

School Psychology Handbook **2016-2017**



Department of Psychology
Francis Marion University

ACKNOWLEDGEMENTS

This document is the result of the efforts of a number of people. The early program policies and guidelines, from which the School Psychology Handbook was largely developed, originally were conceived and written in the period of 1992-1996 by Dr. John Hester, who was the Option Coordinator at the time, and Dr. Sue Faykus, of the School Psychology faculty.

Continued elaboration of existing guidelines and the development of new guidelines were under taken by Dr. Sam Broughton from 1996 through 1998. While the policies and guidelines had served as the basis of option activities and expectations during this period, they had not been routinely distributed to students in a written format. The guidelines began being distributed to students during the 1998-1999 academic year as a packet of materials. In 1999-2000 Dr. Broughton organized this collection of guidelines and expectations into a student handbook. For the 2000-2001 Handbook, Dr. Bob Bridger was asked to coordinate a revision with the assistance of a graduate student task group composed of Crystal R. Hill, Christine Green, M.A. King, Ronda Pifer, and Stephanie Mathews. Since that time, the Handbook has been reviewed and revised annually by the School Psychology faculty. The current 2016 – 2017 Handbook is the cumulative result of the efforts of all of these people over more than a decade, with the most recent revisions contributed by Drs. Bridger, Broughton, Hester, and Hill-Chapman. Appreciation is expressed to all who have contributed to this endeavor.

USING THIS HANDBOOK

This handbook was created to serve as a guide to graduate psychology students. It should be consulted for information pertaining to the requirements of the Master of Science in Applied Psychology, School Psychology Option, the Specialist in School Psychology, and the Department and its faculty. Students should obtain a Francis Marion University Catalog and frequently review program and degree requirements. Nothing in this Handbook supersedes information contained in the Catalog.

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MISSION

The purpose of the School Psychology Option of the Master of Science in Applied Psychology (MSAP) and the continuing Specialist Degree in School Psychology (SSP) is to attract and train qualified students for placement as school psychologists in the Pee Dee Region's primarily rural and ethnically diverse school districts. The philosophy of this program is that graduates should be well versed in the empirical, theoretical and applied aspects of psychology, with a strong foundation in basic psychological principles and methodology. Likewise, graduates should be thoroughly grounded in the foundations of education and the organization and operation of schools. Since the practice of psychology in the school setting requires a specialized set of applied skills, courses in assessment, intervention, and consultation focus on children and adolescents and the social contexts within which they function, primarily the school and family systems. The training seeks to blend the components of scientific and applied psychology with knowledge of the school, family, and society to produce a practitioner who can function effectively in the unique role of a school psychologist. It is the philosophy of the program that skill development should proceed concurrently with knowledge acquisition, be clearly linked to ongoing classroom learning, and be fully mature by the time of internship. The goal of the option is to produce a graduate who can perform not only the daily activities of a school psychologist, but who also can think critically, be an empirical and creative problem solver, and serve as a leader within the school system and community.

The Department of Psychology at Francis Marion University (FMU), with the minimum 45 semester hour School Psychology Option of the Master of Science in Applied Psychology and additional continuing 30 semester hour Specialist in School psychology, seeks to produce graduates who have the array of skills necessary for autonomous practice as Level II (sixth year/ specialist level) certified school psychologists within South Carolina Public Schools. Additionally, it has been the commitment of the Department from the inception of the program to develop toward, attain and exceed national training standards for masters programs in psychology as set forth by the Master's in Psychology and Counseling Accreditation Council (MPCAC), and particularly for school psychologists as set forth in the National Association of School Psychologist's (NASP) Standards for Training Programs and Field Placement Programs.

Francis Marion University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The Master of Science in Applied Psychology Program at Francis Marion University is fully accredited by the MPAC. The Specialist in School Psychology is approved by the South Carolina State Department of Education (SCDOE), nationally approved by the National Association of School Psychologists (NASP) and nationally recognized as an advanced specialty training program by the National Council for Accreditation of Teacher Education (CAEP).

HISTORY

As a result of a 1990 needs assessment survey of area school districts, it was found that only about 50% of area school psychologists were graduates of the three then existing in-state graduate programs. School districts reported continuous and increasing difficulty recruiting out-of-state graduates to the rural Pee Dee area. Seven, or approximately one-third of the Pee Dee's districts, reported beginning a school year with at least one school psychology position unfilled. Conditions in other areas of South Carolina revealed similar shortages.

As the result of this critical regional and state need, FMU sought and received approval from the South Carolina Commission on Higher Education (CHE) in the spring of 1992 to offer a 48-semester hour program in school psychology leading to level I (master's level) certification. A second school psychology faculty member was hired in 1993 in support of the option. The State Department of Education (SCDOE) reviewed and approved the 48-semester hour program exceeded the typical 30-36 semester hour master's degree and produced highly competent graduates, as evidenced by evaluations of interns by field supervisors, comments from employers, and passing scores by all graduates on the ETS specialty examination in school psychology then required for certification.

However, the Department retained its commitment to move toward national standards as would be exemplified by a longer period of rigorous training culminating in level II (sixth year/specialist) certification. Such a commitment also was consistent with the needs of area school districts. At meetings of the FMU School Psychology Advisory Committee and in a 1995 needs assessment survey of area school districts, school personnel consistently reported very favorable experiences with FMU graduates, but also expressed a growing need for autonomously functioning level II

practitioners. As a result of the needs of regional schools and the commitment of the Department to advance the level of the School Psychology Option, a proposal was submitted to the CHE to modify the Option to 61 semester hours of training.

The 61-semester hour modification was approved by the CHE in the Spring of 1996. Review of the 61-semester hour option by the SCDOE was completed in the Spring of 1997, resulting in full approval in Spring 1998. In addition, in the Spring of 1998, the Department contracted with a consultant from a nationally recognized program in school psychology to review the FMU program and make recommendations for improvement. As a result of this review, a number of improvements were made, including modification of the method for arranging practica, which more fully integrated course and practicum work. In addition, the number of required practicum hours was increased. As a result, the program required a minimum of 68 semester hours. The program also required the student to be available during both daytime (practicum) and evening (course) hours in order to complete all required work.

Review of a self-study and a site visit by an accreditation team from the now titled MPCAC resulted in full accreditation of the MSAP program in 1998. As a result of recommendations flowing from the accreditation review and due to the expansion of the required hours in the School Psychology Option, the Department employed a third full-time school psychologist on the faculty beginning with the 1999-2000 academic year.

The School Psychology Option was well received by students and employers alike. Enrollment in the option held relatively stable at approximately 25 to 30 students, with approximately 7 students entering the program annually. Graduates were very successful at obtaining certification and employment, with every graduate obtaining employment with a school district for the next school year. Many were employed with the district in which they interned. A 2000 Needs Assessment Survey of school districts indicated that the need for school psychologists remained high in South Carolina. Twenty-six and a half positions remained unfilled in the 2000-2001 school year statewide and a similar vacancy level continued annually for a number of years. Approximately one-third of these vacancies typically occurred within Pee Dee Region school districts. Additionally, the Option became increasingly recognized in North Carolina. Several North Carolina students completed the option, and returned to North Carolina for employment. Most

were employed by the North Carolina school districts where they interned.

The School Psychology Option submitted an CAEP accreditation folio for NASP review in September 2001. This review resulted in full approval by NASP of the School Psychology Option as a specialist level training program and full accreditation by CAEP. Students completing the program on or after January 2001 have been eligible for both state and national certification. The School Psychology Option was successfully reaccredited through NASP/CAEP in fall 2005. An application for re-accreditation through MPAC was submitted in July 2007. Following a site visit by an accreditation team the following fall, the MSAP program was granted full re-accreditation. Thus, the MSAP Program and School Psychology Option have been successfully accredited and re-accredited by all applicable national accreditation organizations to date. In the spring of 2011, the School Psychology Option again was successfully recognized by NASP/CAEP through the fall of 2019.

On the basis of reports from interns and graduates that they were experiencing difficulties acquiring appropriate specialist-level certificates from state credentialing agencies in adjoining states and repeated requests to the program from such agencies for additional documentation, the Psychology Department began development of a Specialist in School Psychology degree proposal in 2004. While all students ultimately obtained appropriate certification levels, it was recognized that such difficulties could be removed with a change in the degree status of the program. The proposal progressed through the departmental and university review and approval process, culminating approval by the university in 2008-2009. The approval process was completed through the Southeastern Association of Colleges and Schools (SACS), and the South Carolina Commission of Higher Education (CHE) during 2009-2010. The program was approved to begin allowing students to enter and receive the Specialist in School Psychology degree during the 2010-2011 academic year.

The Department continues its commitment for training school psychologists to the highest levels of knowledge and competence according to existing national standards through a strong emphasis on knowledge attainment in psychological and educational foundations, assessment, intervention, and clinical problem-solving, statistics and research methodology, consultation, and professional issues in school psychology. Program developments and changes are ongoing. The School Psychology Option in psychology advocates a continuous and developmental

approach toward the mastery of applied skills concurrent with knowledge acquisition throughout the duration of the curriculum. The Option stresses the value of the individual, appreciation for human diversity, and competent, ethical and prudent practice within the context of professional standards and state and federal laws and regulations. Students should expect a rigorous and challenging course of student that culminates in the production of competent and confident school psychologists.

Accreditation and Recognitions

The Master of Science program in Applied Psychology adheres to the training of the Council of Applied Master's Programs in Psychology (www.camppsite.org) and is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC; www.mpacsite.org). The School Psychology Option is fully approved as a Specialist Level Training Program in School Psychology by the National Association of School Psychologists (<http://www.nasponline.org/certification/NASPAapproved.aspx>). Additionally, the School Psychology Option is nationally recognized by the National Council for Accreditation of Teacher Education as an Advanced Preparation Program in School Psychology (<http://www.ncate.org/public/stateInstit.asp?ch=106&state=SC>). As a result of NASP approval, graduates of the program are eligible for Nationally Certified School Psychologist (NCSP) recognition through NASP (http://www.nasponline.org/certification/becoming_NCSP.aspx) after obtaining a passing score on the PRAXIS II examination in School Psychology. Resulting from CAEP recognition, the School Psychology Option is recognized by the South Carolina State Department of Education as an Advanced Preparation Program in School Psychology, and graduates become certified as Level II (Specialist Level) School Psychologists upon satisfactory and documented completion of the program and after obtaining a passing score on the PRAXIS II examination in School Psychology. As a result of our NASP/CAEP approvals and SC DOE recognition as an approved training program, graduates are eligible to become Licensed Psychoeducational Specialists in the state of South Carolina upon completion of approved post-degree supervision and experience as a state certified School Psychologist II.

