If transcript does not report separate GPA for major area, please report this on resume.*
2. Graduate school application for the *Specialist Degree in School Psychology*. The application can be located at <http://www.udmercy.edu/apply>
3. Three (3) letters of recommendation, at least two of which must address the applicant's academic potential (i.e., from a University faculty member).
4. Statement of purpose, which should be 2-3 pages, explaining the applicant's interest in school psychology as a career. The statement of purpose should be typed and submitted separately to admissions as a Word document.
5. Graduate transcripts (if appropriate).
6. Professional Resume. *Note: If transcript does not report separate GPA for major area, please report this on resume.*

Criteria. When an applicant's file is complete, it is forwarded to the School Psychology Program Committee (Committee) for consideration. Those who do not meet minimum College requirements are eliminated from the pool of candidates. To maintain program quality and be consistent with NASP standards, space is limited and admission is competitive. Applicants are considered based on 8 qualities associated with successful candidates:

1. Child advocacy
2. Respect for diversity in all forms and a commitment to social justice
3. Understanding of/commitment to the profession of school psychology
4. Written communication skills
5. Oral communication skills
6. Academic ability
7. Professional behavior skills
8. Relevant background experiences

The Committee will select those applicants most likely to be successful in the program; those applicants will be invited for an on-campus interview. The purpose of this interview is to determine the applicant's match with the training program and profession, and potential for successful completion of

the program. The applicant may be asked to research the field by visiting a practicing school psychologist prior to the on-campus interview.

When the Committee has completed all scheduled meetings, final determinations will be made, and interviewed applicants will be notified of the Committee's admission decision by email on or around March 1st. Those offered admission will have a limited amount of time to accept or reject the offer.

The primary goal of the program is to prepare students to become certified school psychologists. Students interested in the LLP (Limited License Psychologist, obtained via the State of Michigan Board of Psychology), or the BCBA (Board Certified Behavior Analyst) will need to have specialized supervision during their internship. Students should seek guidance from faculty if they wish to pursue these additional designations.

Department of Psychology has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual preference, or handicapping condition.

Program-Specific Policies/Procedures

Academic Performance: Students are expected to attend classes and participate in all required learning activities as described in course syllabi. Class instruction and interactive discussions are essential to developing decision-making skills and acquiring a professional identity.

Students are expected to have no lower than a B in any course required for the School Psychology Program. Students in violation of this policy may not proceed further in the program until the course has been completed with a minimum of a B. In addition, the Graduate School requires an overall GPA of 3.0 at all times.

Professional Skills: Students are evaluated regularly on professional behavior skills. Students with skill deficits will be required to develop a Growth plan. Professional skills are vital to success in the field, and failure to progress after reasonable intervention is grounds for dismissal from the program. In order to support students, information about a student's professional behavior skills may be shared with a field supervisor, and field supervisors and program faculty may be asked to evaluate those skills more frequently if needed.

Accepting Feedback. The ability to accept constructive feedback from instructors and supervisors is **critical**, both in the program and in the field. Many of the skills required as a school psychologist (e.g., report writing) are shaped through gradual approximations, meaning that students will often not have perfect products on the first try, and should expect to receive corrective feedback once or multiple times. Students who have difficulty accepting and applying corrective feedback will hamper their training and their ability to perform effectively as a professional. Any student who does not appropriately accept feedback shall have a Growth Plan to develop these skills.

Effective Problem Solving. School psychologists are first and foremost problem solvers. These skills are embedded throughout the program and are specifically addressed in Consultation 1 and 2. Students are expected to address problems with peers and professionals in an appropriately assertive manner, using these competencies in field placements as well as in class activities. *Students should not escalate problematic situations*, whether through actions or words; rather, students are expected to deescalate situations using respectful problem solving. Students are also expected to address faculty and supervisors assertively and respectfully if questions arise regarding school or field procedures or assignments. Students who do not demonstrate effective problem-solving skills shall have a Growth Plan to address deficits.

Following appropriate protocols. Occasionally a student may have an academic concern with a particular instructor. This must always be first addressed by meeting with the instructor. If a concern still exists, the student shall next meet with the program director, followed by the department chair. Deviating from this process is unprofessional and creates difficulties in finding solutions to problems in an efficient manner. This process mirrors the behavior expected by professionals in school settings.

Growth Plan. When student performance is a concern, the program faculty may meet with the student and develop a Growth plan (see [Growth Plan](#) forms). The purpose of the Growth Plan is to clearly identify any area(s) of concern and develop a corrective strategy. In order to maximize intervention effects, provide consistency during training, and allow feedback to University faculty, students having growth plans during Practicum or Internship should expect to share their goals with their field supervisor(s). Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

Personal Difficulties: In general, the school psychology program faculty will support students through a short-term crisis, and provide activities to help them recoup missed learning experiences. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's advisor will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a [Growth Plan](#) will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

Leave of Absence: Students may request a [Leave of Absence](#) due to illness or other extenuating circumstances. The Program Director will review the form and determine whether to approve the leave. A Leave of Absence may be granted for a period not to exceed *one calendar year*. Financial Aid recipients with student loans should be mindful of their grace periods. Students who do not return from a Leave of Absence by the agreed upon semester will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Withdrawal: Students wanting to withdraw from the program may submit a [Withdrawal](#) form at any time to the program director. Students who wish to re-enroll will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Academic Misconduct: Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should consult the instructor. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation or citation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;

- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Violations of academic misconduct will be dealt with using the procedures set forth by the University. All students are expected to be familiar with these procedures and what constitutes academic misconduct. ***Violations of academic conduct shall result in consequences, depending upon the severity, frequency, and nature of the violation.***

Violations of Ethics or Professional Standards. If professional ethics or standards are violated, consequences AND a Growth Plan will be implemented. Consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from the site & failing the class, and/or removal from the program. ***Violations of ethical behavior shall result in consequences, depending upon the severity, frequency, & nature of the violation.***

Termination. Students can be dismissed from the Program as a result of either of two types of violations: *Institutional* or *Programmatic*:

- *Institutional dismissal* can result from violations of the student code of conduct or from poor academic performance (see *Graduate Catalogue*).
- *Programmatic dismissal* occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program. Note that a student who is asked to leave a field site (i.e., pre-practicum, practicum, internship) will receive a failing grade, which will result in dismissal from the program.

The school psychology program is intended to lead to certification by the state board of education. A prior criminal conviction is often the basis for questioning whether an individual has good moral character. Candidates are advised that offenses such as, but not limited to, Underage Drinking, Driving Under the Influence, Assault, Disturbing the Peace, Retail Theft, Drug Possession and Use, Embezzlement, and Prostitution may affect certification.

Candidates who would not qualify for teacher certification will be dismissed as the program is notified of disqualifying circumstances. See the State of Michigan policy: [http://www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1535a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1535a.pdf)).

Although students are allowed due process, court decisions at the state & federal level have determined that trained faculty members have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

Termination Appeals. If a student is being terminated from the program after failure to complete a Growth plan, the student may appeal the decision to the Dean of the College of Liberal Arts and Education. Appeal procedures are found in the *Detroit Mercy Student Handbook*.

Field Experiences: Pre-Practicum, Practicum, and Internship

Students are required to document actual time spent in field activities as part of their training program. The field experiences are aligned with coursework and scaffolded so that trainees are not required to perform many new skills at once. Field experiences progress along a continuum from minimal and passive, to active and independent. Field activities may be *observation-based, assisted, supervised, or independent*.

A record of field experience hours must be maintained by the student throughout the program using the coding system provided. It is the responsibility of the student to keep an accurate and current record of hours accrued. Information regarding the Field Log and coding system may be found in Appendix C. An Excel spreadsheet has been developed for this purpose and will be provided to students.

Prepracticum: During Year 1, students must log a minimum of 100 hours. These experiences involve mostly *observation*, but may occasionally include *assisting* the supervisor in minor tasks, depending upon the trainee's level of training. Specific activities are required during the Y1 field experience, including shadowing a school psychologist, observing school special classrooms and meetings, and assisting with systemic activities (see the *Pre-Practicum Manual* for details). Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday) and should be prepared to demonstrate flexibility and communicate clearly with supervisors regarding schedules and experiences.

Students may not enroll in the Year 2 Practicum until all Year 1 requirements are completed. *Students with a Growth Plan may be required to delay entry into the Practicum until the Growth Plan requirements are satisfied*

Practicum: The Year 2 Practicum is a three-semester, closely supervised experience in the school setting. Students are required to log a minimum of 600 hours over the practicum experience. A substantial portion of these hours will be spent on site at the school (estimated 8-10 hours weekly), with additional time spent outside of the school setting completing various assignments. Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday). Experiences are more active than the first year, and generally range from *assisted to supervised*. Each student will be assigned 4 consultation cases to address throughout the year, and will be required to prepare written reports using a specific case study format. All cases will be Tier 3 except one, which will be a Tier 2, group counseling intervention. All cases must include baseline, progress monitoring, and treatment integrity data. Students may not enroll in the Internship sequence until all Year 2 requirements are completed. *Students with a Growth Plan may be required to delay entry into the Internship until the Growth plan requirements are satisfied.*

Sites and supervisors for the Practicum are assigned by the University Supervisor. Trainees may nominate sites/supervisors for their Practicum experiences. When assigning sites, the trainee's nomination and proximity to the trainee's residence will be considered but are of lesser importance than the quality of the experience (see *Site/Supervisor Criteria*) and the appropriateness of the trainee-supervisor match.

At the conclusion of the Practicum, students will apply for the Preliminary School Psychologist certificate through the Michigan Department of Education, which allows them to be eligible for a paid

position for the Internship. Additional information as well as all forms and report formats are contained in the *Practicum Manual*.

Internship: The 1200-hour Internship experience is one school year (fall through summer); however, when translated to the University academic year, it may start slightly before the Fall term & continue through Summer I. Trainees must seek sites/supervisors for their Internship experiences, which must be approved by the University Internship Supervisor. Holding the Preliminary Certification makes the student eligible to obtain a paid position during the Internship. Students are not required to take a paid internship and may find it more beneficial to seek an unpaid position; students should consult with program faculty to determine which route is the most appropriate for them. It is the University's position that the quality of the experience is more important than the financial arrangement.

The site must be approved in advance by the University Internship Supervisor. In addition, the field site must sign an agreement that it will enable the intern to complete activities required by the University. Activities during the Internship progress from *more* to *less* supervision across the year; by year's end, the intern is expected to be functioning independently. Internship requirements include, but are not limited to, the completion of cases representing both academic and behavior skills, at all three Tier levels. Along with the internship, interns are required to complete the Specialist-level Research Project (See Appendix E for additional information).

Students are expected to be aware of all deadlines and administrative tasks related to internship. However, if a student has any questions or concerns, s/he should address this with the University Internship Supervisor. In certain circumstances students may be delayed from entering internship, for instance if they have not successfully completed all pre-requisites (e.g. course work, forms) related to internship or if they are completing a Growth Plan. *Students with a Growth plan could be required to delay entry into Internship until the Growth plan requirements are satisfied.* Additional information as well as all forms and report formats are contained in the *Internship Manual*.

Students are expected to complete all program requirements, including internship, in Michigan for ease of certification and supervision and therefore are strongly discouraged from completing internships out of state. In the case of extenuating circumstance, students should contact the internship supervisor.

Similarly, Detroit Mercy will not accept students from other training programs for the internship year except in extenuating circumstances. In these instances, students should contact the internship supervisor for requirements, including but not limited to, how to apply to Detroit Mercy's program, obtaining Michigan certification, and responsibility for all Detroit Mercy internship requirements, over and above any requirements from their home program.

Site/Supervisor Criteria

Sites are selected based on 1) the skill/experience of the supervisor, and 2) the quality and availability of experiences at the site. The Site Supervisor must have demonstrated excellence in the field of school psychology, and must be capable of guiding the graduate trainee successfully through the required experiences. Supervisors for Y1 students should have at least 2 years of experience as a school psychologist; Y2 and Y3 Supervisors must have at least 3 years of experience. All supervisors must hold degrees in school psychology and be appropriately credentialed by the state. Preference in all categories will be given to those who have professional credentialing and affiliations, have obtained current and

appropriate professional development in the field, & whose practice is consistent with the Detroit Mercy program philosophy.

Site characteristics include:

1. A supervising psychologist who is appropriately certified in School Psychology, has a minimum of 2-3 years of experience as a School Psychologist, and with respect to internship who is responsible for not more than two interns at any given time;
2. Intern supervisors must have been at their site for at least 3 years; practicum supervisors, at least 2 years;
3. The availability and diversity of special education programs and facilities and;
4. The willingness of site personnel to accommodate the training needs of the student.