Goal

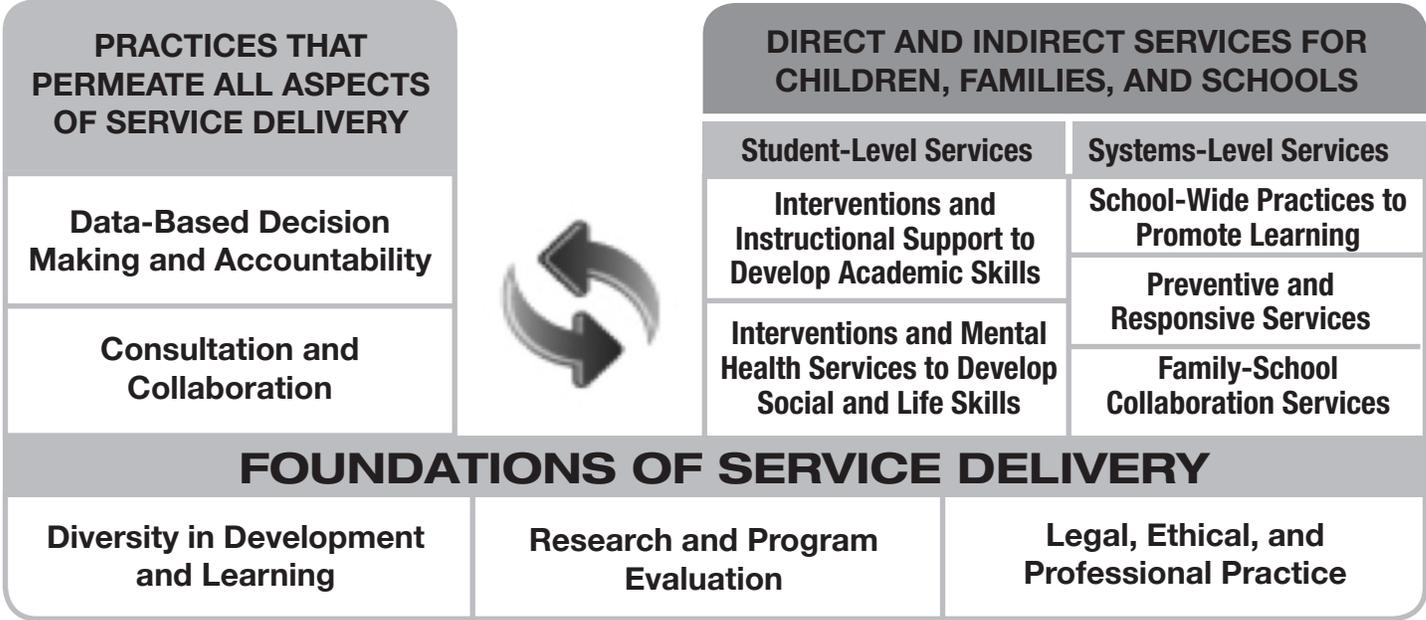
The goal of the Option is to produce a graduate who can perform competently, not only the daily activities of a school psychologist, but who also can think critically, be an empirical problem solver, and serve as a leader within the school system and community.

Objectives

Program training objectives are categorized according to NASP professional skills domains. Upon completion of training in the School Psychology Option of the MSAP/SSP at Francis Marion University, students are expected to meet the objectives as specified by the 2010 NASP Practice Model.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Models for Services by School Psychologists



HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Domain 2.1: Data-Based Decision Making and Accountability

- 1.1.1. School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- 1.1.2. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Domain 2.2: Consultation and Collaboration

- 2.2.1. School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups and systems that are used to promote effective implementation of services.
- 2.2.2. As part of the 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 with others during design, implementation, and evaluation of services and programs.

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills

- 2.3.1. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- 2.3.2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills

- 2.4.1. School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- 2.4.2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning and mental health.

Domain 2.5: School-Wide Practices to Promote Learning

- 2.5.1. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcome, learning, social development, and mental health.
- 2.5.2. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supporting learning environments for children and others.

Domain 2.6: Preventive and Responsive Services

- 2.6.1. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- 2.6.2. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 2.7: Family-School Collaborative Services

- 2.7.1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- 2.7.2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context to facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Domain 2.8: Diversity in Development and Learning

- 2.8.1. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- 2.8.2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Domain 2.9: Research and Program Evaluation

- 2.9.1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- 2.9.2. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Domain 2.10: Legal, Ethical, and Professional Practice

- 2.10.1. 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 for effective practice as school psychologists.
- 2.10.2. School psychologists demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

HOW DID THE SCHOOL PSYCHOLOGY OPTION CURRICULUM DEVELOP?

Having reviewed the goals and objectives of the School Psychology Option, the new student might wonder how these goals originated and developed; how the required courses and experiences relate to the goals and objectives; and how the student's performance will be evaluated in regard to these goals and objectives.

Regional Needs and Advisory Committee

First and foremost, the Option grew out of recognition of the need for well-trained school psychologists for the Pee Dee Region. The graduate program in psychology at FMU originated in the mid- 1970s as the result of requests from Pee Dee area agencies and students for such a program. The program remained somewhat generic and flexible, with students being able to pursue multiple options according to their interests until the early 1990s. As accrediting and licensing bodies and the State Department of Education began to require that graduates demonstrate training from "designated" programs in order to be credentialed, the need for designated options became apparent. As a result, MSAP was divided into two options, each designed to comply with and meet the criteria of relevant accrediting bodies. Ultimately, the school psychology option developed into the M.S. plus SSP program in which you currently are enrolled. You may wish to review the School Psychology Option's history, as outlined in the first chapter at this point.

The School Psychology Option maintains and relies on an Advisory Committee composed of special education and school psychology directors from regional school districts (typically individuals who participate directly in the program through granting or supervising internships), school psychologists from regional districts, faculty members from relevant units of the university, and others to advise and comment on curricula, program directions, and student quality. The object of this exercise is to insure that graduates of the Option are optimally trained to meet the needs of the communities that they will serve. This group reviews program objectives, practices, and plans to this end. The requirements you must meet come, in no small measure, from your future employers, colleagues, and consumers.

Program Goals and Accreditation

No matter how much a school psychology training program might wish to pursue its own designs or tailor itself solely to local needs, other influences must be considered. There is a scientific and professional body of knowledge and practice that is the result of research, evaluation and consensus at the national and international level. Best practices can, and should, be adopted from others in various locations and situations. Students trained at FMU may not always wish to remain in the Pee Dee regions of South and North Carolina. National accreditation organizations serve the vital function of expanding horizons and raising the bar for professional knowledge and practice.

The MSAP program is accredited by MPCAC. The School Psychology Option is accredited and approved under the CAEP/ NASP review process. Undergoing these reviews dictates that the program complies with a variety of requirements. Students should understand that the program elects to comply with these requirements in recognition of the contribution that this makes to enhanced training and the quality of our graduates. You will be a better psychologist as a result of these efforts. You also will experience a more rigorous and demanding program than you might have otherwise. However, you also will exit the program with an impressive set of professional skills and credentials.

Thus, our program objectives derive from the joint efforts of the faculty and members of the regional advisory committee under the significant additional influence of national and state accrediting and credentialing bodies. The courses and experiences prescribed by the curriculum flow directly from these objectives.

Objectives previously were listed under the NASP skill domains to which they apply to assist the Option in meeting accreditation requirements and to illustrate the relationship between our training goals and the Domains of School Psychology Training and Practice contained in the Standards for Training and Field Placement Programs in School Psychology. You should familiarize yourself with these NASP skill domains and our program objectives.

To help you understand the relationship of the program objectives to your course requirements, a course-objectives matrix is provided (see following pages). Faculty members use it to guide and inform course syllabus development and course execution. You should use it to integrate your learning experiences as you progress through the option.

DOMAIN											
COURSE	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	TOTAL DOMAINS
EDUC 637			X		X	X					3
PSY 601					X	X		X			3
PSY 602	X			X				X			3
PSY 604	X	X		X							3
PSY 605				X		X		X			3
PSY 606	X		X	X							3
PSY 615				X		X		X			3
PSY 616	X		X	X							3
PSY 632	X								X		2
PSY 634		X	X			X					3
PSY 635			X					X	X		3
PSY 646	X		X	X							3
PSY 649	X	X	X								3
PSY 650					X		X			X	3
PSY 674	X		X		X						3
PSY 701							X	X		X	3
PSY 703					X			X		X	3
PSY 709		X					X	X			3
PSY 714	X			X		X					3
PSY 774	X	X	X								3
PSY 759	X					X			X		3
TOTAL COURSES	11	5	9	8	5	7	3	8	3	3	

DOMAIN											
PRACTICA	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	TOTAL DOMAINS
PSY 600A					X		X	X		X	3
PSY 600B/606	X		X	X				X			3
PSY 600B/616	X		X	X							3
PSY 600B/646	X		X	X							3
PSY 600C/604	X	X		X							3
PSY 600C/674	X	X	X								3
PSY 700C/703					X			X		X	3
PSY 700C/714	X			X		X					3
PSY 700C/ 774	X	X	X								3
PSY 700E	X	X	X	X	X	X	X	X	X	X	10
PSY 799F	X	X	X	X	X	X	X	X	X	X	10
PSY 799S	X	X	X	X	X	X	X	X	X	X	10
TOTAL PRACTICA	10	6	8	8	5	4	4	6	3	5	

Evaluating the Option and Its Students

To help the Option determine whether it is meeting its objectives and successfully teaching the NASP Domains of professional practice, students and the Option itself must be assessed and evaluated. The Option has been evaluating you from the moment you applied for admission. The MSAP/SSP admission criteria have been carefully developed and monitored to determine whether they result in the selection and admission of students likely to succeed in a graduate psychology program and as school psychologists. At the same time, we seek to maintain admission criteria that do not exclude qualified students. During your course and practicum work you will be tested, observed during presentations and clinical performances, and rated by both university and field supervisors. Most importantly you will be required to perform adequately on specific “key performances” that

occur at prescribed times during your tenure in the program, and which serve as significant indicators of your mastery of the curriculum, required skills, and the NASP Domains. Outcome decisions regarding your status in the Option as well as decisions about the Option’s success are based upon these assessments which are described in detail in the section entitled Francis Marion University’s School Psychology Program’s Assessment Plan found beginning on page 13 of this *handbook*. However, a quick summary of the timelines, data sources, and outcomes of this process are described in the table that follows. Approach your course and practicum work and the development of your program of study with full awareness and anticipation of these required experiences, these evaluation components, and the reasons for them.

Evaluation Point	Assessment	Possible Outcomes
Entry	Undergraduate GPA GRE scores Written Personal Statement Prerequisite courses	1. Admission 2. Personal-Development/Reapplication 3. Admission Denial
First Year Courses	Maintain 3.0 or higher GPA In courses and practica: Tests Papers Presentations University & Field supervisor evaluations	1. Sit for First Year Review 2. Remediation 3. Academic Probation
First Year Review	Maintain 3.0 or higher GPA Portfolio Review Oral Examination Written Examination	1. Continue to 2 nd year courses 2. Remediation 3. Probation 4. Dismissal
Second Year Courses	Maintain 3.0 or higher GPA In courses and practica: Tests Papers Presentations University & Field supervisor evaluations Key Performances: Comprehensive Evaluations Academic Intervention Case Study Counseling Case Study Consultation Case Study Psychoed. Evaluation & Report Behavioral Intervention Case Study	1. Application for Internship 2. Application for temporary Certification 3. Remediation 4. Probation 5. Dismissal
Master’s in Applied Psychology	Maintain 3.0 or higher GPA Portfolio Review	1. Application for Admission to SSP 2. Application for Graduation 3. Graduation 4. Remediation 5. Probation 6. Dismissal
Application for Internship/ Second Year Review	3.0 Cumulative GPA or higher Portfolio/Key Performance Review Oral Examination Written Examination Course and Practica work complete	

Evaluation Point	Assessment	Possible Outcomes
Internship	Field supervisor evaluations University supervisor evaluations Applied research/program evaluation In-service presentations Portfolio review Four Case Studies (70%) Oral Examination Praxis II Examination Assessment Reports	Application for Graduation Graduation PRAXIS Examination State Certification National Certification Employment
Specialist in School Psychology Degree	Employer surveys Alumni surveys	Program revisions/improvements

Francis Marion University's School Psychology Program Assessment Plan

1.	Content Knowledge I	Praxis II School Psychology Exam	Prior to graduation	≥147
2.	Content Knowledge II	Course Grades	During Course Embedded Assessments	Maintain a 3.0 or higher GPA
3.	Professional Knowledge, Skills, and Dispositions	Practicum Competency Assessment	After completing each practica	2.0 average across domains for 600A, 600B, and 600C 3.0 average across domains for 700B, 700C & 700E
		Practicum Portfolio	At the end of the first and second year	2.0 average for 600A, 600B, and 600C 3.0 average for 700B, 700C & 700E
4.	Pedagogical and Professional Knowledge, Skills, and Dispositions: Internship Evaluations by Field/Site Supervisors	Intern Competency Assessment	Once each semester during internship	4.0 average across domains by the end of internship
5.	Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive Performance-Based Assessment of Candidate Abilities Evaluated by Faculty During Internship	Intern Competency Assessment	At the end of internship	4.0 average
		Internship Portfolio Case Studies	Once each semester during internship	4.0 average
6.	Effects on Student Learning Environments	Case Studies	At the end of internship	≥ 70%
			While completing 600B, 600C 700C, & 700D Four during internship • Academic Intervention, • Behavioral Intervention, • Counseling, & • Consultation	≥ 50% for 600C ≥ 60% for 700C ≥ 70% by the end of internship
7.	Content Knowledge II	Research Project Oral Exam	At the end of the first and second year	Presenting the findings ≥ 2.0 across domains for first year students ≥ 3.0 across domains for second year students
		Written Exam	At the end of the first and second year	≥ 40% for first year ≥ 50% for second year
8.	Consumer Satisfaction	Intern Exit Interview Alumni Surveys Employer Surveys	Before Graduating After Graduation After Graduation	

Information for each Type or Form of Assessment

The following is a brief summary of each of the types or forms of assessment presented in the previous two tables. It should be noted that students who do not meet the required passing criterion will be asked to meet separately with their advisor and/or the remainder of the faculty to develop a remediation plan that will help address areas of weakness. Remediation may include but is not limited to: retaking the form of assessment, retaking the course/practica, presenting another case study, or completing other activities that focus on the area of weakness. Remediation plans will be discussed with the student prior to their implementation. In cases where remediation plans have failed, students may be dismissed from the program.

Praxis II School Psychology Exam

You must schedule to take the PRAXIS II®: Subject Assessment - Praxis Series School Psychology Exam (Test Code 5402) and obtain a passing score of 147 prior to completing internship. This test is offered several times during the year and information can be obtained from the FMU Counseling and Testing Center, the School Psychology Option Calendar, or the ETS web site. It is recommended you take it the summer before you embark on internship. Our graduates traditionally have done very well, but you should allow yourself the opportunity to retake it, if necessary, during your internship. You want to have a passing score prior to the end of your internship to expedite the certification process. **REQUIRED: Designate FMU to receive your scores as well as the SCDOE.** When you receive your score report, you must duplicate all pages and place it in your internship portfolio. This information is used in institutional effectiveness and program evaluation decisions and must be received before you can be recommended for certification. Failure to provide scores to FMU on the Praxis II® will delay the Department's verification of your completion of program requirements!

Course Grades

In order to progress through the program, students must achieve and maintain a 3.0 cumulative grade point for all graduate courses. For the assessment and intervention sequence of courses, students must achieve a B or better to progress to the next course in the sequence.

For the assessment sequence this means students must make a B or better in PSY 606/600B in order to move on

to PSY 616/600B. A B or better must then be achieved in PSY 616/600B in order to move on to PSY 646/600B.

For the intervention sequence this means that students must make a B or better in PSY 604/600C in order to progress into PSY 674/600C. Likewise, a B or better must be achieved in 674/600C in order to progress into 774/700C.

Portfolios

The portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional goals and competencies. It can provide data on student progress as well as provide data about the extent to which the program's goals have been met. The portfolio facilitates the assessment of and feedback about practice-related skills, which are difficult to measure through traditional comprehensive examinations. Many of the important competencies in school psychology can only be acquired through field-based experiences. The portfolio is an approach to documenting the student's development of these competencies, as well as those obtained through course work. Students will review and critique their own portfolios, as well as review their peers' portfolios.

During the first year of study, students must obtain a 2.0 average on the portfolio in order to progress to the second year of study. After completing the second year of study, students obtain an average of 3.0 on the portfolio in order to progress to internship. Students will be expected to obtain a 4.0 average on the portfolio in order to graduate from the program. The scoring rubric for these portfolios can be found at <https://www.surveymonkey.com/r/FMU-PORTFOLIORUBRIC>. Further information on the portfolio can be found in Appendix N of the School Psychology Handbook.

Practica and Internship Competency Assessment

Prior to completing all practica and internship, students will be evaluated by both their field/site supervisor and their faculty (university) supervisor. Students enrolled in 600A, 600B, and 600C are expected to average a ≥ 2.0 across domains. Students enrolled in 700B, 700C, 700D, & 700E are expected to average a ≥ 3.0 across domains. Students enrolled in internship are expected to average a ≥ 4.0 across domains by the end of internship. Further information as well as the scoring rubrics regarding these assessments can be found in Appendix N.

Case Studies

All students must provide the completed case studies from the following four courses: Behavioral Assessment and Intervention, Academic Assessment and Intervention, Child/Adolescent Counseling and Therapy, and Psychological Consultation in Schools and Agencies. In addition, students need to include at least interim reports on their case studies. After completing their cases, students are expected to replace their interim reports with their final, graded report. In the case studies, rationales should be provided for the decisions made (e.g., selection of intervention strategies). The case studies will be reviewed for both content as well as writing and communication skills.

During each intervention course as well as the consultation course, students will be required to complete case studies that conform to the rubric found at <https://www.surveymonkey.com/r/FMU-CASESTUDYRUBRIC>. Students enrolled in PSY 604/600C are expected to complete the case study with a $\geq 40\%$. Students enrolled in PSY 674/600C, PSY 714/700C, and 774/700C are expected to complete the study with a $\geq 60\%$. Interns are expected to complete all four case studies (academic, behavioral, counseling, and consultation) with a $\geq 70\%$. Further information regarding the case studies can be accessed in Appendix N of the School Psychology Handbook.

Research Project

The applied research project is conducted during the internship. It is intended to provide the intern with the experience of conducting research, needs assessments, empirically evaluated group or systems-level interventions, and/or program evaluations in an applied setting. The project should address needs of the school system or provide results that will enhance the system's programs. While not meant to be of the same intensity as a thesis, it is expected that the project will involve hypotheses, a research design or project plan, operationalized measures, data collection and analysis, and a written report. It also is expected that the nature and results of the project should prove to be of benefit to the school system, programs, or a significant population of students. The results of the project will be presented to the school system as requested or prescribed by the system, and will be presented to peers, faculty, and the university community at the spring university-wide research poster fair.

Oral Exam

An oral exam is given to students at the end of their first and second year of study. Students will be required to integrate their knowledge across classes for this exam to determine their approach to a case and their preparedness for further study within the program. Students who are completing their first year, will be expected to average ≥ 2.0 across domains in order to progress to their second year of courses. Students who are completing their second year, will be expected to average ≥ 3.0 across domains in order to progress to internship. The rubric for scoring the oral exam can be accessed through the following web link <https://www.surveymonkey.com/r/FMU-ORALEXAM>

Written Exam

A written exam is given to students at the end of their first and second year of study. Students will be given a 90-item multiple choice exam that mimics the exam format of the **PRAXIS II® Subject Assessment - Praxis Series School Psychology Exam**. This exam, along with other assessments, provides indicators of student readiness for further study within the program. Students who are completing their first year, will be expected to average $\geq 40\%$ on the exam in order to progress to their second year of courses. Students who are completing their second year, will be expected to average $\geq 50\%$ on the exam in order to progress to internship.

Practica and Internship Competency Assessment

In order to continue to assess customer and consumer satisfaction a variety of instruments are used. Upon completion of the program, interns are requested to complete an anonymous questionnaire as well as an exit interview. In addition, alumni and employer surveys are used to ensure that the program is meeting the needs of the environments in which our students are later employed.

PROGRAM OF STUDY – The Visible Curriculum

Advising and Your Advisor

The letter of acceptance into the School Psychology Option contains the name of each student's assigned advisor. Each school psychology student should contact his or her advisor upon arrival on campus. Immediate advisement and registration into classes for the current term will be required. In addition, a program of study should be developed for each new student as soon as possible. The program of study will serve as a guide to which courses to take in a given term throughout the student's tenure in the program. Programs of study are developed to allow students to proceed through the program in a 3-year sequence (7 to 12 semester hours per term) that requires students to be enrolled continuously during every term for the years included in the program and course prerequisites and sequences must be followed.

It also should be noted that, while courses are offered in the late afternoon and evening, practicum experiences are scheduled during the normal school day. Each practicum is expected to require **50 or more** clock hours during normal work hours. Students who feel they may need to take longer than 4 years to complete the program, who cannot be enrolled during every term, who cannot devote 50 or more daytime hours to each practicum experience per term, or who cannot commit to a full-time, one academic year internship may need to reconsider their commitment to their studies and to becoming a school psychologist.