Procedures for Systematic Evaluation

Goals and Objectives. Based on the *Standards for Training and Field Placement Program in School Psychology* by the NASP, school psychology candidates must demonstrate entry-level competency in each of the domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings and techniques in the 10 domains. School psychology programs ensure that candidates demonstrate the professional skills necessary to develop effective services that result in positive outcomes in each domain. Programs should ensure that they can document how the program addresses and assesses students' skills in each domain and how they determine candidates/graduates have attained acceptable competence in each domain. As a result, the goal of evaluating the University of Detroit Mercy School Psychology students is to ensure that students graduate from the program with the knowledge, skills, and competence necessary for an entry-level school psychology position. The objectives are to:

1. Provide feedback to students via an evaluation plan that includes formative and summative evaluation.
2. Utilize multiple methods for assessment of students' knowledge, skills, and competence in order to ensure fairness when evaluating students.
3. Provide ongoing evaluation of students in order to maximize student retention and to intervene quickly if a student is not making adequate progress at any point during the program.

Addressing & Assessing Competencies. Within the University of Detroit Mercy School Psychology Program, knowledge and skills are addressed through a combination of coursework and field experiences. Each course in the program provides preparation in one or more of the domains of professional practice as noted by NASP. Furthermore, competencies in the domains are assessed and monitored through a variety of methods, including:

- Written work, assignments, group projects
- Field experiences
- Feedback and evaluation from field site supervisors
- Case studies
- Observations of work
- Formal and informal interaction with faculty
- Formative and summative portfolio
- Specialist level research project

Attainment of competencies is documented by 1) formal acceptance of the Summative Portfolio by the Program Faculty, 2) obtaining a rating of Acceptable or better on all internship competencies (see *Internship Manual*), 3) successful completion of Specialist-level Research Project, and 4) copy of their Praxis II test results.

Levels of Evaluation for School Psychology Trainees

| Evaluation Level | Quality | Indicator |
|-------------------------------|---|---|
| Level 1: Admission | Child advocacy | Personal Interview Resume |
| | Understanding of/commitment to profession | Personal interview Written statement of purpose Summary of school Ψ interview |
| | Written communication skills | Written statement of purpose |
| | Oral communication | Interview w/faculty Interaction with current students |
| | Academic ability/Test-taking skills | Transcripts; GRE scores |
| | Professional behavior skills | Letters of recommendation |
| | Relevant experiences | Resume |
| Level 2: Formative | Progress toward mastery of program content | Grades, portfolio progress |
| | Professional skills development | Instructor ratings Supervisor ratings |
| Level 3: Summative | Attainment of skills necessary for practice | Successful completion of all degree requirements, including portfolio |

The evaluation of students begins when a student applies for admission to the program. Potential applicants are asked to submit materials (see *Admissions*) and are rated by the School Psychology Program Committee. The highest ranked students are invited for interviews. The interview provides the Program faculty an opportunity to assess a student's fit with the Program and field, as well as his/her technology proficiency, diversity experiences, and knowledge of school psychology. This also allows faculty to observe the student's communication and interpersonal skills.

During the new student orientation each August, incoming students receive information about the program, including how to begin documenting their progress towards attainment of competency in the domains of school psychology through the portfolio. *If a concern arises at any point during the student's training, the faculty may meet with the student to complete an evaluation and develop a Growth Plan, rather than waiting until the year end meeting.*

Year 1 Evaluations. In addition to coursework evaluations, Year 1 students are evaluated as follows:

1. [Y1 Midterm Student interview](#): During the first semester (i.e., mid October), a midterm interview is conducted with each student. This interview accomplishes several purposes:
 - a) The student is asked to present documentation that s/he has completed a plan of study, joined NASP and MASP, and any other required actions.
 - b) The student and faculty together complete the *Y1 Evaluation of Trainee Performance and Professional Dispositions*; faculty may make suggestions regarding development of skills in this area.
 - c) An informal interview is conducted to determine that the student is still comfortable with enrollment decisions and is developing supportive affiliations with other students
 - d) An opportunity is provided for the student to ask questions or seek clarification regarding the program or program-related issues.

2. [Y1 Annual Review Checklist](#): At the end of Year 1, the student meets with the program faculty for a review of the first year experience. There are three components to this review.
 - a) The *Y1 Site Supervisor's Evaluation of Trainee* forms are reviewed. During the first year field experience, the student is required to complete 100 hours of on-site observation and exposure to the school setting and school psychology activities. The emphasis of this form is on professional skills such as promptness, dependability, and communication.
 - b) The *Y1 Evaluation of Trainee Performance and Professional Dispositions* is completed. This allows the faculty to provide feedback regarding the student's progression through the program as well as the student's professional behavior.
 - c) The *Portfolio* is reviewed and recommendations are made regarding ways to document areas or other improvements. The purpose of this Year 1 portfolio review is twofold: it requires students to begin developing their portfolios; and it allows faculty to help students plan their coursework so as to better fulfill the portfolio criteria.

If there are any areas of concern, a Growth Plan may be developed or additional monitoring/evaluation may occur. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. Failure to meet terms of the Growth plan is grounds for dismissal from the program.

Year 2 Evaluations. During the second year of the program students are evaluated using as follows:

1. [Y2 Site Supervisor's Evaluation of Trainee](#): This rating scale, completed jointly by the trainee and the supervisor at the end of the fall and summer semesters, addresses school psychologist practice and professional competencies.
2. [Y2 Annual Review Checklist](#): At the end of Year 2, the student meets with the program faculty for a review of the year 2 experience.
 - a. Feedback from site supervisor is reviewed via the [Y2 Site Supervisor's Evaluation of Trainee](#) form.
 - b. The [Y2 Evaluation of Trainee Performance and Professional Dispositions](#) is completed.
 - c. The Portfolio is reviewed and recommendations are made regarding documentation or other improvements.
 - d. Completion of all practicum requirements, including paperwork; additional information is provided in the *Practicum Manual*.

If there are any areas of concern, a Growth Plan may be developed or additional monitoring/evaluation may occur. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. Failure to meet terms of the Growth plan is grounds for dismissal from the program.

Year 3 Evaluations. During Year 3 of the program, students are evaluated as follows:

1. [Y3 Site Supervisor's Evaluation of Trainee](#) and additional means as described in the Internship manual. This rating scale, completed jointly by the trainee and the supervisor at the end of the fall and summer semesters, addresses school psychologist practice and professional competencies.
1. [Y3 Annual Review Checklist](#) : At the end of Year 3, the students meet with program faculty for a cumulative review.
 - a. [Y3 Site Supervisor's Evaluation of Trainee](#)
 - b. Students present their portfolios and the *Summative Portfolio Review* is completed.
 - c. Students present their Specialist Project
 - d. PRAXIS scores are reviewed
 - e. Completion of all internship requirements, including paperwork; additional information is provided in the *Internship Manual*.

If there are any areas of concern, a Growth Plan may be developed or additional monitoring/evaluation may occur. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. Failure to meet terms of the Growth plan is grounds for dismissal from the program.

All program requirements including specialist project and portfolio must be completed before students may be recommended for graduation and full certification.

Evaluation Schedule

The timetable below lists the various evaluation instruments and at which points in the program they occur. Please note that additional or more frequent evaluations may be conducted as needed. (Course embedded evaluations are not included below, but may be found in the course syllabi.)

| | Time | Instrument |
|--------|-----------------------------------|---|
| Year 1 | Mid-Fall semester | <i>Year1 Midterm Student Interview form</i> |
| | End of Fall semester | <i>Site Supervisor's Evaluation of Trainee</i> |
| | Year 1 Review (end of year) | <i>Site Supervisor's Evaluation of Trainee Evaluation of Trainee Performance/Professional Dispositions Portfolio Review</i> |
| | | |
| Year 2 | End of Fall semester | <i>Site Supervisor's Evaluation of Trainee</i> |
| | Year 2 Review (end of year) | <i>Site Supervisor's Evaluation of Trainee Evaluation of Trainee Performance/Professional Dispositions Portfolio Review</i> |
| | | |
| Year 3 | End of Fall semester | <i>Site Supervisor's Evaluation of Trainee</i> |
| | Summative Review (end of year) | <i>Site Supervisor's Evaluation of Trainee Summative Portfolio Evaluation Praxis II Specialist Project</i> |

School Psychology Program Evaluation

Progress toward our aspiration of program excellence is evaluated through frequent review of a number of indicators. At the end of each semester, program faculty meet to review this information, consider implications, and develop action plans. Previously developed plans are also reviewed and evaluated in terms of progress, and revised if necessary. The following measures of program effectiveness are collected, evaluated, and archived:

| <i>Indicator</i> | <i>Quality</i> |
|---|--|
| 1 Individual PRAXIS II exam results | Content mastery |
| 2 Case studies (average Goal Attainment Scale) | Quality of services for children |
| 3 Student field logs | Experience with diverse children |
| 4 Student transcripts | Academic achievement |
| 5 Student Portfolios (formative & summative) | Broad representative samples of work |
| 6 Student performance evaluations (by site supervisors) | Quality of field work |
| 7 Consumer ratings of intern performance | Social validity of interventions and services |
| 8 Evaluations (by students) of sites/supervisors | Effectiveness of specific sites & supervisors |
| 9 Course evaluations | Student perception of quality of instruction |
| 10 Applications for admission | Total # & diversity of applicants |
| 11 Alumni & Employer surveys (collected biennially) | Employment rate Career success of graduates |

Certification

After completion of the 600 hour practicum and recommendation of the University, trainees are eligible to apply for the Preliminary School Psychologist Certificate. Those working under this type of certification must be supervised by a fully certified school psychologist for a *minimum* of two hours per week. This certification must be obtained before the trainee begins internship. In order to obtain this certificate, trainees must complete the online application: <https://mdoe.state.mi.us/MOECs/Login.aspx> Students must also complete the *Program Application for Preliminary School Psychologist Certification* (see [Appendix D](#)). Upon successful completion of all degree requirements and recommendation of the University, the student is eligible to apply for (1) the full School Psychologist Certification through the State of Michigan and (2) the Nationally Certified School Psychologist (NCSP) credential through National Association of School Psychologists.

<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

Graduation

Students completing the Masters degree should apply June 1. Students completing the Specialist Degree should apply for graduation December 1 of their final year.

Students are not awarded a degree until ALL program requirements have been met. However, students may participate in the May commencement their final year if they are on-track to complete all program requirements by the conclusion of the Summer I semester (i.e., June). Students are responsible for completing required University paperwork (e.g., application for graduation) and ensuring they do not have holds that would prevent them from participating.

Technology Requirements

The NASP standards for training and the University of Detroit Mercy School Psychology Program require that students be proficient in technology. Technology skills may fall into the following categories:

- presentation skills
- computer test scoring
- graphing of data
- intervention development
- accommodations
- testing
- program management
- technology security
- scanning documents
- web conferencing
- using course websites (e.g., Blackboard)

Students are required to communicate frequently with trainers and peers, to join listservs, and to use scoring and presentation programs. Online classes also have minimum standards. **Therefore, it is required that all students use systems and programs to facilitate this goal.**

The following items are considered REQUIRED by the program. If there is an individual issue with obtaining any of these components, please discuss with program faculty as soon as possible.

Desktop or laptop computer: Many graduate students prefer a laptop for its portability; it can be brought along to a field site or on a visit home for the weekend. If you do so, make sure you have a security password. Regardless of the type of computer, system, or version of software you use you are responsible for seeing that files are properly conveyed to your trainers.

Programs:

Operating system: Windows 7 or higher

Browser: Compatible with University resources.

MS Office Suite including proficiency with Word, Excel, PowerPoint, and Adobe (or other .pdf software).

Printer/scanner: You should have a dependable printer and scanning capabilities. *Please note that .pdf files are generally the standard; emailing/posting .jpeg files is not appropriate.*

Headset/microphone: You should have a headset and microphone in the instances that classes or other meetings will take place online. These tools facilitate communication and reduce distractions, feedback and unwanted noise.

Data Backup: Students are expected to retain hard and electronic copies of all assignments. In addition, students should use a high-quality cloud-based storage system such as OneDrive, which is available through the university's system.

Internet: High speed internet may be accessed on campus; however, it is frequently slow during peak hours so plan ahead. In addition, online classes and large attachments necessitate high speed internet. *For this reason, we require students to access high speed internet.*

Email: Trainers communicate frequently via email. Students are expected to check email frequently – **every day, at a minimum.** Most school districts now use email as their primary mode of communication for scheduling and sharing data, so trainees must become adept at its use, and checking email must become a habit. University of Detroit Mercy provides an email address to all students and students are required to access this information. Students may opt to use a different address but must ensure that they are receiving and reviewing all University of Detroit Mercy email.

Safety: You MUST run safety programs. *If your computer is running slower than usual or doing something strange, run your virus and spy programs.* McAfee software is free to Detroit Mercy students when installed at the ITS-Fisher Administration Complex 230 HelpDesk. ITS can be reached at 313 – 993 – 1500.

DOCUMENTATION OF UNDERSTANDING

University of Detroit Mercy School Psychology Program

By signing below, I am indicating I have read and I understand the program and policy handbook for the School Psychology Program at Detroit Mercy. I know I am responsible for reviewing and knowing all handbook information throughout the program. I am also indicating I clearly understand the following:

- The program is designed to be three years in length and courses may be a mix of day and evening.
- Throughout the Detroit Mercy school psychology program, I will be challenged to explore my own thoughts, feelings, beliefs, and attitudes about persons from diverse backgrounds and about issues associated with various aspects of human diversity. Areas of diversity to which I will be exposed and about which I will be challenged to learn and expand my zone of comfort and understanding will include but are not limited to race, ethnicity, gender and gender expression, sexual orientation, class, religion/spirituality, age, and physical and mental ability/disability. Furthermore, I will be expected to build competence in my ability to work in a sensitive, effective, and responsive manner with persons from diverse backgrounds. Opportunities to build this competence outside of coursework include the required field experiences.
- I understand that professional dispositions are equally important as academic performance, and I will be evaluated on these skills.
- I understand that inadequate progress in a skill (either academic or professional) shall result in a growth plan; participation in the plan is **not** optional, and may require sharing the plan with field supervisor(s).
- I understand that refusal to participate in a recommended growth plan may result in termination from the program.
- I will need to reduce other work obligations throughout the program.
- The 3rd year of training is the internship year (a full-time work and training commitment). Detroit Mercy school psychology faculty members cannot guarantee I will be able to secure an internship placement in the immediate vicinity of Detroit Mercy, nor is a paid internship guaranteed.
- Many courses are offered only one time per year, meaning one missed course can potentially delay my progress by one year.
- Much of the correspondence between candidates and faculty will occur via e-mail. I understand I will need to designate an account for correspondence with faculty and check it frequently.
- I must maintain NASP and MASP student membership throughout my entire tenure in the school psychology program.
- I will meet with my advisor as required throughout the program to review my progress and discuss any additional questions that I may have.
- I understand that a criminal conviction may prevent certification or employment as a school psychologist in Michigan and many other states.
- I have had my questions answered about these requirements. I understand this signed form will be collected at the orientation meeting and placed in my candidate file.

Student's Printed Name

Student Signature

Date

APPENDIX A: Portfolio Guide

Portfolio Required Contents

Cover/Title Page

Table of Contents

- Current Resume
- Description of Intern Experience
- Connection papers for Competency Domains
- Field Experience Logs
- Specialist Project
- Professional Documentation (memberships, insurance)
 - Preliminary certification
 - Proof of liability insurance
 - Proof of membership in MASP
 - Proof of membership in NASP
 - Copy of Praxis II results Transcripts
- Transcripts and Approved Plans of Study
- University Evaluations
 - Technology self eval
 - Y1 midterm interview
 - Y1 Professional skills eval
 - Y2 Professional Skills eval
 - Y1 Portfolio eval form
 - Y2 Portfolio eval form
- Supervisor Evaluations
 - Y1 Site supervisor eval of professional skills
 - Y2 Practicum Competency Eval fall
 - Y2 Practicum Competency Eval spring
 - Y3 Intern Competency Eval fall
 - Y3 Intern Competency Eval spring
- Appendices documenting competency domains
- Portfolio Evaluations

Required Portfolio Materials (by year)

| Materials to be included: | Year 1 | Year 2 | Summative |
|---|------------|------------|------------|
| Title Page & table of contents | X | X | X |
| Competency Domains Documentation | X | X | X |
| Appendices (documenting domains) | X | X | X |
| Resume | X | X | X |
| Professional documentation — <i>MASP</i> membership | X | X | X |
| Professional documentation — <i>NASP</i> membership | X | X | X |
| Copy of Praxis II results | | | X |
| Current transcript | X | X | X |
| Plan of Study | X | X | X |
| University evaluations | X | X | |
| Field logs | X | X | X |
| Site supervisor evaluations of trainee | X | X | X |
| Specialist Project | | | X |
| Portfolio Evaluations (from previous year) | | X | X |
| Due date for review | June Y1 | June Y2 | June Y3 |

Sample Title Page

Formative 1 Portfolio

(Change as appropriate)

Presented by

(Your Name)

(Date submitted)

School Psychology Program

Department of Psychology

College of Liberal Arts & Education

University of Detroit Mercy

This certifies that this portfolio is current, acceptable, and was presented in a professional and organized manner by the above-named student.

Faculty Signature_____

Date_____

Faculty Signature_____

Date_____

Faculty Signature_____

Date_____

Portfolio Table of Contents

- Section 1:* Current Resume
- Section 2:* Description of Intern Experience
- Section 3:* Competency Domains Practice Documentation
- Section 4:* Field Experience Logs
- Section 5:* Specialist Project
- Section 6:* Specialty Test in School Psychology (Praxis II) Results
- Section 7:* Professional Documentation (memberships, insurance)
- Section 8:* Transcripts and Approved Plans of Study
- Section 9:* University Evaluations
- Section 10:* Supervisor Evaluations
- Section 11:* Appendices documenting competency domains
- Section 12:* Portfolio Evaluations

NOTE: Use Numbered tabs to separate sections.

Practice Documentation Guide

Directions: For each competency domain, listed are examples of possible practice documentation and the specific skills. You must provide **AT LEAST** one example of practice documentation for each specific skill. Use the Coursework Matrix as a guide. Next to each specific skill, list the Section where it is found. You may use the same practice documentation for other specific skills within the domain or in other domains.

EXAMPLE: for Domain 2.1, you may document it as follows:

Domain 2.1: Data-Based Decision-Making and Accountability

Competency: Graduates will understand and use a systematic problem solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

Specific skills:

- a. Demonstrates use of systematic problem solving process
 - Case study class assignment (Appendix 1a)
- b. Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).
 - Intervention case study from Year 2 (Appendix 1b)

Domain 2.1: Data-Based Decision-Making

Competency: Graduates will understand and use a systematic problem solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

Specific skills:

- a. Demonstrates use of systematic problem solving process.
- b. Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).
- c. Demonstrates ability to develop interventions based on data collected.
- d. Demonstrated ability to monitor & evaluate interventions outcomes.
- e. Demonstrates ability to make empirically based educational decisions

Possible practice documentation:

- Case study from a class assignment
- Intervention case study from internship
- Initial or reevaluation from internship
- Internship project

Domain 2.2: Consultation and Collaboration

Competency: Graduates will be able to collaborate effectively with school persons and families in order to provide the best services for children. Collaboration includes the use of positive interpersonal skills, listening skills, and communication skills.

Specific skills:

- Listens attentively to others.
- Asks appropriate questions.
- Demonstrates patience in difficult situations.
- Demonstrates understanding & application of the Ecobehavioral model of consultation
- Addresses consultee resistance appropriately
- Collaborates effectively with teachers, parents, & other school staff

Possible practice documentation:

- Exams or tests
- Internship supervisor evaluations
- Self-assessment (video or tape)

Domain 2.3: Academic Interventions and Instructional Supports

Competency: Graduates will be able to evaluate student cognitive functioning and academic skills, develop appropriate goals based on individual student needs, and monitor and evaluate progress towards these goals.

Specific skills:

- a. Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment
- b. Demonstrates knowledge of effective instructional techniques
- c. Assists students in becoming self-regulated learners
- d. Demonstrates knowledge of learning theory & cognitive strategies
- e. Develops appropriate goals for students based on individual needs
- f. Develops, implements, & monitors interventions
- g. Assesses treatment integrity of interventions

Possible practice documentation:

- Case study from class assignments
- Intervention case study from internship
- Initial or reevaluation from internship
- Internship project
- Exams or tests
- Scholarly papers
- Internship supervisor evaluations

Domain 2.4: Mental and Behavioral Health Services and Interventions

Competency: Graduates will be able to evaluate student behavior, affective, or adaptive goals, develop appropriate goals based on individual students needs, and monitor and evaluate progress towards these goals.

Specific skills

- a. Demonstrates knowledge of appropriate behavior, affective, & adaptive goals
- b. Demonstrates knowledge of human development
- c. Demonstrates knowledge of behavior management
- d. Demonstrates knowledge & use of counseling techniques
- e. Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors
- f. Demonstrates knowledge of assessing the classroom environment
- g. Links assessment results to interventions

Possible practice documentation

- Case study from class assignments
- Intervention case study from internship
- Initial or reevaluation from internship
- Internship project
- Exams or tests
- Scholarly papers
- Internship supervisor evaluations

Domain 2.5 School-Wide Practices to Promote Learning

Competency: Graduates will understand educational structure of schools and schools as systems and work to facilitate policy and practices that create safe and effective learning environments for children

Specific skills

- a. Demonstrates knowledge of regular education
- b. Demonstrates knowledge of special education
- c. Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships.
- d. Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities

Possible practice documentation

- Exams or tests
- Presentations or projects from Consultation II or III
- Internship project
- Field experience logs/journals
- Internship supervisor evaluations

Domain 2.6 Services to Promote Safe and Supportive Schools

Competency: Graduates will understand child development and psychopathology and be able to develop and implement prevention and intervention programs that promote the mental health for children.

Specific skills

- a. Demonstrates knowledge of child development
- b. Demonstrates knowledge of developmental psychopathology
- c. Demonstrates knowledge of crisis intervention
- d. Demonstrate knowledge of prevention strategies
- e. Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties
- f. Collaborate with other professionals to promote good health for children

Possible practice documentation

- Presentations or projects from Consultation II or III
- Course paper
- Intervention presentation
- Internship supervisor evaluations

Domain 2.7 Family, School, and Community Collaboration

Competency: Graduates will understand family systems and how they influence student development, learning, and behavior and will use methods to involve families and work effectively with families to improve outcomes for children.

Specific skills

- a. Demonstrates knowledge of family systems & impact on students
- b. Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children
- c. Establishes relationships with families & involves them in instructional decision-making processes for the child
- d. Promote & provide comprehensive services for the child

Possible practice documentation

- Internship evaluations
- Exams
- Presentations or projects from Consultation II or III
- Projects or papers

Domain 2.8 Equitable Practices for Diverse Student Populations

Competency: Graduates will be cognizant of and appreciate individuals from different racial, cultural, ethnic, and linguistic backgrounds and will demonstrate sensitivity and skills when working individuals of diverse characteristics and when developing, monitoring, implementing, and evaluating interventions.

Specific skills

- a. Demonstrates knowledge of differences & its effect on learning & development
- b. Demonstrates knowledge of individual differences when designing & implementing interventions
- c. Demonstrates sensitivity when working with individuals of diverse characteristics
- d. Recognizes own biases & how this may influence their decision making

Possible practice documentation

- Scholarly paper
- Reflection paper
- Exams or tests
- Case study from class assignments
- Internship supervisor evaluations
- Intervention case study from internship
- Initial or reevaluation from internship

Domain 2.9: Research and Evidence-Based Practice

Competency: Graduates will understand research, statistics, and evaluation methods to the degree that they are able to be successful producers (conduct investigations), consumers (read and apply research), and evaluators (evaluate outcomes for improvement of services).

Specific skills

- a. Exhibits best practice as a producer of research
- b. Exhibits best practice as an evaluator of research
- c. Exhibits best practice as a consumer of research

Possible practice documentation

- Exams
- Internship project
- Intervention articles
- Case studies
- Test evaluations
- Research paper

Domain 2.10: Legal, Ethical, and Professional Practice

Competency: Graduates will understand the history and foundations of their profession and will continue to develop their skills and practice in ways that uphold ethical and legal guidelines.

Specific skills

- a. Demonstrates knowledge of history & foundations of school psychology

- b. Demonstrates knowledge of service models
- c. Demonstrates knowledge of public policy development
- d. Demonstrates knowledge and application of ethical & legal practice
- e. Exhibits involvement in professional organizations
- f. Demonstrates a commitment to career-long development of skills

Possible practice documentation

- Exams
- Scholarly paper
- Legal and ethical vignette journal
- Legal case study