Students should be aware that individual graduate psychology courses are offered only once per year, and only during a specified term. If a course must be missed for any reason, it will be a year before it is available again.

A maximum of 6 semester hours may be transferred from a regionally accredited institution. No credit is given for workshops or from learning experiences that cannot be verified by graduate transcript from a regionally accredited institution. No credit is given for course work taken for undergraduate credit. No credit is given for audited course work.

Students also should realize that certain courses have prerequisite requirements, so that to be ready for a particular course at the time it occurs in the schedule, required prior course work must have been completed.

For these reasons, it is essential that students work closely with their advisors and mentors to develop a planned course of study early in their first semester of study. It also should be noted that some prerequisite courses require a grade of B or higher in order to be permitted to enroll in the next course in the course sequence.

Students should monitor their progress through the program and insure that all required courses are completed. A course checklist is available to assist the student (see Appendix A). In addition to simply monitoring course completion, students also should monitor their performance in each course and be alert for *three milestones* in their programs.

The *first milestone*, students must sit for the first year review after completion of 22 semester hours of study. The first year review requires: 1) full admission to the School Psychology Option, 2) a cumulative grade point average of 3.0 or higher on all graduate work, 3) an approved program of study on file with the advisor, 4) meet with school psychology faculty to assess current progress, 5) oral examination, and 6) written examination.

The *second milestone* involves application for graduation with the Master of Science after the completion of 45 hours and reapplication for the Specialist in School Psychology.

The *third milestone* involves internship. To be eligible for internship, the student must have 1) completed all required course and practicum work prior to the semester in which internship is to begin, 2) meet with the school psychology faculty to demonstrate their mastery of the minimally required knowledge to practice as an intern through oral and written examination, 3) obtained intern certification from the South Carolina Department of Education as a school psychologist, 4) obtained an internship site and negotiated an internship contract with the school system and academic advisor (see Certification and Internship Planning).

A checklist that will help you determine whether or not you are ready for each milestone can be found at <https://www.surveymonkey.com/r/FMU-PORTFOLIOREQUIREMENTS>. At the end of this checklist you see a Remediation Plan form that will be used in planning for improving areas of weakness that were noted on the School Psychology Program Progression Checklist.

Mentors – Successful Second Year Students

A mentoring program is available to help new students acclimate themselves to the program. All entering students interested in being assigned a mentor must attend the orientation meeting. At this meeting, a mentor will be assigned to you. The mentor's role will be to assist you with any questions or problems you may have adjusting to graduate school and the program. You will be given their phone number(s) and email address and they will be available at reasonable hours to offer any assistance you may need.

Each year the School Psychology Program nominates one student to be the NASP Student Leader. The mentor program is coordinated by the NASP Student Leader for each academic year and will connect students seeking mentors with willing second or third year students.

Psychology Graduate Student Association (PGSA). The Psychology Graduate Student Association (PGSA) is an organization of the graduate students in the Department of Psychology. Its primary purpose is to provide encouragement and fellowship for the students as well as providing opportunities to develop skills and direction in professional development. The representative to the PGSA for the School Psychology Program is the NASP Student Leader. The School Psychology Program Coordinator and the Clinical Psychology Program Coordinator are co-advisors for the PGSA School Psychology and Clinical Psychology Programs, respectively.

Graduate Catalog

The Graduate Catalog for the student's year of entry contains the required courses and regulations for each student. Each student should obtain and keep a copy of this catalog for the duration of his or her tenure in the MSAP and SSP Programs. It is the student's responsibility to be familiar with and adhere to all regulations, requirements, and deadlines specified in the catalog. Failure to adhere to requirements or meet deadlines can delay or endanger graduation from the program.

Required Courses

Courses numbered 600 and higher are exclusively for graduate credit and may be taken only by graduate students admitted as degree or non-degree students into the MSAP or SSP program. Courses numbered 700 and higher are specialist level (SSP) courses.

Courses required in the School Psychology Option are as follows:

Basic Research Core Courses (15 hours)

PSY 602	Biological Basis of Behavior
PSY 605	Personality and Social Psychology
PSY 632	Quantitative Psychology
PSY 634	Developmental Psychology
PSY 635	Learning and Cognition

Applied Core Courses (20 hours)

PSY 600A	Practicum: Professional School Psychology
PSY 615	Child/Adolescent Psychopathology
PSY 649	Psychological Consultation in Schools and Agencies
PSY 700E	Practicum: Pre-internship Practicum
PSY 709	Consultation with Diverse Families and Communities
PSY 759	School-Wide Prevention, Intervention, and Crisis Programs
PSY 799F	Internship: School Psychology
PSY 799S	Internship: School Psychology

Applied Assessment Courses (12 hours)

PSY 600B	Practicum: Assessment
PSY 600B	Practicum: Assessment
PSY 600B	Practicum: Assessment
PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavioral Disorders
PSY 646	Advanced Topics in Child and Adolescent Assessment

Applied Specialty Courses (9 hours)

PSY 601	Psychology of Intellectual and Neurodevelopmental Disabilities
PSY 650	Foundations of School Psychology: History, Ethics, and Legal Issues
EDUC 637	Foundations of Reading

Note: For your convenience, course descriptions are included in Appendix B.

Applied Intervention Courses (19 hours)

PSY 600C	Practicum: Consultation/Intervention
PSY 600C	Practicum: Consultation/Intervention
PSY 700C	Practicum: Consultation/Intervention
PSY 700C	Practicum: Consultation/Intervention
PSY 604	Behavioral Assessment and Intervention
PSY 674	Academic Assessment and Intervention: Literacy
PSY 703	Counseling for Social Justice and Diversity
PSY 714	Child/Adolescent Counseling & Therapy
PSY 774	Academic Assessment & Intervention: Numeracy

Course Sequence and Groups

Students are accepted for entry into the program for Fall entry only.

The course sequences and groupings are based on several factors. Groupings generally refer to courses that deal with conceptually similar or complementary subject matter. Course sequences also group conceptually similar material. However, they also include prerequisite relationships that require a progressive or developmental increase in knowledge or skill as subsequent courses are completed. These groupings and sequences are noted below.

Basic Core Research Courses

These courses provide essential knowledge in the core foundation areas of psychology, including biological basis of behavior, human learning and cognition, human development and individual differences, social and cultural bases of behavior, statistics and research methodologies.

PSY 602	Biological Basis of Behavior
PSY 605	Personality and Social Psychology
PSY 632	Quantitative Psychology
PSY 634	Developmental Psychology
PSY 635	Learning and Cognition

Educational Foundations and Professional School Psychology (8 hours)

These courses provide an orientation to the profession of school psychology and the organization and operation of the schools. The same philosophy applies to these courses as to the Basic Research Core. PSY 600A is required during the students first Fall semester. PSY 700E is taken the Spring semester prior to internship within the internship school district (intended).

PSY 600A	Professional Psychology Practicum
PSY 700E	Pre-Internship Practicum
PSY 650	Professional and Ethical Issues in School Psychology
EDUC 637	Foundations of Reading

Individual Differences, Psychopathology, Disability Courses (13 hours)

This category is designed to be integrated with knowledge of individual differences and normal development presented in PSY 605 and 634 by coverage of ways in which normal development can go awry or psychopathological processes can affect development. It is composed of three courses. However, students should note that PSY 606 from the Assessment Sequence is a co-requisite for PSY 615. PSY 615 is a prerequisite for PSY 616 in the Assessment Sequence.

PSY 700C	Practicum: Consultation/Intervention
PSY 601	Psychology of Intellectual and Neurodevelopmental Disabilities
PSY 615	Child/Adolescent Psychopathology

PSY 703	Counseling for Social Justice and Diversity
PSY 709	Consultation with Diverse Families and Communities

The Assessment Sequence (12 hours)

These courses, in concert with associated practica (PSY 600B), provide a foundation in measurement theory and psychometrics, basic and advanced competencies in test administration and interpretation, and the use of tests and other assessment procedures for diagnosis, clarification, and placement and treatment recommended with diverse populations of individuals. Assessment courses must be completed in the following order:

PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
PSY 600B	Practicum: Assessment
PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavioral Disorders
PSY 600B	Practicum: Assessment
PSY 646	Advanced Topics in Child and Adolescent Assessment
PSY 600B	Practicum: Assessment

The Intervention/Consultation Sequence (21 hours)

These courses, in concert with associated practica, provide increasing skill development in assessment for intervention, progress monitoring, clinical problem solving, and data based decision making, direct multimodal intervention development and application, and indirect intervention through consultation and system change. Please note that PSY 649 is recommended as a corequisite to PSY 604. PSY 604 is a prerequisite for PSY 674. PSY 674 is a prerequisite to PSY 774. PSY 774 is recommended as a corequisite for PSY 714.

PSY 604	Behavioral Assessment and Intervention
PSY 600C	Practicum: Consultation/Intervention
PSY 649	Psychological Consultation in School and Agencies
PSY 674	Academic Assessment and Intervention: Literacy
PSY 600C	Practicum: Consultation/Intervention
PSY 714	Child/Adolescent Counseling and Therapy

PSY 700C	Practicum: Consultation/Intervention
PSY 774	Academic Assessment and Intervention: Numeracy
PSY 759	School-Wide Prevention, Intervention and Crisis Programs

Course Schedule

As noted earlier, each graduate psychology course is offered only once per year during a designated term. Development of a plan of study must take this into consideration. Courses are currently being offered according to the following schedule:

Fall Semester Courses

PSY 600A	Practicum: Professional Psychology
PSY 600B	Practicum: Psychological Assessment
PSY 600B	Practicum: Psychological Assessment
PSY 600C	Practicum: Consultation/Intervention
PSY 700B	Psychological Assessment Practicum
PSY 602	Biological Basis of Behavior
PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
PSY 615	Child/Adolescent Psychopathology
PSY 646	Advanced Topics in Child and Adolescent Assessment
PSY 650	Foundations of School Psychology: History, Ethics and Legal Issues
PSY 674	Academic Assessment and Intervention: Literacy
PSY 799F	Internship: School Psychology

Spring Semester Courses

PSY 600B	Practicum: Assessment
PSY 600C	Practicum: Consultation/Intervention
PSY 700C	Practicum: Consultation/Intervention
PSY 700E	Practicum: Pre-internship Practicum
PSY 604	Behavioral Assessment and Intervention
PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders
PSY 632	Quantitative Psychology
PSY 649	Psychological Consultation in Schools and Agencies
PSY 714	Child/Adolescent Counseling and Therapy
PSY 774	Academic Assessment and Intervention: Numeracy
PSY 799S	Internship: School Psychology

Summer Courses

PSY 605	Personality and Social Psychology
PSY 634	Developmental Psychology
EDUC 637	Foundations of Literacy
PSY 759	School-Wide Prevention, Intervention, and Crisis Programs
PSY 601	Psychology of Intellectual and Neurodevelopmental Disabilities
PSY 635	Learning and Cognition
PSY 703	Counseling for Social Justice and Diversity
PSY 709	Consultation with Diverse Families and Communities
PSY 700C	Practicum: Consultation/Intervention

PRESCRIBED Program of Study

FIRST YEAR

FALL I	HOURS	SPRING I	HOURS	SUMMER I	HOURS
PSY 600A	1	PSY 600B	1	PSY 601	3
PSY 600B	1	PSY 600C	1	PSY 605	3
PSY 606	3	PSY 604	3	PSY 634	3
PSY 615	3	PSY 616	3	PSY 635	3
PSY 650	3	PSY 649	3		

SECOND YEAR

FALL II ¹	HOURS	SPRING II	HOURS	SUMMER II	HOURS
PSY 600B	1	PSY 700C	1	PSY 700C	1
PSY 600C	1	PSY 700E	1	EDUC 637	3
PSY 602	3	PSY 632	3	PSY 703	3
PSY 646	3	PSY 714	3	PSY 709	3
PSY 674	3	PSY 774	3	PSY 759	3

INTERNSHIP

FALL III ²	HOURS	SPRING III	HOURS
PSY 799F	3	PSY 799S	3

Notes:

¹During this semester, students will apply for graduation with the Master of Science after completing 45 hours. They will also apply in the graduate office for admission into the Specialist in School Psychology program during the same semester.

²Programs of study should be developed so that internships begin with the fall semester. Requests to begin internship in the spring semester will be denied.

FINANCIAL ASSISTANCE DEPARTMENTAL ASSISTANCE

The Psychology Department offers several scholarships and assistantships, which are available on a competitive basis. These are described below. Students must complete an application (forms available in department office) and submit it by the application deadline to indicate their interest in receiving one of these scholarships and/or assistantships.

All applications returned by the specified deadlines will be reviewed for academic merit by the Psychology Department faculty. Determination of merit includes consideration of academic performance at the applicant's baccalaureate institution and, for currently enrolled graduate students, in the MSAP/SSP program. For the PSY 216 teaching assistantships, potential for effective instruction is an additional consideration.

Scholarships

The Department has a limited number of \$250 scholarships available to graduate students enrolled in the MSAP/SSP program. Out-of-state students who receive a scholarship in the amount of \$250 or more per semester are eligible to receive a waiver of out-of-state tuition. Awards made in the spring and used toward that spring semester's tuition also can apply toward the subsequent summer semester's tuition. Both in-state and out-of-state students are considered for these awards, and award decisions are based solely on academic merit. These scholarships are renewable for 6 consecutive semesters (i.e., 3 academic years) or for a period of time approved by the Department, contingent upon continuous enrollment in the MSAP/SSP program and satisfactory progress in the course of study. To apply for one of these scholarships, students must complete the Application for Departmental Scholarships and Assistantships and submit it by March 15th for fall semester decisions and October 15th for spring semester decisions.

Assistantships

Various assistantships are available to students enrolled in the MSAP/SSP program. All assistantships entail approximately 20 hours of work per week. Assistantships typically available within the Psychology Department include Department Assistantships, Psychology 216 Teaching Assistantships, and Richardson Center for the Child.

PSYCHOLOGY DEPARTMENT ASSISTANTSHIPS

Department Assistantships

Students who receive these assistantships serve as front desk assistants in the Psychology Department. Duties include assisting the departmental Administrative Associate with tasks related to running the undergraduate and graduate programs as well as assisting faculty members in the Psychology Department. (\$3500 per semester).

PSY 216 Teaching Assistantships

Students who serve as teaching assistants run lab experiences for the undergraduate PSY 216 course. Duties include delivering lectures, running research lab experiences, one-on-one interactions with undergraduate students, and grading student assignments. (\$4000 per semester).

Richardson Center for the Child

The student placed at the Center for the Child assists with administrative tasks involved in running the research, clinical, and childcare components of the Center. (\$3500 per semester for 20 hours per week).

ASSISTANTSHIPS OUTSIDE OF THE PSYCHOLOGY DEPARTMENT

Assistantships outside of the Psychology Department may include those listed below. Information regarding additional assistantships will be made available via email and in the Department of Psychology office as such opportunities arise.

FMU Office of Counseling and Testing

The graduate assistant placed at the Office of Counseling and Testing helps manage the daily tasks involved in running the office as well as assists Dr. Rebecca Lawson and Ms. Yulaundra Heyward with support activities involved in their teaching and clinical activities. (\$3500 per semester). Additionally, Dr. HillChapman and Dr. Broughton, of the School Psychology Option, provide assistance to Dr. Lawson in the evaluation and review of FMU students applying for ADA accommodations and periodically may be able to include and supervise other

advanced school psychology option students for participation in portions of the necessary evaluations.

FMU Student Health Services

The Student Health Service graduate assistantship is largely a clerical position. The assistant's duties include scheduling appointments, filing, and assisting with immunization forms. The graduate assistant supports the Coordinator of Health Services with any needed tasks. No patient care is involved, and there is no risk of blood exposure. (\$3500 per semester)

FMU Office of Career Development

The graduate assistant serving in the Office of Career Development advises students in career exploration, administers the DISCOVER Inventory Assessment, and tutors students in developing their resumes. The assistant also helps plan and execute events that are sponsored by the Office of Career Development, such as the FMU career fair. (\$3500 per semester)

FMU School of Education Assistantships

Students who receive these assistantships aid faculty in the School of Education with their professional duties. It is preferred that students have experience with software such as Microsoft Word, Access, Excel, and PowerPoint, as well as Smartboard and Endnote applications. Familiarity with APA publication style also is helpful. (\$3000 per semester [14 weeks, 15 hours per week or 10 weeks, 20 hours per week])

FMU Central Advising Center

The graduate assistant serving in the Central Advising Center will assist the Director and Associate Director of the Center for Academic Success and Advisement as needed. This position is for a stipend of \$3,500 per semester. For additional information, contact:

Dr. Jennifer Kunka, Professor of English
Founders Hall, Office 115
(843) 661-1520

STUDENT LOAN PROGRAMS

The University administers a variety of loan programs including federal, state, and institutionally backed loans. For additional information, contact:

Ms. Kim Ellisor, Director
Office of Financial Assistance
843-661-1190

Please be aware that it is each student's responsibility to understand his/her financial aid situation, including the course load requirements for receiving aid as well as terms of repayment. It is not the responsibility of the Psychology Department faculty and staff to monitor your financial situation or to make you aware of the various criteria for obtaining and maintaining financial aid. Such issues are particularly important in planning for summer sessions and for the completion of internship. It is imperative that students plan ahead and take measures necessary to insure that their financial needs are being addressed (i.e., they are not enrolled in any courses during the end of their internship, which makes them ineligible for some loans).

Thus, students need to plan ahead in order to successfully complete the master's program on time and with appropriate financial assistance. It is imperative that students adhere to the model program outlines; however, in order to do so, students may need to pay out of pocket for some summer tuition expenses and then be reimbursed later in the form of a change check. Students are strongly encouraged to speak with the Office of Financial Assistance throughout their tenure in the program, and to consult with the Psychology Department faculty should they have questions about program requirements or need documentation regarding their enrollment status or course loads.

ESTABLISHING IN-STATE RESIDENCY

The South Carolina residency law provision allows institutions to waive out-of-state fees for students if they are employed full-time in South Carolina and are in the process of establishing domicile in the state. In order to be considered for an out-of-state waiver, you must visit the FMU Admissions Office and provide the following documentation:

1. South Carolina driver's license (required)

2. Letter from your employer stating your employment start date, and that you are employed full-time (defined as working 37.5 hours per week or more)
3. Copies of at least one of the following documents:

- a. SC vehicle registration card
- b. SC voter registration card

For more information regarding residency tuition laws and regulations, you should consult the Graduate Office and the Admissions Office, and you also may refer to the Commission on Higher Education's website (www.che.sc.gov).

FAFSA

FMU's priority processing date is March 1 for each academic year (e.g., March 1, 2016 is the date for the 2016-2017 academic year). Students need to submit a FAFSA form to the processor by this date. Students may still submit a FAFSA after March 1; however, they will not receive priority processing status. There are some types of financial assistance funds that are limited. The earlier students submit their FAFSA forms, the better the chance of receiving funds.

CAMPUS EMPLOYMENT OPPORTUNITIES

Job descriptions for positions available on the FMU campus, including contact information, are posted on a bulletin board outside of the Financial Assistance Office in the Stokes Administration Building, room 117. Students are not placed in on-campus jobs by the Psychology Department. If a student is interested in a job posted on the job board, he/she can contact the person indicated on the job posting for an interview.

From time to time there will be full-time and part-time job openings for employment at the Richardson Center for the Child. These employment positions are in addition to available graduate assistantships and include positions such as that of teaching assistant, for which the individual would work under the supervision of a teacher in one of the Center's preschool classrooms. To inquire about openings at the Center, you may contact the Psychology Department office, Ms. Melissa Ward (Childcare Director; mward@fmarion.edu).

Student employees at Francis Marion University:

- Must be enrolled as a FMU student
- May work a maximum of 20 hours per week.

Once hired, students will need to return to the Financial Assistance Office to complete forms for authorization to work on-campus. Students must bring:

- An original Social Security card or birth certificate
- An FMU Card or Driver's License

OFF-CAMPUS JOB OPPORTUNITIES

Francis Marion University's Office of Career Development provides job listings for off-campus employers. The Office of Career Development is located in the Smith University Center, Suite 210 and can be reached directly at (843) 661-1676.

DEPARTMENTAL RESOURCES

RESEARCH AND TRAINING FACILITIES

The Department of Psychology is located in a two-story wing of the Cauthen Educational Media Center building. Its classroom and laboratory complex is large and varied in potential uses. For research on adult and child behavior, and for school psychology training, there are: (1) a child laboratory which includes toys, a large one-way mirror and children's restrooms; (2) two small general-purpose rooms for individual therapy, testing, and general research, each equipped with a one-way mirror; and (3) a social laboratory—for research in group dynamics—that can be divided into two smaller rooms for small group simulations, again with one-way mirrors. Each of these laboratories is positioned around a central observation/control room that offers a sophisticated audio/visual system for data collection and direct supervision of school training sessions.

Research on basic human psychological processes such as learning and memory, sensation and perception, and motivation is conducted in another spacious laboratory area which includes ten individual computer networked experimental rooms, and an electrically-shielded room for use in psychophysiological research and biofeedback, a dark room for sensation and perception experiments, and

a large workshop/equipment room. Department faculty members currently operate two specialty laboratories in this area: 1) a cognition, learning and memory laboratory, 2) a child and family development laboratory, and 3) a social psychology laboratory. Students wishing to obtain research experience may contact these laboratories.