Introduction of Skills for Portfolio Purposes

| | | | Y1 | Y2 | sum |
|---|---|---|----|----|-----|
| <i>2.1 Data Based Decision Making</i> | a | Demonstrates use of systematic problem solving process. | D | D | M |
| | b | Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA). | D | D | M |
| | c | Demonstrates ability to develop interventions based on data collected. | N | D | M |
| | d | Demonstrates ability to monitor & evaluate intervention outcomes. | N | D | M |
| | e | Demonstrates ability to make empirically based educational decisions | N | D | M |
| <i>2.2 Consultation & Collaboration</i> | a | Listens attentively to others. | N | D | M |
| | b | Asks appropriate questions. | N | D | M |
| | c | Demonstrates patience in difficult situations. | N | D | M |
| | d | Demonstrates understanding & application of the Ecobehavioral model of consultation | D | D | M |
| | e | Addresses consultee resistance appropriately | N | D | M |
| | f | Collaborates effectively with teachers, parents, & other school staff | N | D | M |
| <i>2.3 Academic Intervention Instructional Supports</i> | a | Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment | D | D | M |
| | b | Demonstrates knowledge of effective instructional techniques | D | D | M |
| | c | Assists students in becoming self-regulated learners | D | D | M |
| | d | Demonstrates knowledge of learning theory & cognitive strategies | D | D | M |
| | e | Develops appropriate goals for students based on individual needs | D | D | M |
| | f | Develops, implements, & monitors interventions | N | D | M |
| | g | Assesses treatment integrity of interventions | D | D | M |
| <i>2.4 Mental and Behavioral Services and Interventions</i> | a | Demonstrates knowledge of appropriate behavior, affective, & adaptive goals | D | D | M |
| | b | Demonstrates knowledge of human development | N | D | M |
| | c | Demonstrates knowledge of behavior management | D | D | M |
| | d | Demonstrates knowledge & use of counseling techniques | N | D | M |
| | e | Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors | D | D | M |
| | f | Demonstrates knowledge of assessing the classroom environment | D | D | M |
| | g | Links assessment results to interventions | D | D | M |

| | | | Y1 | Y2 | sum |
|---|---|--|----|----|-----|
| <i>2.5 School-Wide Practices to Promote Learning</i> | a | Demonstrates knowledge of regular education | D | D | M |
| | b | Demonstrates knowledge of special education | D | D | M |
| | c | Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships. | D | D | M |
| | c | Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities | N | D | M |
| <i>2.6 Services to Promote Supportive Schools</i> | a | Demonstrates knowledge of child development | D | D | M |
| | b | Demonstrates knowledge of developmental psychopathology | N | D | M |
| | c | Demonstrates knowledge of crisis intervention | N | D | M |
| | d | Demonstrate knowledge of prevention strategies | D | D | M |
| | e | Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties | N | D | M |
| | f | Collaborate with other professionals to promote good health for children | N | D | M |
| <i>2.7 Family, School, and Community Collaboration</i> | a | Demonstrates knowledge of family systems & impact on students | D | D | M |
| | b | Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children | D | D | M |
| | c | Establishes relationships with families & involves them in instructional decision-making processes for the child | N | D | M |
| | d | Promote & provide comprehensive services for the child | N | D | M |
| <i>2.8 Equitable Practices Student Populations</i> | a | Demonstrates knowledge of differences & its effect on learning & development | N | D | M |
| | b | Demonstrates knowledge of individual differences when designing & implementing interventions | D | D | M |
| | c | Demonstrates sensitivity when working with individuals of diverse characteristics | N | D | M |
| | d | Recognizes own biases & how this may influence their decision making | N | D | M |
| <i>2.9 Research & Evidence Based Practice</i> | a | Exhibits best practice as a producer of research | D | D | M |
| | b | Exhibits best practice as an evaluator of research | D | M | M |
| | c | Exhibits best practice as a consumer of research | D | D | M |
| <i>2.10 Legal, Ethical, & Professional Practice</i> | a | Demonstrates knowledge of history & foundations of school psychology | D | M | M |
| | b | Demonstrates knowledge of service models | D | D | M |
| | c | Demonstrates knowledge of public policy development | D | D | M |
| | d | Demonstrates knowledge and application of ethical & legal practice | D | D | M |
| | e | Exhibits involvement in professional organizations | D | D | M |
| | f | Demonstrates a commitment to career-long development of skills | D | D | M |

N= Not introduced; D= Developing/Demonstrating; M= Mastered

Portfolio Evaluation Form

Y1 Y2 Summative Name _____

✓ Comments

| | | | | |
|--|---|---|--|--|
| 2.1 Data Based Decision Making | a | Demonstrates use of systematic problem-solving process. | | |
| | b | Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA). | | |
| | c | Demonstrates ability to develop interventions based on data collected. | | |
| | d | Demonstrated ability to monitors & evaluate interventions outcomes. | | |
| | e | Demonstrates ability to make empirically based educational decisions | | |
| 2.2 Consultation & Collaboration | a | Listens attentively to others. | | |
| | b | Asks appropriate questions. | | |
| | c | Demonstrates patience in difficult situations. | | |
| | d | Demonstrates understanding & application of the Ecobehavioral model of consultation | | |
| | e | Addresses consultee resistance appropriately | | |
| | f | Collaborates effectively with teachers, parents, & other school staff | | |
| 2.3 Academic Intervention & Instructional Supports | a | Dems. knowledge & application of approp. Cognitive/academic assessment | | |
| | b | Demonstrates knowledge of effective instructional techniques | | |
| | c | Assists students in becoming self-regulated learners | | |
| | d | Demonstrates knowledge of learning theory & cognitive strategies | | |
| | e | Develops appropriate goals for students based on individual needs | | |
| | f | Develops, implements, & monitors interventions | | |
| | g | Assesses treatment integrity of interventions | | |
| 2.4 Mental and Behavioral Health Services & Interventions | a | Demonstrates knowledge of appropriate behavior, affective, & adaptive goals | | |
| | b | Demonstrates knowledge of human development | | |
| | c | Demonstrates knowledge of behavior management | | |
| | d | Demonstrates knowledge & use of counseling techniques | | |
| | e | Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors | | |
| | f | Demonstrates knowledge of assessing the classroom environment | | |
| | g | Links assessment results to interventions | | |

| | | | | |
|---|---|--|--|--|
| 2.5 School-Wide Practices to Promote Learning | a | Demonstrates knowledge of regular education | | |
| | b | Demonstrates knowledge of special education | | |
| | c | Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships. | | |
| | d | Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities | | |
| 2.6 Services to Promote Safe & Supportive Schools | a | Demonstrates knowledge of child development | | |
| | b | Demonstrates knowledge of developmental psychopathology | | |
| | c | Demonstrates knowledge of crisis intervention | | |
| | d | Demonstrate knowledge of prevention strategies | | |
| | e | Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties | | |
| | f | Collaborate with other professionals to promote good health for children | | |
| 2.7 Family, School, and Community Collaboration | a | Demonstrates knowledge of family systems & impact on students | | |
| | b | Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children | | |
| | c | Establishes relationships with families & involves them in instructional decision-making processes for the child | | |
| | d | Promote & provide comprehensive services for the child | | |
| 2.8 Equitable Practices for Diverse Student Populations | a | Demonstrates knowledge of differences & its effect on learning & development | | |
| | b | Demonstrates knowledge of individual differences when designing & implementing interventions | | |
| | c | Demonstrates sensitivity when working w/ individuals of diverse characteristics | | |
| | d | Recognizes own biases & how this may influence their decision making | | |
| 2.9 Research & Evidence Based Practice | a | Exhibits best practice as a producer of research | | |
| | b | Exhibits best practice as an evaluator of research | | |
| | c | Exhibits best practice as a consumer of research | | |

| | | | | |
|--------------------------------------|---|--|--|--|
| 2.10 Legal, Ethical, & Prof Practice | a | Demonstrates knowledge of history & foundations of school psychology | | |
| | b | Demonstrates knowledge of service models | | |
| | c | Demonstrates knowledge of public policy development | | |
| | d | Demonstrates knowledge and application of ethical & legal practice | | |
| | e | Exhibits involvement in professional organizations | | |
| | f | Demonstrates a commitment to career-long development of skills | | |

Faculty rating codes: ✓ = meets requirement;

Review Date: _____ Y 1 Y 2 Summative

Comments/Recommendations:

- _____ *Cover/Title Page* _____ Y1 midterm interview
- _____ *Table of Contents* _____ Y1 Professional skills eval
- _____ *Current Resume* _____ Y2 Professional Skills eval
- _____ *Description of Intern Experience* _____ Y1 Portfolio eval form
- _____ *Competency Domains docume* _____ Y2 Portfolio eval form
- _____ *Field Experience Logs* _____ Y1 Site supervisor eval
- _____ *Specialist Project* _____ Y2 Prac Competency Eval fall
- _____ *Temporary License* _____ Y2 Prac Competency Eval spr
- _____ *membership in MASP* _____ Y3 Intern Competency Eval fall
- _____ *membership in NASP* _____ Y3 Intern Competency Eval spr
- _____ *Copy of Praxis II results* _____ Appendices
- _____ *Transcripts* _____ Portfolio eval forms
- _____ _____

Faculty Signature _____

Faculty Signature _____

Faculty Signature _____

Portfolio Scoring Rubric – Summative Evaluation

For each domain, write a *connection paragraph* demonstrating how the documentation substantiates mastery of knowledge and skills

KEY: 0 = > 1 item problematic (missing or items or connection needs revision) ; 1 = 1 item problematic; 2 = All items present & connection complete

| | Knowledge documentation | Skills documentation | Problematic | incomplete | Complete |
|---|---|--|---------------------|------------|----------|
| 2.1. Data-based Decision Making | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -Case study - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.2 Consultation and Collaboration | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -Case study - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.3 Academic Interventions & Instructional Supports | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -spec ed eval write up - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.4. Mental and Behavioral Health Services & Interventions | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -Case study - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.5. School Wide Practices to Promote Learning | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | - appropriate Case study - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.6. Services to Promote Safe & Supportive Schools | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | - field hour log - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.7. Family, School, and Community Collaboration | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -appropriate case study - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.8. Equitable Practices for Diverse Student Populations | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -Case study - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.9. Research and Evidence-Based Practice | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -Systemic case - ICE + 1 additional artifact | 0 | 1 | 2 |
| 2.10. Legal, Ethical, and Professional Practice | -Grades ≥ B in all courses -Praxis II score of ≥ 147 | -field hour log - ICE + 1 additional artifact | 0 | 1 | 2 |
| Mechanics (Grammar, Spelling, Neatness & organization) | 0 = Numerous mechanical errors; 1= Some mechanical errors; 2 = ≤3 mechanical errors | | 0 | 1 | 2 |
| All other documentation | 0 = ≥ 2 missing pieces; 1 = 1 piece missing; 2= no missing pieces | | 0 | 1 | 2 |
| | | | TOTAL SCORE= | | |

Portfolio complete (≥24); _____

Score less than 24; Portfolio not accepted at this time _____

Faculty

Faculty

Student

Date

APPENDIX B: Evaluation Forms

Year 1 Review Forms

Year 2 Review Forms

Year 3 Review Forms

Growth Plan Forms

Program Evaluation Meeting Form

Year 1 Midterm Student Interview
University of Detroit Mercy School Psychology Program

Student: _____ Date Completed: _____

| | ✓ / +/- | Comments |
|---|---------|----------|
| Class attendance | | |
| Attended appointments | | |
| Attended new student orientation | | |
| Completed plan of study | | |
| Member of NASP | | |
| Member of MASP | | |
| View of training program | | |
| View of the field of school psychology | | |
| View of field experience | | |
| Interactions with school psychology peers | | |
| Openness to feedback | | |

Questions/Concerns/Comments shared by student:

Faculty Signatures: _____

Student Signature _____

Year 1 Site Supervisor’s Evaluation of Trainee University of Detroit Mercy School Psychology Program

Please rate the trainee using the following criteria: 1 = Needs Development 2 = Acceptable 3 = Exceptional
A rating of N/A should be used if the trainee has had limited experience or no opportunity.

| | | | | | |
|-------------------------|---|-----|---|---|---|
| 1 | Communication: Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email & social media; communication is appropriately assertive; seeks information appropriately | N/A | 1 | 2 | 3 |
| 2 | Dependability: Follows through w/commitments; good time management; prepared; consistent; Completing assigned tasks/forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours; | N/A | 1 | 2 | 3 |
| 3 | Appropriate use of supervision and professional judgment: Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations | N/A | 1 | 2 | 3 |
| 4 | Sensitivity to Diversity: Commitment to child advocacy; avoids group/class attributions | N/A | 1 | 2 | 3 |
| 5 | Adaptability: Copes well with the unexpected; Resourceful; handles crises without drama; accepts new challenges; flexible | N/A | 1 | 2 | 3 |
| 6 | Working with Peers, Trainers, and Other Professionals: Recognizes and appreciates skills of others; respects others’ time and roles; respects & accepts authority; actively seeks resolution; deescalates problematic situations; follows supervisory protocol | N/A | 1 | 2 | 3 |
| 7 | Following Site policies: Appropriate dress; follows site procedures; respectful of local norms | N/A | 1 | 2 | 3 |
| 8 | Initiative in child advocacy: Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues | N/A | 1 | 2 | 3 |
| 9 | Ethical Behavior/Academic integrity : Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services | N/A | 1 | 2 | 3 |
| 10 | Punctuality and Attendance: Follows attendance/tardy policy for courses; is punctual and present for field experiences, workshops, and other program-related duties. | N/A | 1 | 2 | 3 |
| 11 | Class Participation: Balanced amount of talking, comments are insightful & reflect content from readings/experiences, comments reflect higher order thinking skills of application & integration. | N/A | 1 | 2 | 3 |
| 12 | Appropriate Use of Technology: Follows all program, course, and field site policies pertaining to appropriate technology; refrains from technology use in class as directed; uses technology appropriately. | N/A | 1 | 2 | 3 |
| 13 | Feedback: Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately | N/A | 1 | 2 | 3 |
| Total Score (Out of 39) | | | | | |

Average rating (Total score/ 13) : _____

Please explain any and all ratings of 1 (Needs Development):

Supervisor

Trainee

Year 1 Annual Review Checklist

Name _____

Date _____

_____ Year 1 Midterm Student Interview

_____ 100 Field hours satisfactorily completed

_____ Y1 *Site Supervisor's Evaluation of Trainee* reviewed

_____ Y1 *Evaluation of Trainee Performance and Professional Dispositions* completed and reviewed

_____ Portfolio reviewed & feedback given

_____ All paperwork/documentation complete and submitted

Comments:

The student has satisfactorily completed all requirements of Year 1 of the *Detroit Mercy School Psychology Program* and is recommended to advance to Year 2 of the program.