The Department has a large computer instructional lab on the second floor and the University provides students Internet access for email and the Internet. The major psychological tests (e.g., intellectual, achievement, developmental, personality, and neuropsychological instruments along with computer scoring) are available to students through a test library located in the Richardson Center for the Child for supervised use during practica.

Finally, adjacent to the first floor department offices are a large seminar room and a graduate student lounge. First floor faculty offices are grouped around a comfortable and frequently used lounge. Second floor faculty offices are housed in a smaller office suite at the end of the classroom/laboratory hallway.

Psychological assessment and developmental clinics are offered each semester on campus. The Richardson Center for the Child (<http://www.fmarion.edu/about/article85660.htm>) operates research, clinical, and childcare components available for classroom activities, observation and supervised practice. The **Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty** (<http://fmucenterofexcellence.org/fmu/>) **operates a number of programs and initiatives in which school psychology students may participate.** Likewise, the Pee Dee Education Center (<http://www.pdec.net/>), which resides on the FMU campus, is available for school psychology student participation and provides services to Chesterfield County Schools; Clarendon Districts 1, 2, & 3; Darlington County Schools; Dillon Districts 1, 2, & 3; Florence Districts 1, 2, 3, 4, & 5; Lee County Schools; Marion Districts 1, 2, & 7; Marlboro County Schools; Williamsburg County Schools; Coker College, and Francis Marion University. The Center provides such programs as Project SHARE that serves low incidence disabled students in the host sites of Darlington County Schools and Florence School District One. Additionally, the Department has cooperative agreements and relationships with local school districts and the Richardson Center for the Child to provide appropriately supervised assessment and intervention practica on site.

UNIVERSITY RESOURCES

James A. Rogers Library

The Library serves the pursuit of excellence in teaching and learning by providing Francis Marion's students, faculty, staff, and regional citizens with access to scholarly information. By providing this access, the Library is able to contribute uniquely to that portion of the mission of Francis Marion University that stresses its support of scholarly pursuits in the Pee Dee region of South Carolina. Rogers Library is the largest library in northeastern South Carolina, and its holdings include nearly 400,000 volumes, 1,500 current periodicals, 500,000 microforms, and numerous electronic databases to access information from almost anywhere. The James A. Rogers Library has extensive holdings in psychology and related fields. Students may access remotely the numerous library online data-bases using their FMU ID.

Academic Computing Services

Academic Computing Services provides information technology resources and services for the instructional and research missions of the University. Principally through the operations and development of the Academic Computer Center and the campus network, the department provides digital content, access to that content, and guidance for its use.

The Academic Computer Center is open to all enrolled students, faculty, staff, and active alumni at FMU. Access to the laboratory requires a valid University ID Card. In addition, most academic departments have their own student computer labs distributed across campus. Students must supply their own diskettes, CDs, or flash drives for saving their data. The most commonly used computer software is the Microsoft (MS) Office Suite (Word, Excel, Access, and PowerPoint), but other specialized programs are available for use in the main computer laboratory. The software and documents available are copyrighted products and may not be reproduced, in part or in whole, for any purpose. Mozilla Firefox, Safari, and Internet Explorer are available for web browsing.

Email for Students – Email accounts are available for all currently enrolled students. Students may request accounts and find information about using email by visiting the Academic Computer Center.

Media Center

The Cauthen Educational Media Center is dedicated to improving teaching and learning opportunities by providing non-print resources, technological support, and media-equipped teaching and conference facilities for the faculty, students, and staff of Francis Marion University.

The Center supports the academic program by providing study facilities and instructional space in the Resource Area, supplying and maintaining media equipment, scheduling media-equipped classrooms, providing production facilities, and hosting campus and community activities. This facility contains two high-tech distance learning classrooms featuring two-way audio and video communications as well as the Ashpy Lowrimore Auditorium. The Dooley Planetarium is located on the second floor of the Media Center. The Psychology Department and associated laboratories and classrooms are located in the Media Center Building.

Writing Center

The FMU Writing Center is available to help all students improve their current writing abilities and acquire the skills needed to succeed at writing tasks in academic and professional communities. English Department faculty consultants and trained student consultants provide one-to-one assistance on a wide range of writing tasks and projects, including research papers for all disciplines, literary analyses, creative writing, lab reports, resumes, business letters, and graduate school applications. Students are invited to meet with a consultant at any stage of the writing process for guidance on generating a topic, building an argument, incorporating research, revising a draft, or learning about grammatical errors. The Writing Center encourages students to use writing as a means of personal expression and as a tool for learning in and beyond the University environment.

The Writing Center offers more than 40 hours of tutoring services each week and several writing workshops each semester. Tutorials are available by appointment or on a drop-in basis. To meet with a tutor, please call 843-661-1528 or visit the Writing Center in Founders Hall 114-C. Writing Center consultants are also available in the evenings at the Tutoring Center, located in the Study Hall of the Allard A. Allston Housing Office Complex.

Students are invited to visit the Writing Center's website for more information and links to on-line writing resources: www.fmarion.edu/academics/wcenter.

Career Development

The Office of Career Development supports the educational goals of the University mission statement by providing a comprehensive, educational approach to career development and preparation as a life skill. Specialized services, programs, and strategies are designed and targeted for FMU students and alumni.

The Office of Career Development develops and maintains relationships both internally (faculty and staff) and externally (business and community) and plays an integral role in the activities of these sources to facilitate the blending of academic, personal and career development of students, while providing a link for students to the world of work.

A state-of-the-art resume referral service is available to seniors and graduate students seeking full-time employment. The service includes resume postings on the Francis Marion University Internet Resume Book and is linked to a national job listing service, both available to employers on the World Wide Web. The DISCOVER career guidance program and other resources allow students to explore careers, research employers, and develop the skills and tools needed to conduct successful job searches. Job postings for students, both on campus and off campus, are posted in the Smith University Center outside the Office of Career Development. Application procedures, qualifications, and requirements may vary and will be posted for each job. Job listings for part-time, summer, and experiential learning opportunities are also available, in addition to career workshops and "practice interviewing" opportunities.

Students are encouraged to start using these services during their first year of enrollment to begin exploring their skills and interests as they relate to specific career fields.

Counseling and Testing Center

The Office of Counseling and Testing is responsible for meeting the personal counseling needs of Francis Marion University students. Professional counselors are available to help with personal, relationship, or emotional issues (with referrals made to community agencies as needed). The Office also coordinates the advanced placement testing program and administers several standardized tests utilized in certification by graduate and professional schools. The Office of Counseling and Testing serves as the focal point of academic services for students with disabilities. All students with disabilities should contact the Office of Counseling and Testing prior to registration at 843-673-9707.

Services for Students with Disabilities

Francis Marion University is committed to making programs and activities available to qualified students with disabilities. The University makes efforts to ensure

that the University grounds, major buildings, and classes are accessible to individuals with disabilities.

The Director of Counseling and Testing coordinates services for students with disabilities, assists students in determining reasonable accommodations on the basis of disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations for students with disabilities. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University.

Determination Process

In order for a student with a disability to receive academic accommodations, the following requirements must be met:

1. The request for accommodations should be made at least two weeks (preferably sooner) before the start of a student's classes.
2. The request for accommodations is made through the Office of Counseling and Testing. The Director will conduct an intake interview and will gather information about a student's history of accommodation. The student must also provide appropriate documentation. Documentation must be from a qualified health services provider (i.e., physician, licensed psychologist) and should include a diagnosis, an explanation of the disability's effect in an academic setting, and recommendations regarding accommodations. If a student has a Summary of Performance from high school, this should be included with the documentation. The cost and responsibility for providing documentation is borne by the student.

A. Quality documentation will include the following:

- The credentials of the evaluator(s).
- A diagnostic statement identifying the disability.
- A description of the diagnostic methodology used.
- A description of the current functional limitations.
- A description of the expected progression or stability of the disability.
- A description of current and past accommodations, services and/or medications.

- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

B. Disability documentation must be approved by the Documentation Review Committee (DRC). The DRC meets approximately once a month and is responsible for determining whether a student's documentation is sufficient for establishing a disability under the Americans with Disabilities Act (ADA). There may be times when the committee asks for additional documentation. The cost for additional documentation is borne by the student. A letter of approval or denial will be sent to students within two to four weeks of the documentation review. If approved, a student should make an appointment with the Director of Counseling and Testing to identify the accommodations available. If denied, a student may appeal to the ADA Compliance Coordinator at Francis Marion (the Vice-President for Administration, 843-661-1140).

SERVICES AVAILABLE

Learning Disability/ADHD

The University attempts to make reasonable accommodations for students with learning disabilities, ADD, or ADHD to help equalize their chance for success. The following are examples of accommodations that may be granted to students with such disabilities:

- extended time for examinations
- use of tape recorder in classroom
- extended time for in-class writing assignments
- note-takers
- readers
- alternate testing location
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement.

Accommodations are determined on a case-by-case basis by the student and the Director of Counseling and Testing. Accommodations are based on the information contained in appropriate documentation (preferably, up-to-date psychoeducational evaluation not more than three years old), which the student is responsible for providing. A Consent for the Release of Confidential Information must be signed by students to inform professors of the accommodation(s) the students may require. It is also

necessary that the student discuss with each professor how the student will receive the accommodation(s) for which they may qualify.

Although the University is committed to providing academic accommodations to students with learning disabilities, there is no specific program for students with learning disabilities at the University. Students with learning disabilities may find that the support services available to the general student population are also useful to them. Tutorial services, the Writing Center, Mathematics Lab, Peer Tutoring Laboratories, Career Development, the Office of Provisional Programs, and the Office of Counseling and Testing are some of the support services students with learning disabilities may find to be particularly helpful.

Visual Impairment

Services available for students with visual impairments include:

- arrangements for taped books
- note-takers
- provision of readers for examinations
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement. Visually impaired students may wish to contact the Director of Counseling and Testing to arrange for a tour of the campus, including building locations, classroom locations, and pathways.

Hearing Impairment

Services available for students with hearing impairments include:

- interpreters
- note-takers
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement.

Physical Disabilities

Services available to students with physical disabilities include:

- note-takers
- campus tours to determine the most accessible routes
- priority registration
- assistance in obtaining a reserved parking permit
- specially designed desks and chairs

The majority of the campus is accessible to the physically disabled. Accessible routes are identified on the map in the Handbook for Students with Disabilities.

Due Process

When a student with a disability strongly feels that reasonable accommodations have not been made, that student should seek resolution within the administrative channels for the area in which accommodation is in question. The student should first contact the Director of Counseling and Testing if he or she is unhappy with his or her accommodations. If a satisfactory outcome is not attained, the student may request a meeting with the Vice President of Administration, who is also the Americans with Disabilities Act (ADA) Coordinator, for recommendations towards a solution of the matter.

It is the policy of Francis Marion University to provide equal educational and employment opportunity to all present and future employees and students regardless of race, color, religion, sex, national origin, age, or disability. Francis Marion University is an affirmative action/equal opportunity employer.

For Additional Information

Additional information is available in the Handbook for Students with Disabilities (available from the Dr. Rebecca Lawson, Director of Counseling and Testing, 121 Evander Street, Florence, SC 29506, 843-673-9707).

Student Health Services

Francis Marion University is committed to providing professional and cost-effective health care for its students through Student Health Services. The goal of Student Health Services is to promote and maintain the health of students by providing preventive services, health education, acute and chronic medical care, and referral assistance so that students can best meet their educational objectives.

There is no fee for being seen in Student Health Services. There are modest fees for off-site laboratory services. Fees for any off-site ancillary testing or referral physician visits are the responsibility of the student receiving care. Detailed information regarding health services can be found in the Student Handbook.

Immunization Requirements

University regulations require that specific immunizations be completed before a student is allowed to register or attend class. Each newly entering student must provide documentation to the University of the following immunizations and tests: DPT (Infant Tetanus Series), Tetanus Booster (must be within the past 10 years), Polio Vaccination, two doses of MMR Vaccination (Measles, Mumps, and Rubella – not required if born before Jan. 1, 1957). Nursing and International students have additional requirements. Proof of these immunizations must be provided on the FMU Immunization Record Form (signed by a physician or clinic staff) or by written documentation from a medical doctor or health clinic.

Students will not be able to register without filing this completed form or health record.

Immunization forms will be sent from the Admissions Office with the student's acceptance letter.

Insurance

Students are encouraged to carry health insurance, since an unexpected illness or accident can cause financial hardships, making it difficult for students to complete their education. FMU has negotiated low rates for student health insurance through a local carrier, and information about this can be obtained through Student Health Services or on the website: www.studentinsurance.com. Students should not assume that they are covered under their parents' policy but should check with their insurance companies to make sure. International students are required to have health insurance coverage.

FMU Identification Card (ID)

The FMU ID Card is an important part of campus life, providing opportunities for students to take advantage of a wide variety of services that are convenient and practical. The card allows students to:

- Check out materials from Rogers Library
- Use Academic Computer Center resources

- Take advantage of Smith University Center services – basket room, physical fitness facilities, etc.
- Attend certain campus events which may require presentation of the card
- Utilize the Dining Meal Plan
- Take advantage of discounts or special opportunities offered by many local businesses to students presenting the FMU Card

The FMU Identification Card is issued during a student's initial registration at no cost and remains valid as long as he or she is officially enrolled and has paid all fees. Replacement cost is \$15 and is generally non-refundable (marriages, name changes, or defective cards excepted).

Smith University Center

The Smith University Center provides comprehensive athletic and recreational facilities as well as office space for Student Affairs, Athletics, the Student Government Association, The Patriot newspaper, and the Patriot Bookstore. Facilities include a 3,100-seat varsity gymnasium, an eight-lane varsity swimming pool with three diving boards, a University Commons with game room activities, a television/card playing room, four racquetball courts, a physical fitness room, a sauna, and related areas.

Exterior athletic and recreational facilities include Cornell Field, a lighted baseball complex; Kassab Courts, eight tennis courts, four of which are lighted; regulation soccer and softball fields; two natural grass intramural fields; and an outdoor recreational pool.

Patriot Bookstore

The Patriot Bookstore exists to serve the textbook and supply needs of students, faculty, and staff. In addition to textbooks, the Bookstore offers FMU apparel, greeting cards, paperback bestsellers and magazines. Also available are personal fax sending and receiving services for a nominal charge. The Patriot Bookstore is a source of graduation supplies (caps, gowns, and hoods, invitations, and University class rings). Normal hours of operation are Monday through Friday from 8 a.m. to 4:30 p.m.

Recycling

Spurred by the voluntary efforts of the Ecology Club, FMU has tried to be as environmentally responsible as possible through the years. FMU has an active campus-

wide recycling program in place that was initiated in late 1995 in response to a call by the South Carolina legislature to reduce solid waste in the state. At that time, South Carolina residents were producing more than six pounds of solid waste per person per day.

The University recycles office paper, newspapers, cardboard, aluminum, plastic, and glass. Of these items, paper creates the largest volume of recycling waste on campus. From the classrooms to the offices to the residence halls, recycling is encouraged throughout campus, with readily available drop-off points in all buildings.

PROFESSIONAL CONDUCT GUIDELINES – The Invisible Curriculum

The Nature of Professional Conduct

In becoming a student in the Master of Science in Applied Psychology Program and the continuing Specialist in School Psychology, you have committed yourself to developing and assuming a particular kind and level of conduct. You need to understand that you no longer represent just yourself in your personal contacts. You represent and cast a reflection on the reputations of Francis Marion University and the profession of School Psychology. In pursuing your studies in the School Psychology Option, you surely will be learning the academic and technical knowledge and professional skills of your chosen field. However, more than this, you will be becoming socialized into your profession. It will be expected that you assume the professional demeanor of a school psychologist in your classes, in your contacts with faculty and fellow students, and especially in your contacts with the school and agency personnel encountered in your practica and internships. Most importantly, you will be expected to demonstrate the professional demeanor of a school psychologist with the children whom you encounter. The School Psychology Option faculty regards you as more than students; we consider you to be a professional peer in training. While the profession of school psychology can accommodate a wide range of personal styles, in some cases rather profound personal change may be required on your part. Be prepared to be challenged and stretched in your personal as well as academic interactions with the faculty. It is part of your preparation. Please receive critical feedback from the faculty regarding your professional behavior nondefensively and constructively.

What is the demeanor of a school psychologist? The NASP Professional Standards (NASP, 2010) note the following required work characteristics: Respect for Human Diversity, Communication Skills, Effective Interpersonal Relations, Ethical Responsibility, Adaptability, Initiative and Dependability. Naturally these overlap. For example, should not respect for human diversity be reflected in communication skills? Would not effective interpersonal relations require adaptability? Still, these individual areas bear elaboration for the fledgling school psychologist.

Competence

Students will possess the academic qualifications necessary for effective practice. Admissions criteria for entry into the program help insure that students are academically prepared to begin their graduate studies. Coursework requirements and performance assessments throughout the program help to insure that students are performing academically at an appropriate level.

Respect for Human Diversity

Students will show a respect for client diversity and the willingness to explore personal issues in any area that may negatively impact clinical work with clients. Students are expected to maintain the highest level of professionalism in regard to diversity. According to Principle E of the APA *Ethical Principles of Psychologists and Code of Conduct*, students are expected to be “aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.” (Principle E wording obtained from www.apa.org.)

Human beings can be sorted, classified, and grouped in infinite ways. All of them attest to the richness and diversity of the human race. School psychologists regard these differences with respect and awe. We also have an obligation to be knowledgeable about, to understand, and respond appropriately to the many ways in which these differences are expressed. The ways the individual is affected by his or her cultural background, economic level, race, gender, sexual orientation, religious beliefs and other experiences form the basis for who he or she is. School psychologists respect and empathize with the plight of each individual and the road he or she must travel. Being human ourselves, we also must be aware

that our own experiences have led us to have developed biases and prejudices. We must identify and deal constructively with these. Anything less than a genuine respect for the humanness and a concern for the well-being of each individual in our paths is unacceptable. Application of relevant knowledge and accepted best practices in formulating assessment and intervention plans that account for diversity is expected.

Behavior

Students will exhibit the demeanor and behaviors consistent with an openness to learning, both in the classroom and during applied experiences. This expectation includes consistent participation in role-play and other learning activities, thoughtful responding to feedback, regular completion of assigned readings and homework and other tasks involved in preparing for class, contributing to classroom discussions, consideration of theoretical and clinical approaches that differ from those with which the student may enter the program, and actual implementation of these new approaches in classroom activities and during practica and internships. In addition, students must exhibit openness to receiving feedback from faculty and off-campus clinical staff regarding all aspects of the student role and professional development.

Communication Skills

Sugai and Tindall (1993) address professional communication quite effectively. They note that effective practice depends on the exchange of information. They note that school psychologists "...must be able to describe effectively and efficiently what they see, give and obtain information, generate solutions, and express reactions and opinions" [p. 414]. Communication, they state, serves three functions: to get information from others, to give information to others, and to change the behavior of others. Formal written communications should be neatly typed, well organized, and errorless. Informal, personal communications such as thank you notes to your public school practicum supervisors at the end of a practicum may be hand written. Written and oral communications should use professional vocabulary, nonsexist and nondiscriminatory language, and avoid jargon. Active listening skills, empathy, and assertive skills are essential for effective oral communication. We will expect to see active efforts on your part to develop or improve in this area.

Please note that communication also implies a willingness to initiate communication as well as availability to receive communication. You should not wait until a

situation has reached crisis proportion before talking with your advisor, practicum or internship supervisor, or professor. Additionally, you should always ensure that your advisor and professors have your current phone number(s), U.S. mail address, and email address. Many "problems" can be quickly resolved if the lines of communication are well established and open. You will be expected to show initiative in keeping this information up to date and in initiating contacts when necessary.

Effective Interpersonal Relations

The school psychologist is expected to be a relationship expert. In your practice, you will be required to develop productive, collaborative, cooperative, collegial relationships with parents, teachers, administrators, and professionals and paraprofessionals from other disciplines, not to mention being able to establish and maintain rapport and working or therapeutic relationships with the children you will serve. You will be required to establish and maintain these relationships regardless of the race, cultural, gender, sexual orientation, age, socioeconomic class, educational level, or other affiliations these individuals may have. You should be respectful of the beliefs, attitudes, opinions and knowledge of others, even when they differ from your own. In cases where disagreement or confrontation is necessary, you should endeavor to maintain a task-oriented focus, disputing or debating the information from the other person objectively and dispassionately, assertively and factually while retaining respect for the individual and his or her right to disagree. Learn to disagree agreeably. Active listening skills, empathy, and assertive skills again are essential for effective relationships. Development of these relationship skills is part of your training. Practice of these skills with your classmates and faculty as well as your clientele is expected.

Your role is to help others. You will not be particularly effective at this if you, yourself, are emotionally needy, distracted by your own concerns, or inept at dealing with your own stresses and solving your personal problems. You must come to know yourself, your strengths and weaknesses. You must be willing to examine and critique your views, behaviors, emotional reactions, and prejudices. You also must be willing to face criticism, analysis, and advice from the faculty regarding your personal characteristics with openness and candor. Where flaws are found that might impact your effectiveness as a school psychologist, you must be willing to expend the energy and endure the pain required in self-improvement. Again, you are not expected to be perfect. However, you are expected to know your own assets and liabilities, and to work actively on your liabilities. If your liabilities are

too numerous or extreme, or you fail to take appropriate corrective actions, the faculty is prepared to call this to your attention, as bluntly as necessary. We have an ethical obligation to protect your future clients. That's just the way it is. Please be open-minded and nondefensively receptive to this feedback.