_____ Student

Program Faculty

Year 2 Practicum Site Supervisor's Evaluation of Trainee
University of Detroit Mercy School Psychology Program

Trainee: _____ **Date:** _____

Site Supervisor: _____ **Site:** _____

Semester: []Fall []Winter []Summer

Please rate the trainee using the following criteria:

0= Needs Development, 1 = Novice, 2= Proficient, 3= Exceptional.

| | | | | | |
|----|--|---|---|---|---|
| 1 | Systematically collects information to identify the problem, & determine strengths & needs | 0 | 1 | 2 | 3 |
| 2 | Utilizes data to evaluate the outcomes of services | 0 | 1 | 2 | 3 |
| 3 | Develops culturally sensitive interventions | 0 | 1 | 2 | 3 |
| 4 | Establishes collaborative relationships | 0 | 1 | 2 | 3 |
| 5 | Communicates effectively with school & community personnel | 0 | 1 | 2 | 3 |
| 6 | Communicates effectively with families | 0 | 1 | 2 | 3 |
| 7 | Communicates effectively with children and youth | 0 | 1 | 2 | 3 |
| 8 | Shows concern, respect, & sensitivity to others | 0 | 1 | 2 | 3 |
| 9 | Facilitates home-school communication & collaboration | 0 | 1 | 2 | 3 |
| 10 | Utilizes appropriate assessment strategies to assess learning difficulties | 0 | 1 | 2 | 3 |
| 11 | Properly administers assessment strategies | 0 | 1 | 2 | 3 |
| 12 | Appropriately analyzes & interprets assessment data | 0 | 1 | 2 | 3 |
| 13 | Links assessment data to development of instructional interventions | 0 | 1 | 2 | 3 |
| 14 | Utilizes empirically-demonstrated instructional methods/interventions | 0 | 1 | 2 | 3 |
| 15 | Assesses acceptability/social validity of intervention ideas | 0 | 1 | 2 | 3 |
| 16 | Utilizes intervention data to guide instructional decisions | 0 | 1 | 2 | 3 |
| 17 | Assesses treatment integrity | 0 | 1 | 2 | 3 |
| 18 | Utilizes standards & principles of measurement in selection & use of assessment techniques | 0 | 1 | 2 | 3 |
| 19 | Critically evaluates the research in selection of assessment & intervention strategies | 0 | 1 | 2 | 3 |
| 20 | Utilizes single-subject research designs in the evaluation of interventions | 0 | 1 | 2 | 3 |
| 21 | Presents information in a clear and useful manner for intended audience | 0 | 1 | 2 | 3 |
| 22 | Written communication is clear, checked for errors, and free of jargon | 0 | 1 | 2 | 3 |
| 23 | Effectively uses various sources of information technology | 0 | 1 | 2 | 3 |

Professional Behavior Skills

| | | | | | |
|--------------------------|--|---|---|---|---|
| 24 | Communication: <i>Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email & social media; communication is appropriately assertive; seeks information appropriately</i> | 0 | 1 | 2 | 3 |
| 25 | Dependability: <i>Follows through w/commitments; good time management; prepared; consistent; Completing assigned tasks/ forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours;</i> | 0 | 1 | 2 | 3 |
| 26 | Appropriate use of supervision and professional judgment: <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i> | 0 | 1 | 2 | 3 |
| 27 | Sensitivity to Diversity: <i>Commitment to child advocacy; avoids group/class attributions</i> | 0 | 1 | 2 | 3 |
| 28 | Adaptability: <i>Copes well with the unexpected; Resourceful; handles crises without drama; accepts new challenges; flexible</i> | 0 | 1 | 2 | 3 |
| 29 | Working with Peers, Trainers, and Other Professionals: <i>Recognizes and appreciates skills of others; respects others' time and roles; respects & accepts authority; actively seeks resolution; deescalates problematic situations; follows supervisory protocol</i> | 0 | 1 | 2 | 3 |
| 30 | Following Site policies: <i>Appropriate dress; follows site procedures; respectful of local norms</i> | 0 | 1 | 2 | 3 |
| 31 | Initiative in child advocacy: <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i> | 0 | 1 | 2 | 3 |
| 32 | Ethical Behavior/Academic integrity : <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i> | 0 | 1 | 2 | 3 |
| 33 | Punctuality and Attendance: <i>Follows attendance/tardy policy for courses; is punctual and present for field experiences, workshops, and other program-related duties.</i> | 0 | 1 | 2 | 3 |
| 34 | Class Participation: <i>Balanced amount of talking, comments are insightful & reflect content from readings/experiences, comments reflect higher order thinking skills of application & integration.</i> | 0 | 1 | 2 | 3 |
| 35 | Appropriate Use of Technology: <i>Follows all program, course, and field site policies pertaining to appropriate technology; refrains from technology use in class as directed; uses technology appropriately.</i> | 0 | 1 | 2 | 3 |
| 36 | Feedback: <i>Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately</i> | 0 | 1 | 2 | 3 |
| Total Score (Out of 108) | | | | | |

Average rating (Total score/ 36) : _____

Check one:

____ The trainee is functioning at expected performance levels & is making satisfactory progress.

____ The trainee needs development in the following area(s): _____

Comments (Please explain any ratings of 'Needs Development'):

Site Supervisor

University Supervisor

Date: _____

*Form adapted from Miami University rating scales

Year 2 Evaluation of Trainee Performance and Professional Dispositions University of Detroit Mercy School Psychology Program

Please rate the student using the following criteria: 1 = needs development 2 = acceptable 3 = Exceptional

| | | | | |
|----|---|---|---|---|
| 1 | Communication: Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email & social media; communication is appropriately assertive; seeks information appropriately | 1 | 2 | 3 |
| 2 | Dependability: Follows through w/commitments; good time management; prepared; consistent; Completing assigned tasks/ forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours | 1 | 2 | 3 |
| 3 | Appropriate use of supervision and professional judgment: Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations | 1 | 2 | 3 |
| 4 | Sensitivity to Diversity: Commitment to child advocacy; avoids group/class attributions | 1 | 2 | 3 |
| 5 | Adaptability: Copes well with the unexpected; Resourceful; handles crises without drama; accepts new challenges; flexible | 1 | 2 | 3 |
| 6 | Working with Peers, Trainers, and Other Professionals: Recognizes and appreciates skills of others; respects others' time and roles; respects & accepts authority; actively seeks resolution; deescalates problematic situations; follows supervisory protocol | 1 | 2 | 3 |
| 7 | Following Site policies: Appropriate dress; follows site procedures; respectful of local norms | 1 | 2 | 3 |
| 8 | Initiative in child advocacy: Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues | 1 | 2 | 3 |
| 9 | Ethical Behavior/Academic integrity : Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services | 1 | 2 | 3 |
| 10 | Punctuality and Attendance: Follows attendance/tardy policy for courses; is punctual and present for field experiences, workshops, and other program-related duties. | 1 | 2 | 3 |
| 11 | Class Participation: Balanced amount of talking, comments are insightful & reflect content from readings/experiences, comments reflect higher order thinking skills of application & integration. | 1 | 2 | 3 |
| 12 | Appropriate Use of Technology: Follows all program, course, and field site policies pertaining to appropriate technology; refrains from technology use in class as directed; uses technology appropriately. | 1 | 2 | 3 |
| 13 | Feedback: Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately | 1 | 2 | 3 |

Sum of ratings in each column (39 pts possible): _____ Average rating (total score/13): _____

Student

Program Faculty

Year 2 Annual Review Checklist

Name _____

Date _____

_____ 600 Field hours satisfactorily completed

_____ Y2 Practicum Site Supervisor's Evaluation of Trainee completed/reviewed

_____ Y2 Evaluation of Trainee Performance and Professional Dispositions completed/reviewed

_____ Portfolio reviewed & feedback given

_____ Internship plan complete and approved

_____ All Paperwork/documentation complete and submitted

Comments:

The student has satisfactorily completed all requirements of Year 2 of the *Detroit Mercy School Psychology Program* and is recommended to advance to Year 3 of the program.

Student

Program Faculty

Internship Competency Evaluation

Year 3 Site Supervisor’s Evaluation of Trainee

University of Detroit Mercy School Psychology Program

Intern: _____ Date: _____

Site Supervisor: _____ District: _____

Formative rating _____ Final rating _____

Please rate the trainee using the following criteria:

0 = N/A or limited experience 1 = Needs Development 2 = Acceptable 3 = Exceptional

| | | | | | |
|----|--|---|---|---|---|
| 1 | Systematically collects information to identify the problem, & determine strengths & needs | 0 | 1 | 2 | 3 |
| 2 | Utilizes assessment information to plan services & make decisions | 0 | 1 | 2 | 3 |
| 3 | Utilizes data to evaluate the outcomes of services | 0 | 1 | 2 | 3 |
| 4 | Demonstrates fluency in the problem-solving process | 0 | 1 | 2 | 3 |
| 5 | Is knowledgeable of general ed, special ed, & other educational & related services | 0 | 1 | 2 | 3 |
| 6 | Participates in the development, implementation &/or evaluation of safe school programs | 0 | 1 | 2 | 3 |
| 7 | Is knowledgeable of current theory & research about child/adolescent development | 0 | 1 | 2 | 3 |
| 8 | Is knowledgeable of current research about psychopathology, stressors, & crises in schools | 0 | 1 | 2 | 3 |
| 9 | Displays initiative & resourcefulness to meet mental health needs | 0 | 1 | 2 | 3 |
| 10 | Assists in the integration of all students into instructional programs | 0 | 1 | 2 | 3 |
| 11 | Develops culturally sensitive interventions | 0 | 1 | 2 | 3 |
| 12 | Establishes collaborative relationships | 0 | 1 | 2 | 3 |
| 13 | Communicates effectively with school & community personnel | 0 | 1 | 2 | 3 |
| 14 | Communicates effectively with families | 0 | 1 | 2 | 3 |
| 15 | Communicates effectively with children and youth | 0 | 1 | 2 | 3 |
| 16 | Shows concern, respect, & sensitivity to others | 0 | 1 | 2 | 3 |
| 17 | Appropriately mediates and resolves conflicts | 0 | 1 | 2 | 3 |
| 18 | Facilitates home-school communication & collaboration | 0 | 1 | 2 | 3 |
| 19 | Utilizes appropriate assessment strategies to assess learning difficulties | 0 | 1 | 2 | 3 |
| 20 | Properly administers assessment strategies | 0 | 1 | 2 | 3 |
| 21 | Appropriately analyzes & interprets assessment data | 0 | 1 | 2 | 3 |
| 22 | Links assessment data to development of instructional interventions | 0 | 1 | 2 | 3 |
| 23 | Utilizes empirically-demonstrated instructional methods/interventions | 0 | 1 | 2 | 3 |
| 24 | Assesses acceptability/social validity of intervention ideas | 0 | 1 | 2 | 3 |
| 25 | Appropriately evaluates outcomes of interventions | 0 | 1 | 2 | 3 |
| 26 | Utilizes intervention data to guide instructional decisions | 0 | 1 | 2 | 3 |
| 27 | Assesses treatment integrity | 0 | 1 | 2 | 3 |
| 28 | Utilizes standards & principles of measurement in selection & use of assessment techniques | 0 | 1 | 2 | 3 |
| 29 | Critically evaluates the research in selection of assessment & intervention strategies | 0 | 1 | 2 | 3 |
| 30 | Utilizes single-subject research designs in the evaluation of interventions | 0 | 1 | 2 | 3 |
| 31 | Presents information in a clear and useful manner for intended audience | 0 | 1 | 2 | 3 |
| 32 | Written communication is clear, checked for errors, and free of jargon | 0 | 1 | 2 | 3 |
| 33 | Effectively uses various sources of information technology | 0 | 1 | 2 | 3 |

| Professional Behavior Skills | | | | | | |
|-------------------------------------|--|---|---|---|---|--|
| 34 | Communication: <i>Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email & social media; communication is appropriately assertive; seeks information appropriately</i> | 0 | 1 | 2 | 3 | |
| 35 | Dependability: <i>Follows through w/commitments; good time management; prepared; consistent; Completing assigned tasks/ forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours</i> | 0 | 1 | 2 | 3 | |
| 36 | Appropriate use of supervision and professional judgment: <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i> | 0 | 1 | 2 | 3 | |
| 37 | Sensitivity to Diversity: <i>Commitment to child advocacy; avoids group/class attributions</i> | 0 | 1 | 2 | 3 | |
| 38 | Adaptability: <i>Copes well with the unexpected; Resourceful; handles crises without drama; accepts new challenges; flexible</i> | 0 | 1 | 2 | 3 | |
| 39 | Working with Peers, Trainers, and Other Professionals: <i>Recognizes and appreciates skills of others; respects others' time and roles; respects & accepts authority; actively seeks resolution; deescalates problematic situations; follows supervisory protocol</i> | 0 | 1 | 2 | 3 | |
| 40 | Following Site policies: <i>Appropriate dress; follows site procedures; respectful of local norms</i> | 0 | 1 | 2 | 3 | |
| 41 | Initiative in child advocacy: <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i> | 0 | 1 | 2 | 3 | |
| 42 | Ethical Behavior/Academic integrity : <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i> | 0 | 1 | 2 | 3 | |
| 43 | Punctuality and Attendance: <i>Follows attendance/tardy policy for courses; is punctual and present for field experiences, workshops, and other program-related duties.</i> | 0 | 1 | 2 | 3 | |
| 44 | Class Participation: <i>Balanced amount of talking, comments are insightful & reflect content from readings/experiences, comments reflect higher order thinking skills of application & integration.</i> | 0 | 1 | 2 | 3 | |
| 45 | Appropriate Use of Technology: <i>Follows all program, course, and field site policies pertaining to appropriate technology; refrains from technology use in class as directed; uses technology appropriately.</i> | 0 | 1 | 2 | 3 | |
| 46 | Feedback: <i>Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately</i> | 0 | 1 | 2 | 3 | |
| Total Score | | | | | | |

____ The intern is functioning at expected performance levels & is making satisfactory progress.

____ The intern needs development in the following area(s): _____

Site Supervisor

University Supervisor

*Form adapted from Miami University intern rating scales

Experience and Case Summary Sheet

NAME: _____

PREPRACTICUM :

Location(s) _____ urban suburban rural

Supervisor(s) _____ Total hours _____

PRACTICUM:

Location(s) _____ urban suburban rural

Supervisor(s) _____ Total hours _____

Cases - Goal Attainment Scaling Score:

1: _____ 2: _____ 3. _____ 4. _____ 5. _____

INTERNSHIP:

Location(s) _____ urban suburban rural

Supervisor(s) _____ Total hours _____

Cases - Goal Attainment Scaling Score:

1: _____ 2: _____ 3. _____ 4. _____ 5. _____

PRAXIS II SCORES

Summary Score _____

Subscales: (x correct out of x possible)

I. _____/_____

II. _____/_____

III. _____/_____

IV. _____/_____

Year 3 Summative Review Form/Certification Documentation

Name _____

Date _____

- _____ Specialist Project complete and presented
- _____ Praxis II scores submitted _____ Score (passing ≥ 147)
- _____ All Paperwork/documentation complete and submitted
- _____ Portfolio presented & approved
- _____ Experience and Case summary sheet

Comments:

The student has satisfactorily completed all requirements of the Detroit Mercy School Psychology Program and is recommended for graduation and certification.

_____ Student

Program Faculty

Growth Plan Form

Student name _____ Initial date _____

A) Identification of the problem area: _____

B) Objective(s) for improvement _____

C) Plan for meeting objectives: _____

D) Planned formative review dates: _____

E) Planned completion date: _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

.....
Date of Mastery _____

Student Signature _____ Advisor _____

Growth Plan Review Form

Name _____

Review # _____ Date _____

Progress

Modifications, if necessary

Student Signature _____ Date _____

Advisor Signature _____ Date _____

.....

Review # _____ Date _____

Progress _____

Modifications, if necessary

Student Signature _____ Date _____

Advisor Signature _____ Date _____

School Psychology Program Evaluation Meeting Form

University of Detroit Mercy

Purpose:

To review evaluation information, consider implications, & develop action plans to improve program.

Semester: Fall Spring Academic Year _____ Date of Meeting: _____

Faculty in Attendance: _____

Data Reviewed:

- | | |
|--|--|
| <input type="checkbox"/> Individual PRAXIS II exam results <input type="checkbox"/> Intern case studies (GAS) <input type="checkbox"/> Student field logs <input type="checkbox"/> Student transcripts <input type="checkbox"/> Student Portfolios (formative & summative) <input type="checkbox"/> Student evaluations (by site supervisors) | <input type="checkbox"/> Consumer ratings of intern performance <input type="checkbox"/> Evaluations (by students) of sites <input type="checkbox"/> Course evaluations <input type="checkbox"/> Applications for admission <input type="checkbox"/> Alumni & Employer surveys <input type="checkbox"/> Other _____ |
|--|--|

Action Plan(s)

| Goal | Activities/Tasks | Person(s) responsible | Projected Review Date |
|------|------------------|--------------------------|-----------------------------|
| | | | |

APPENDIX C: Field Experience Log

Directions for Field Log Form

1. Download the Excel Spreadsheet from www.schoolpsyched.com under the *Materials* tab.
2. Save the spreadsheet to your computer; rename it as *Yourlastname_log_acadyear*
3. Edit the *Header* to display your info.
4. The Excel spreadsheet has a default setting of 5 pages, plus the summary page. The last row of the 5th page calculates your totals. Do not delete or write over the *total* Row. Do not delete the summary rows.
5. To add rows, select several empty rows, then select *Home>Insert>InsertSheetRows* Do this as many times as necessary. You may also delete excess rows, as long as you retain the Total row.
6. Use one spreadsheet per academic year.
7. **Back up your file on a flash drive, and print it out frequently.**
8. Use the coding system on the next page to categorize activities.
9. The columns are organized as follows:

| | |
|-----------------|---|
| Date | Use mm/dd/yyyy format; TIP- to enter current date, press <i>ctrl + semicolon</i> |
| Sex & Diversity | Place a 1 in correct column M=Male; F=Female AfAm, white, Hispanic, Asian, other, large mixed group or systemic |
| Disability | Place a 1 if student has a disability |
| Income | Place a 1 if student is free/reduced lunch |
| Age | Put a 1 in correct column for age of targeted student or population: Pre= preschool Elem = elementary HS = High school, <i>(When working with small groups, you may have more than one student per entry; you may have more 2 or 3 in a column)</i> |
| Lg mixed group | For systemic interventions |
| Code | Put amount of time rounded to nearest quarter hour, using decimal format: 15 min = .25, 30 min = .50, 45 min = .75. Use attached coding system |
| notes | Enter location (S = site; H= home; O = other) and brief description of activity; Use initials to ID students |

Field Log Coding

| | | |
|---|--------------------------------|--|
| 1.0 Consultation | | |
| 1.1 | Individual: School personnel | Consultees are school employees. Includes teacher interviews, or training teacher to do intervention |
| 1.2 | Individual: Parent/family | Primary caretakers/family. Includes parent interview |
| 1.3 | Individual: Team | School personnel plus parent/family |
| 1.4 | Individual: other | Consultee(s) is/are non school personnel, such as social worker, physician, clinician, peer consultee |
| 1.5 | Systemic | Consultation to benefit a group or population, e.g. an entire grade or school. Includes providing professional development |
| 2.0 Assessment | | |
| 2.1 | Nontraditional | DIBELS, CBM, observations, behavioral methods, etc. |
| 2.2 | Traditional | IQ tests, standardized achievement, adaptive behavior, other norm-referenced |
| 3.0 Special Ed | | |
| 3.1 | Due Process meetings | Spec ed specific meetings: reeval, initial, IEP, etc. |
| 4.0 Direct service | | |
| 4.1 | Group intervention | Group counseling (cog. Behavioral) |
| 4.2 | Individual intervention | Non-counseling intervention for individual |
| 4.3 | Individual Counseling | |
| 5.0 Service preparation | | |
| 5.1 | Report writing & scoring | |
| 5.2 | Research & intervention dev. | Organized research activities, lit reviews, data collection/analysis, professional readings, library research, preparing interventions & materials, /data analysis |
| 5.3 | Organization & School climate | Logging activities, attending school informational meetings, PTA meetings, other Misc. record-keeping |
| 6.0 Professional Growth & Development | | |
| 6.1 | Group supervision | In class group supervision |
| 6.2 | Professional meetings | Training, workshops, professional association meetings |
| 6.3 | Orientation to schools or site | Passive observation (such as in the prepracticum) or activities for learning about new site |
| 7.0 Individual Supervision | | |
| Regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student. | | |

APPENDIX D: Curriculum & Certification

Course Descriptions

PYC 5030 (3) Statistics I

Designed to introduce students to some of the statistical methods available for the examination & analysis of the data relevant to the behavioral & health sciences. It is aimed at an intermediate level of understanding which should make statistics & the reasoning behind their use understandable to the student; requires SPSS.

PYC 5420 (3) Child & Adolescent Development

Fundamental theories, principles of development & research trends as they apply to child & adolescent development.

PYC 6030 (3) Developmental Psychopathology in the School-Aged Child

An in-depth analysis of children with learning & behavior difficulties. Theories of causation, assessment strategies, and alternative interventions strategies includes.

PYC 6400 (3) Applied Behavior Analysis I

Provides intensive introduction and practice in applied behavior analysis procedures and their use in developing individual and classroom intervention strategies.

PYC 6410 (3) Applied Behavior Analysis II

Continuation of the of applied behavior analytical techniques initiated in PYC 6400: ABA I. This course builds upon foundational knowledge of ABA and provides a more in-depth examination of ABA principles.

PYC 6120 (3) Counseling for the School Psychologist

Overview of theories of counseling, emphasizing reflective listening skills. Includes cognitive behavioral counseling for groups, & crisis intervention.

PYC 6150 (3) School Psychology Consultation I

An introduction to the process of consultation, the skills required & the uses of consultation in schools.

PYC 6160 (3) School Psychology Consultation II

Advanced theory & practice in consultation. Emphasis on system-level techniques for developing and sustaining home, community, and school collaboration. Includes study of prevention programs for promoting student academic success.

PYC 6200 (3) School Psychology Assessment & Interventions IA

Traditional assessment procedures for cognitive, academic, and *personality* functioning of school-age children, and the interpretation of results. Standards of testing are also addressed

PYC 6155 (3) School Psychology Assessment & Interventions IB

This course is meant to complement Assessment IB. This course emphasizes assessment of academic achievement. Adaptive and Social/Emotional Behavior assessment, interpretation, and report writing continue to be a central focus of the course as well.

PYC 6210 (3) School Psychology Assessment & Interventions II

Low-inference assessment methods for academic and social problems in the school setting, and appropriate intervention design.

PYC 6201 (1) Field Experience I/ PYC 6211 (1) Field Experience II/ PYC 6221 (1) Field Experience III

On site observation of school psychology and schools as systems.

PYC 6340 (3) Research and Writing

This course focuses on single-subject research design to identify and evaluate evidence-based practices that address psychoeducational problems in the school setting.

PYC 6220 (3) School Psychology Assessment & Interventions III

Identification & evaluation of learners who significantly deviate from the norm mentally, physically & behaviorally. Preschool evaluation & functional assessment included.

PYC 6230 (3) School Psychology Practicum I

Closely supervised practice in consultation, individual evaluation, assessment and intervention design with school age children. Occurs during fall semester and corresponds with September-December of the public school calendar.

PYC 6240 (3) School Psychology Practicum II

Closely supervised practice in consultation, individual evaluation, assessment and intervention design with school age children. Occurs during winter semester and corresponds with January-April of the public school calendar.

PYC 6245 (2) School Psychology Practicum III

Closely supervised practice in consultation, individual evaluation, assessment and intervention. Occurs May-June of the public school calendar.

PYC 6250 (3) School Psychology Internship I

Academic year on-the-job experience in a school supervised by a school psychologist with further supervision by the university. Broad range of assessment, consultation and counseling experiences are emphasized. Occurs in the fall semester and corresponds with September-December of the public school calendar.

PYC 6260 (3) School Psychology Internship II

Academic year on-the-job experience in a school supervised by a school psychologist with further supervision by the university. Broad range of assessment, consultation and counseling experiences are emphasized. Internship II occurs in the Winter term and corresponds with January through April of public schools calendar

PYC 6270 (1) School Psychology Internship III

Academic year on-the-job experience in a school supervised by a school psychologist with further supervision by the university. Broad range of assessment, consultation and counseling experiences are emphasized. Internship III occurs in Summer Session I, and corresponds with May through June of the public school calendar.

PYC 6330 (3) Legal & Ethical Issues for the School Psychologist Covers the ethical standards and legal regulation in school psychology and special education

PYC 6300 (3) Psychological Services in the Schools

The roles & functions of the psychologist in the schools. Educational & psychological assessment, consultation, ethical standards, problems & issues.

PYC 6490 (3) Specialist Project

Students should consult the department for requirements & format

School Psychology Masters/Specialist Program Plan of Study

Student: _____

Last

First

MI

DOB

Plan Date: _____

Student Number: _____

| | | | | <i>Substitutions?</i> |
|---|------|---|--|-----------------------|
| PYC | 5420 | 3 | Child & Adolescent Development | |
| PYC | 6400 | 3 | Applied Behavior Analysis I | |
| PYC | 6300 | 3 | Psychological Services in the Schools | |
| PYC | 6200 | 3 | School Psych Assessment & Interventions I | |
| PYC | 6155 | 3 | School Psychology Assessment IB | |
| PYC | 6210 | 3 | School Psych Assessment & Interventions II | |
| PYC | 6150 | 3 | School Psychology Consultation I | |
| PYC | 6201 | 1 | Field Experience I | |
| PYC | 6211 | 1 | Field Experience II | |
| PYC | 6121 | 1 | Field Experience III | |
| PYC | 6220 | 3 | School Psych Assessment & Interventions III | |
| PYC | 6340 | 3 | Research & Writing for SchPsych | |
| 30 hours - Master's Degree Awarded | | | Date: | |
| | | | | |
| PYC | 5030 | 3 | Statistics I | |
| PYC | 6030 | 3 | Developmental Psychopathology | |
| PYC | 6120 | 3 | Counseling for the School Psychologist | |
| PYC | 6160 | 3 | School Psychology Consultation II | |
| PYC | 6230 | 3 | School Psychology Practicum I | |
| PYC | 6240 | 3 | School Psychology Practicum II | |
| PYC | 6245 | 2 | School Psychology Practicum III | |
| PYC | 6250 | 3 | School Psychology Internship I | |
| PYC | 6260 | 3 | School Psychology Internship II | |
| PYC | 6270 | 1 | School Psychology Internship III | |
| PYC | 6330 | 3 | Legal & Ethical Issues for the School Psychologist | |
| PYC | 6410 | 3 | Applied Behavior Analysis II | |
| PYC | 6490 | 3 | Specialist Project (<i>one hour course taken 3x</i>) | |
| 66 hours - Specialist Degree Awarded | | | | |

*Specialist sequence 36 hours**Praxis Score* _____*Portfolio complete* _____*(≥147)**Program total: 66 hours*_____
Advisor_____
Student

School Psychology Specialist Program *only* Plan of Study

Student: _____
Last
First
MI
DOB

Plan Date: _____ Student Number: _____

Masters Awarded _____
date
hours
Institution

| Prerequisites (as determined by program faculty) | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|-----|------|---|--|--|
| PYC | 5030 | 3 | Statistics I | |
| PYC | 6030 | 3 | Developmental Psychopathology | |
| PYC | 6120 | 3 | Counseling for the School Psychologist | |
| PYC | 6160 | 3 | School Psychology Consultation II | |
| PYC | 6230 | 3 | School Psychology Practicum I | |
| PYC | 6240 | 3 | School Psychology Practicum II | |
| PYC | 6245 | 2 | School Psychology Practicum III | |
| PYC | 6250 | 3 | School Psychology Internship I | |
| PYC | 6260 | 3 | School Psychology Internship II | |
| PYC | 6270 | 1 | School Psychology Internship III | |
| PYC | 6330 | 3 | Legal & Ethical Issues for the School Psychologist | |
| PYC | 6410 | 3 | Applied Behavior Analysis II | |
| PYC | 6490 | 3 | Specialist Project (<i>one hour course taken 3x</i>) | |

Specialist sequence 36 hours total *Praxis Score* _____ *Portfolio complete* _____
(≥147)

Program total: 66 hours

Advisor
Student

Request for Course Substitution
 Detroit Mercy School Psychology Program

Complete the Course substitution form. Attach transcript showing course, year, and grade obtained. Attach a copy of the substitution course syllabus and associated materials. Submit to the Director of the School Psychology Program for a determination of appropriateness.

Student's name: _____ Date: _____

Detroit Mercy course to be replaced (number & title): _____

Number and Title of substitution course: _____

Institution: _____ Semester/year: _____ Grade: _____

Substitution Recommended _____

Substitution NOT recommended _____

Rationale: _____

Signature: _____

Program Director

Date

Attach one copy to Plan of Study; second copy to student.

Tentative Cohort Schedule 2021- 2024

Note: this is a tentative outline of courses only. Changes may be necessary based on faculty, university, and cohort considerations.

| Year 1 FALL 2021 | | | Winter 2022 | | | Summer 2022 | | |
|-----------------------------|---|----------------|-----------------------------|---|----------------|-----------------------------|---|--------------|
| PYC 6300 Psych Services | 3 | Tues 10.00 | PYC 6150 Consultation I | 3 | Tues 10.00 | PYC 6340 Res & Writing | 3 | T&R 9.00 |
| *PYC 6400 ABA | 3 | Thurs 10.00 | PYC 6211 Field Exp II | 1 | TBD | PYC 6221 Field Exp III | 1 | TBD |
| *PYC 6200 Assessment IA | 3 | Thurs 2.00 | *PYC 6210 Assessment II | 3 | Thurs 10.00 | PYC 6220 Assessment III | 3 | T&R 12.00 |
| PYC 6201 Field Exp I | 1 | TBD | PYC 6155 Assessment IB | 3 | Tues 2.00 | | | |
| *PYC 5420 Child Dvlpmt | 3 | Tues 4.30 | | | | | | |
| Year 2 FALL 2022 | | | Winter 2023 | | | Summer 2023 | | |
| PYC 6120 Counseling | 3 | Tues 2.00 | PYC 6240 Prac II | 3 | Tues 10.00 | *PYC 6030 Child Psychpth | 3 | T&R 9.00 |
| PYC 5030 Statistics | 3 | Tues 4.30 | PYC 6330 Legal & Ethical | 3 | Tues 2.00 | PYC 6245 Prac III | 2 | TBD |
| PYC 6230 Prac I | 3 | Thurs 10.00 | PYC 6160 Consult II | 3 | Tues 4.30 | | | |
| PYC 6410 ABA II | 3 | Thurs 2.00 | | | | | | |
| Year 3 FALL 2023 | | | Winter 2024 | | | Summer 2024 | | |
| PYC 6250 Internship I | 3 | TBD | PYC 6260 Internship II | 3 | TBD | PYC 6270 Internship III | 1 | TBD |
| PYC 6490 Specialist Project | 1 | TBD | PYC 6490 Specialist Project | 1 | TBD | PYC 6490 Specialist Project | 1 | TBD |

Leave of Absence/Withdrawal Form

University of Detroit Mercy School Psychology Program

Leave of Absence: Students may request a Leave of Absence due to illness or other extenuating circumstances. The Program Director will review the form and determine whether to approve the leave. A Leave of Absence may be granted for a period not to exceed *one calendar year*. Approval of a Leave of Absence does not extend the deadline for completion of course work or other course requirements. Financial Aid recipients with student loans should be mindful of their grace periods. Students who do not return from a Leave of Absence by the agreed upon semester will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Withdrawal: Students may submit a Withdrawal form at any time. Students who wish to reenroll will be required to reapply for admission to the Program, and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission.

Name: _____ Student T#: _____

Date submitted: _____ My Last Date of Attendance will be: ____ / ____ / ____

I am permanently withdrawing _____

I am requesting a leave of absence _____ for the following semesters:

_____ 20_____ _____ 20_____ _____ 20_____

Term year Term year Term year

My Return Term will be: _____ 20_____

Term year

Reason for requesting leave: _____

Student Signature: _____ Date: _____

Leave Recommended _____

Leave NOT recommended _____

Comments/ Requirements: _____

Signature _____

Program Director

Program Application for Preliminary School Psychologist Certification

University of Detroit Mercy School Psychology Program

Directions:

1. Complete the online application form at <https://mdoe.state.mi.us/MOECES/Login.aspx>
2. Complete the Internship Report (below). The Internship Report must be signed by your supervising psychologist.
3. Attach a copy of your supervisor's certification.
4. Return to: **Dr. Erin Henze, Department of Psychology.**

This is to verify that

Last Name, First, Middle Maiden

T Number: _____

____ Yes ____ No Completed \geq 600-clock-hour supervised internship with school-age students and met all requirements as outlined in the Manual.

From _____ to _____
Month/Day/Year Month/Day/Year

Signature of supervising fully-certificated school psychologist Date

Print name of supervising school psychologist

School District Telephone number

Address

Approval/Signature of University Supervisor Date

Application for Full School Psychologist Certification University of Detroit Mercy School Psychology Program

Directions:

1. Complete the online application form at <https://mdoe.state.mi.us/MOECES/Login.aspx>
2. Complete the Work Experience Report (below). The Work Experience Report must be signed by your employer.
3. Attach a copy of your supervisor's certification.
4. Attach a copy of your preliminary certification.
5. Attach a copy of your completed and signed summative review form.
6. Return to: **Dr. Erin Henze, Department of Psychology.**

Work Experience Report Form for School Psychologist Certification

Instructions: This form is for verification of work experience required for a school psychologist certificate. Please have the superintendent or designee of the employing school district complete this form.

This is to verify that

_____ ,
Last Name, First, Middle Maiden

_____ has completed one successful year of

work experience from _____ to _____.
Month/Day/Year Month/Day/Year

under the supervision of a fully-certificated school psychologist, and met all requirements as outlined in the Manual.

Superintendent or designee's signature Date

Print or type name of superintendent or designee

School District Telephone number

Address

Signature of University Supervisor Date

APPENDIX E: General Information

College of Liberal Arts and Education Requirements:

Application for Graduation:

Applications for Graduation must be filed in the College of Liberal Arts and Education by the dates established by the Academic Calendar for the year in which students intend to complete degree requirements. In general, applications for a degree should be filed by **October 1st** for December graduation; and **December 1st** for May graduation. Application forms can be obtained in any Dean's office or the Registrar's Office. Students should apply for the masters degree at the beginning of the summer term if criteria will be met by the end of that semester.

Degrees are formally awarded only at the annual commencement exercises of the University in May. Student who have completed their degree requirements at any point in the preceding academic year are invited to participate.

Specialist Project:

The Specialist Project is the culminating research paper that each student must complete in order to be eligible to graduate. It will not only reflect the student's research and writing skills, but their competence and technical expertise in implementing interventions within a problem-solving model. The project is completed across three semesters of the program: Year 3 Fall, Winter, and Summer I semesters.

Ideally, by the end third semester of the practicum the student will have identified the type of intervention that will comprise the basis of the project (either an academic intervention or a behavioral intervention) so that they can begin gathering background information and reading relevant research. During the internship year, the student will identify a case to implement the selected intervention, and collect baseline and progress monitoring data. The case for the specialist project may not be one of the three cases submitted for the internship course.

Each student will work with an advisor on the specialist project. If possible, students' projects will be matched with faculty members with corresponding areas of interest. Important **due dates** to keep in mind are as follows:

By Thanksgiving Holiday Break: Students should submit a written proposal of the specialist project to their faculty advisor. The proposal should consist of the background information, literature review, and proposed methodology. Additionally, the student should begin to complete the IRB* paperwork, in particular the CITI training. Information can be found at <http://www.udmercy.edu/academicaffairs/ospra/irb/index.htm>

By Holiday Break: Students should complete any edits to their proposal and submit it, along with all relevant IRB paperwork to both their faculty advisor and in accordance with the IRB guidelines.

By March 15th: Students should submit their completed specialist projects to their faculty advisor. The completed project should include the introduction and background information, literature review, and methodology sections, as well as an analysis of the data, and discussion of the results. Finally, each project should include a reference list at the end.

By April 15th: Students should incorporate any final changes or feedback and submit their final specialist project to their advisor, along with the signature sheets.

During the School Psychology Final Annual Review Day in June: Each student will present a poster detailing their project to the faculty and other students at the final program review day.

***APPROVAL FOR RESEARCH INVOLVING HUMAN SUBJECTS**

The following information has been taken from the University of Detroit Mercy Graduate Catalog.

"All research which involves human subjects must be submitted to the Institutional Review Board before research can begin. Information about regulations governing research involving human subjects may be obtained from the Office of Academic Affairs, Room 500, Fisher Administrative Center."

Additional general guidelines can be found below.

Proofreading

Proofreading is the responsibility of the student at all stages of the project. Papers with excessive errors will be returned to the student for re-editing and must be re-submitted in accordance with all deadlines. The research project in final form should be carefully proofread and corrected before it is submitted to the faculty advisor.

General Format

Title page – sample shown below

Table of Contents

List of Tables

Text

The text is the main body of the project. In it the problem is stated; the methods described; the results of the investigation presented, analyzed and discussed; and the findings are summarized and interpreted. Only major divisions or chapters should begin with a new page, and every effort should be made to avoid having partially filled pages except at the end of a chapter. Even the last page of a chapter should have more than a single line of text.

References

Special Note: APA format should be used throughout the paper.

TITLE OF SPECIALIST PROJECT
(ALL IN CAPS, SINGLE-SPACED IF MORE THAN ONE LINE)

by

JANE DOE

SPECIALIST PROJECT

Submitted to the School Psychology Program

of the University of Detroit Mercy,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

(Specialist in School Psychology)

(Year)

PROGRAM: SCHOOL PSYCHOLOGY

Approved by:

Thesis Director

Date: _____

APPENDIX F: Program Material

DOMAIN x COURSE GRID (per Praxis II)

I: PROFESSIONAL PRACTICES, PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

A: DATA-BASED DECISION MAKING AND ACCOUNTABILITY

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 1B | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Pract I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|---|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|-------------------------------------|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1. PROBLEM IDENTIFICATION- | | | | | | | | | | | | | | | | | |
| - knows various interview strategies | | | | | X | X | | | | X | | X | X | | | | X |
| - knows various observational strategies | | X | | | | | | | X | X | X | X | X | | | X | X |
| - understands appropriate use of background information | | X | | | X | | | | X | X | X | X | X | | | | X |
| - appropriate use and interpretation of screening measures and methods | | | | | X | | | | X | X | | X | X | | | X | X |
| 2. ASSESSMENT AND PROBLEM ANALYSIS- | | | | | | | | | | | | | | | | | |
| - theories of intelligence & the appropriate use/interpretation of measures of intellectual/cognitive functioning | | | | | | | | X | | X | X | X | X | | | | X |
| - appropriate use/interpretation of measures of educ. achievement | | | | | | | | X | X | | | X | X | | | X | X |
| - appropriate use and interpretation of diagnostic processing measures (e.g., memory, executive functioning, phonemic awareness) | | | | | | | | X | | X | | X | X | | | | X |
| - appropriate use & interpretation of measures of development /adaptive behavior | | | | | | | | X | | X | | X | X | | | | X |
| - appropriate use and interpretation of measures of affective/social/emotional functioning and behavior | | | | | | | | | | X | | X | X | | | | X |
| - knows appropriate use & interpretation of a functional behavioral assessment | | X | | | | | | | | X | | X | X | | | | X |
| - is familiar with performance-based assessment (e.g., work samples, portfolios) | | | | | | | | | X | | | X | X | | | | X |
| - understands appropriate use and interpretation of CBA/CBM measures | | | | | | | | | X | | | X | X | | | X | X |
| - knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics) | | X | | | | | | | X | | | X | X | | | X | X |
| - knows how to use information and technology resources to enhance data collection and decision making | | | | | | | | | X | X | | X | X | | | X | X |
| - the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g., intervention design and implementation, progress monitoring, treatment integrity, learning outcomes) | | | | | X | | | | X | | | X | X | | | X | X |

I: PROFESSIONAL PRACTICES, PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

A: DATA-BASED DECISION MAKING AND ACCOUNTABILITY (continued)

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC xxxx ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 1B | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|---|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 3. KNOWLEDGE OF MEASUREMENT THEORY AND PRINCIPLES - | | | | | | | | | | | | | | | | | |
| - knows to use problem-solving framework as the basis for all professional activities | | | | | | | | | X | X | X | X | X | X | | | X |
| - understands different types of test scores and norms | X | | | | | | | X | X | X | | X | X | | | X | X |
| - knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews) | X | | | | | | | X | X | X | | X | X | | | | X |
| - is familiar with the principles of reliability and validity | X | | | | | | | X | | X | | X | X | | | X | X |
| - is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures | X | X | | | | | | | | X | | X | X | | | | X |
| - knows about test fairness concepts | X | | | | | | | X | | X | | X | X | | | | X |
| 4. ASSESSMENT OF SPECIAL POPULATIONS- | | | | | | | | | | | | | | | | | |
| - is familiar with infant and early childhood/ preschool assessment procedures | | | | | | | | | | X | | X | X | | | | X |
| - knows appropriate use and interpretation of assessment procedures for English as a second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment) | | | | | | | | | | X | | X | X | | | | X |
| - is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments) | | X | X | | | | | | | X | | X | X | | | | X |
| - is familiar with screening for the gifted and talented | | | | | | | | | | X | | X | X | | | | X |

**I: PROFESSIONAL PRACTICES, PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY
B: CONSULTATION AND COLLABORATION**

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 IB | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|---|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1. MODELS & METHODS OF CONSULTATION FOR INTERVENTIONS & MH SERVICES | | | | | | | | | | | | | | | | | |
| - knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services | | | | | | X | X | | X | | X | X | X | X | | X | X |
| - knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational) | | | | | | X | X | | | | | X | X | | | | X |
| - knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.) | | | | | | X | X | | | | | X | X | | | | X |
| 2. HOME/SCHOOL/COMMUNITY COLLABORATION | | | | | | | | | | | | | | | | | |
| - knows strategies for working with a student's family (e.g., building relationships, collaborating on intervention plans, promoting positive habits such as building healthy lifestyles) | | | X | X | | X | X | | | | | X | X | | | | X |
| - knows strategies for working with community agencies/providers to support a student's success | | | X | X | | X | X | | | | | X | X | | | | X |

II: DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS (STUDENT-LEVEL SERVICES)

A. INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed I | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|--|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|---------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1. EFFECTIVE INSTRUCTION AT THE INDIVIDUAL & GROUP LEVEL | | | | | | | | | | | | | | | | | |
| - is familiar with various instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition) | | X | X | | X | | | | X | X | X | X | X | | | | X |
| - knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction) | | | | | | X | | | | X | | X | X | | | | X |
| - knows methods for helping students become self-regulated learners, set/achieve individual instructional goals, & assess outcomes to see whether goals were attained | | X | | | | X | | | X | | | X | X | | | | X |
| 2. ISSUES RELATED TO ACADEMIC SUCCESS/FAILURE | | | | | | | | | | | | | | | | | |
| - understands the importance of using evidence-based strategies when developing interventions | | X | X | | | X | | | X | X | X | X | X | X | | X | X |
| - knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic status, language competency, programming for ELL) | | | X | | | | | | X | X | | X | X | | | | X |
| - is familiar with the Response to Intervention (RTI) model | | | | | X | X | | | X | | X | X | X | X | | X | X |

II: DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS (STUDENT-LEVEL SERVICES)
B. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 1B | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|---|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1. PRIMARY, SECONDARY, & TERTIARY PREVENTIVE STRATEGIES | | | | | | | | | | | | | | | | | |
| - is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment) | | X | | | | X | X | | X | | X | X | X | | | X | X |
| - knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution) | | | X | | X | X | X | | | | | X | X | | | | X |
| - is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues | | | X | X | | | | | | X | | X | X | | | | X |
| 2. SCHOOL-BASED INTERVENTION SKILLS/TECHNIQUES | | | | | | | | | | | | | | | | | |
| - understands basic counseling theories/techniques for use at the individual & group level | | | | | X | X | X | | | | | X | X | | | | X |
| - knows about appropriate intervention techniques for various developmental levels | | | | | X | X | | | X | | | X | X | | | X | X |
| - understands applied behavioral analysis and intervention | | X | | | X | X | | | X | | | X | X | | | X | X |
| 3. CHILD AND ADOLESCENT PSYCHOPATHOLOGY | | | | | | | | | | | | | | | | | |
| - is familiar with common symptoms of MH issues & educational disabilities | | | | X | X | | | | | | | X | X | | | | X |
| - understands the impact mental health has on the educational outcomes of children and adolescents | | | X | X | X | | | | | | X | X | X | | | | X |
| - has a basic knowledge of psychopharmacology | | | | X | X | | | | | | | X | X | | | | X |

III: SYSTEMS-LEVEL SERVICES

A. SCHOOLWIDE PRACTICES TO PROMOTE LEARNING

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 1B | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|--|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| Is familiar with school-based organizational development and systems theory | | | | | | X | X | | | | | X | X | | | | X |
| Is familiar with the importance of systems-level resource mapping | | | | | X | | X | | | | | X | X | | | | X |
| Understands common educational policies/ practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, zero tolerance, corporal punishment) | | | | | | X | X | | | | X | X | X | | | | X |
| Recognizes the importance of research outcomes when designing school-based intervention plans | X | X | | | | X | X | | | X | | X | X | | | X | X |
| Recognizes the importance of using knowledge of research and organizational and systems theory in the development of school improvement plans | | | | | | | X | | | | | X | X | | | | X |

(continued)

III: SYSTEMS-LEVEL SERVICES

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 1B | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|--|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| B. PREVENTIVE AND RESPONSIVE SERVICES | | | | | | | | | | | | | | | | | |
| - Knows common school/system-wide prevention programs (e.g .• promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health) | | X | | X | | X | X | | | | X | X | X | | | | X |
| - Knows risk and protective factors as they relate to a variety of issues (e.g., school failure, truancy, dropout, bullying, youth suicide, school violence) | | | X | X | X | | | | | | | X | X | X | | | X |
| - Knows a variety of crisis prevention and intervention techniques | | | | | X | | X | | | | | X | X | | | | X |
| - Is familiar with school/district-wide crisis mgmt planning, recovery, response | | | X | X | | X | X | | | | | X | X | | | | X |
| C. FAMILY-SCHOOL COLLABORATION SERVICES | | | | | | | | | | | | | | | | | |
| - Is familiar with the importance of advocating for the involvement of families in schoolwide activities | | | X | X | | X | | | | | X | X | X | X | | | X |
| - Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies | | | X | X | | X | X | | | | | X | X | | | | X |

IV: FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

| | PYC 5030 Statistics I | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 IB | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|---|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| A. DIVERSITY IN DEVELOPMENT AND LEARNING | | | | | | | | | | | | | | | | | |
| 1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes | | X | X | X | | X | X | | X | X | X | X | X | | X | X | X |
| 2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners | | | X | X | X | X | X | | X | X | | X | X | | | | X |
| 3. Recognizes personal biases or biases in others that influence decision making, instruction, behavior, and long-term outcomes for students | | | | X | | X | X | | | X | | X | X | | X | | X |
| 4. Recognizes the importance of promoting fairness and social justice in educational programs and services | | | | | | X | X | X | X | | X | X | X | | | | X |
| B. RESEARCH AND PROGRAM EVALUATION | | | | | | | | | | | | | | | | | |
| 1. Knows how to evaluate research | X | | | | | | | | X | | | X | X | | | X | X |
| 2. Knows how to translate research into practice | X | | | | | | | | X | | | X | X | | | X | X |
| 3. Understands research design and statistics | X | | | | | | | X | X | | | X | X | | | X | X |
| 4. Knows how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into program evaluation | X | | | | | | X | | | | | X | X | | | X | X |
| 5. Knows how to provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels | X | | | | | | X | | | | | X | X | | | X | X |

IV: FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY
C. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

| | PYC 5030 Statistics 1 | PYC 6400 ABA 1 & PYC 6410 ABA 2 | PYC 5420 Child & Adolescent dev | PYC 6030 Dev. Psychopathology | PYC 6120 Counseling for Sch Psych | PYC 6150 Consultation I | PYC 6160 Consultation II | PYC 6200 Psychoed IA & 6155 1B | PYC 6210 Psychoed II | PYC 6220 Psychoed III | PYC 6201, 6211, 6221 Field exp/preprac | PYC 6230, 6240, 6245 Practicum I,II,III | PYC 6250, 6260, 6270 Intern I,II,III | PYC 6300 Psych. Services in Sch. | PYC 6330 Legal & Ethical issues | PYC 6340 Educ research & writing | PYC 6490 Specialist Project |
|--|-----------------------|---------------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------|----------------------|-----------------------|--|---|--------------------------------------|----------------------------------|---------------------------------|----------------------------------|-----------------------------|
| 1. ETHICAL PRINCIPLES RELATED TO THE PRACTICE OF SCHOOL PSYCHOLOGY | | | | | | | | | | | | | | | | | |
| - knows the NASP <i>Principles for Professional Ethics</i> | | | | | | | | | | | | X | X | X | X | | X |
| - is familiar with the standards for educational and psychological tests (e.g., APA, AERA, NCME) | X | | | | | | | X | | | | X | X | | X | | X |
| - knows the importance of ethical practice in the use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission) | | | | | | | | X | | | | X | X | | X | | X |
| 2. LEGAL ISSUES RELATED TO THE PRACTICE OF SCHOOL PSYCHOLOGY | | | | | | | | | | | | | | | | | |
| - Knows the common laws and regulations governing the practice of school psychology | | | | | | | | | | X | | X | X | X | X | | X |
| - knows relevant case law that affects practice | | X | | | | | | | | | | X | X | X | X | | X |
| - knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination seclusion and restraint) | | X | | | | X | | | | X | X | X | X | | X | | X |
| - knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest) | | X | | | | X | | | | X | | X | X | | X | | X |
| 3. PROFESSIONAL FOUNDATIONS | | | | | | | | | | | | | | | | | |
| - understands the importance of advocating for children and their families (i.e., issues such as disproportionality, poverty, access, and equity) | | | X | | | X | | | | X | X | X | X | X | X | | X |
| - is familiar with the history of school psychology | | | | | | X | | | | X | X | X | X | X | X | | X |
| - recognizes the importance of lifelong learning and professional growth | | | X | | | X | | | | | X | X | X | X | X | | X |
| - is familiar with the importance and value of supervision and mentoring | | | | | | | | | | | X | X | X | | X | | X |

School Psychology Program Evaluation Meeting Form

University of Detroit Mercy

Purpose:

To review evaluation information, consider implications, & develop action plans to improve program.

Semester: Fall Spring Academic Year_____ Date of Meeting:

Faculty in Attendance:

Data Reviewed:

___ Individual PRAXIS II exam results

___ Intern case studies (GAS)

___ Student field logs

___ Student transcripts

___ Student Portfolios (formative & summative)

___ Student evaluations (by site supervisors)

___ Consumer ratings of intern performance

___ Evaluations (by students) of sites

___ Course evaluations

___ Applications for admission

___ Alumni & Employer surveys

___ Other _____

Action Plan(s)

School Psychology Program Meeting Form

University of Detroit Mercy

Purpose:

To document meeting notes, concerns, and other program-and student- related tasks

Academic Year/Semester _____

Date of Meeting: _____

Faculty in Attendance:

Data Reviewed:

Notes:

Action Plan Item(s)

| Goal | Activities/Tasks | Person(s) responsible | Projected Review Date |
|------|------------------|--------------------------|-----------------------------|
| | | | |