Ethical Responsibility

In your dealings with others, you must be ever mindful of your ethical responsibilities and obligations. The ethical standards of the profession will be read and reviewed in several of your courses and practica. Take the application and implementation of these standards seriously. Many of the standards should be obvious, but be aware that even the recognition of many ethical dilemmas, much less their resolution, may not be as straightforward as it might seem. You should begin immediately viewing all of your actions and interactions through the lens of ethical propriety. Feel free to consult your faculty and supervisors whenever you have questions regarding your own or others' contemplated or actual conduct. The Ethical Standards are provided in Appendix G.

Adaptability and Maturity

Students will display a mature level of personal adjustment and self-awareness, including emotional stability, appropriate interpersonal boundaries, and adaptive coping skills. This expectation includes seeking consultation with one's advisor to: (a) help resolve problems in engaging fully in the MSAP/SSP program or in professional relationships with faculty, staff, other students, or off-campus clinical staff; (b) address difficulties participating in practica and internships; (c) deal with problems associated with learning new skills. Students also are encouraged to seek additional support (e.g., counseling services for themselves) if it is believed that such assistance will benefit the student and his/her professional development as a specialist level psychologist.

You will learn that rarely are issues cast in black and white, and that the practice of psychology is hardly ever a true-false test. There are usually several paths to a particular outcome. You will need to be able to balance your views regarding the best path with what others with whom you must work can accept, tolerate, or approve. Many times you will have to reach compromises. At the same time, your compromises must conform to your ethical responsibilities and accepted best practices. As a result, you must be capable of reframing problems from multiple perspectives. You may find yourself solving

similar problems in quite different ways, depending on the circumstances. You have selected a field of study that requires critical thinking, reflective analysis, and flexible, creative problem solving. You will not be given a "cook book." You will be expected to develop and actively exhibit these skills during your training. You cannot passively receive your training and expect these skills to appear magically upon graduation. Expect to be challenged and stretched.

Initiative and Dependability

Students will show a willingness to accrue training experiences that will facilitate professional growth. Students may be required to participate in training experiences outside of their comfort level in order to expand or develop their areas of competence.

By the very nature of their training and responsibilities, school psychologists are leaders in their schools and school systems. You do not have to have the title of supervisor, director, or administrator to be perceived as a leader. As a school psychologist, you will be sought out for your knowledge, opinions, views, and advice. You cannot shrink from this role. The faculty will expect you to display initiative in class, practicum, and personal interactions. What does this mean? You must be a self-starter. You must initiate activity without having to be told or directed. When given a chapter as a reading assignment, go to the library and read several of the chapter's references as well (has it occurred to you to look up *NASP Professional Standards* [NASP, 2010] or Sugai and Tindall [1993]? It should have!). Bring your findings up in class. Come to class and inform the instructor of interesting related web sites and other resources you have discovered rather than waiting to be told which ones to consult. Contact your professor to ask for practicum assignments or to inform her or him of problems rather than waiting for direction. Whenever you are given directions and tasks, do more rather than merely enough to comply. When you realize that you lack a necessary skill or piece of knowledge, actively research it rather than waiting to see if it will come up in class. Consult the faculty, other experts and your classmates outside of class. These are intellectual and motivational habits you must develop during your training and carry into practice. Ask questions and challenge your professors. Turn-about is fair play: You can count on us challenging you.

Precisely because of your perceived leadership position you will be closely watched. Remember that you represent the field of school psychology and Francis Marion University as well as yourself. Your actions and

words reflect on others as well as yourself. Much of your work will be accomplished through your relationships with others. It is essential that these others (your counselees, consultees, peers, supervisors, etc.) be able to trust you to deliver on your responsibilities. If you cannot, your effectiveness will be severely compromised. Therefore, dependability is indispensable. If you accept a task, complete it. If you make an appointment, promise, or obligation, keep it. Be on time, or early. Be precise, complete, and helpful. We do not expect you to be perfect. But, if you are wrong, admit it and change your position. If you make a mistake, admit it and fix it... and learn from it.

Personal Responsibility

Students will take responsibility for their education and clinical training, as evidenced by their knowledge of all program requirements and expectations in this Handbook and the FMU *Catalog*, and proactive completion of all forms and administrative tasks necessary for successful participation in the MSAP/ SSP program. Students are expected to exhibit initiative and conscientiousness regarding program requirements, University policies and procedures, and professional standards as outlined below.

Psychology Department faculty members monitor students' performance in the program, in part by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct (e.g., performance in practica, observations of interactions with faculty members, classmates, and clients). In general, it is the faculty members' responsibility to ensure that MSAP/SSP graduates have the skills, attitudes, and professional behaviors that indicate that graduates: (a) will not endanger their clients' physical and mental health and (b) will implement approaches known to be associated with successful therapeutic outcomes. If at any time it becomes apparent that satisfactory progress is not being made toward these goals, the student's advisor will inform the student and suggest appropriate steps for remediation.

Students are expected to maintain the highest level of ethical and professional behavior and to adhere to the National Association of School Psychologists' *Principles for Professional Ethics* and *Guidelines for the Provision of School Psychological Services*. These standards will be discussed throughout the MSAP/ SSP program, and students will be expected to adhere to them throughout their training and beyond. Some students may wish to pursue licensures as Licensed Psychoeducational Specialists. Thus, students also are expected to adhere to the SC Code of Regulations and Code of Ethics for LPESs. These standards can be obtained from the SC

Department of Labor, Licensing, and Regulation (www.llr.state.sc.us/POL/Counselors; under "Laws/Policies"). In addition, students should refer to the "Student Rights and Responsibilities" section of the FMU *Catalog* and the FMU *Student Handbook*. In these and subsequent sections students will find important information concerning standards of student conduct and other important University policies.

If a student violates the NASP's *Principles for Professional Ethics* (2010) and *Guidelines for the Provision of School Psychological Services*, the SC Code of Regulations and Code of Ethics for LPESs, and/or the standards of conduct outlined in this Handbook and the FMU *Student Handbook*, the student's advisor and school psychology faculty members will meet with the student to discuss the incident and determine steps for remediation. Faculty members may refer students to the FMU Dean of Students for appropriate action. For students: (a) who repeatedly and intentionally violate ethical standards and guidelines for professional conduct and/or (b) for whom repeated efforts at remediation have been unsuccessful in improving the student's ethical and professional behavior, the faculty reserve the right to dismiss a student from the MSAP/SSP program.

Remediation for Impaired Students

If a student's behavior appears to be interfering with his/her ability to function competently in the academic or professional arenas, the relevant faculty members will speak with the student and investigate the nature and extent of the impairment with the goal of developing plans for remediation. Factors that may contribute to student impairment include, but are not limited to: serious emotional/psychological difficulties, chemical abuse/dependence, boundary violations with clients (including sexual intimacies), conviction of a felony, or negligent, unethical, or otherwise unprofessional conduct. Concerns regarding possible student impairment may be voiced by the student's peers, professors/ instructors, or supervisors and will initially be made known to the student's advisor, the Coordinator of Graduate Studies in School Psychology, and the Practicum/Internship Coordinator (if necessary). The faculty member(s) will meet with the student to discuss the concerns and develop goals and a plan for remediation in collaboration with the student. Initial plans for remediation may include additional coursework, practicum experience, or more intensive supervision. Faculty members also may refer students to the FMU Dean of Students for appropriate action. For more severe impairments (including multiple ethical infractions or a pattern of incidents of impairment), personal psychotherapy, a leave of absence

from the program, or dismissal from the program will be considered, subsequent to initial efforts at remediation.

A remediation plan will be developed by the relevant faculty member(s) and student. This plan will describe the incident or issue, the discussion with the student, and the plan for remediation. The plan will be signed by the faculty member(s) and student then placed in the student's permanent file in the Psychology Department. Once the plan for remediation has been successful in the opinion of the relevant faculty member(s) and the Coordinator of Graduate Studies in School Psychology, then the matter will be considered resolved. The remediation plan will remain in the student's Psychology Department file as documentation of the incident and as evidence that the student successfully carried out the remediation plan.

Malpractice Insurance

School Psychologists take their practice and their obligations seriously. They remain attuned to influences and trends in the practice environment. Unfortunately, adherence to the highest ethical standards and the best empirically derived practices do not guarantee a school psychologist immunity to attack in today's litigious world. Just as we communicate to our clients that we hold their well-being at the highest level, we also must respect and protect our employers and ourselves. Therefore, as part of your professional socialization, we require that you obtain personal malpractice insurance prior to beginning your initial practicum activities, and that you maintain a current policy during your entire tenure in the program, including internship. We hope that the financial obligation to maintain the policy and the constant reminder of its purpose will make you ever mindful of the seriousness and level of responsibility you assume as you become a school psychologist.

Professional Affiliations

As noted at the beginning of these guidelines, the purpose of your training is to give you competence, but also to socialize you into your chosen field. A major way that you can facilitate this process is by joining and becoming involved with your professional organizations.

South Carolina Association of School Psychologists - SCASP

SCASP is the state association of your profession. It also is affiliated with the National Association of School

Psychologists. SCASP holds two conferences each year, a Fall Conference and a Spring Conference. The School Psychology Option requires first year students to attend the Fall Conference. To facilitate this, SCASP provides a voucher for first year students to attend for free. SCASP also publishes a newsletter, *The School Psych Scene*. Reduced dues are available for full time students. An application form is available at the SCASP web site (www.scaspweb.org). SCASP also has a student member representative on its executive board. It is one of the student board representative's responsibilities to communicate with students around the state regularly to keep them apprised of issues important to school psychologists in training. The student board representative position rotates among the four state training programs. Students from Francis Marion University's School Psychology Option have represented us well during their terms as student representative. Perhaps you could be the next one. We require that you join SCASP and that you attend at least one conference per year. Participation will allow you to meet and network with your peers in other training programs as well as those already in practice. Multiple benefits come from these contacts: you can learn what is going on in school districts around the state, compare your practices with the way things are done elsewhere, get alternate points of view on issues important in the state, increase the number of your school psychologist models to emulate, or make the connection that will get you your first job.

National Association of School Psychologists - NASP

This is the national association of your profession and your access to state of the art research, best practices, and thinking in school psychology. An on-line membership form is available at www.nasponline.org, which you will need to complete and have your advisor endorse. You are strongly encouraged to join. NASP publishes a journal, *School Psychology Review*, and a newsletter, *Communiqué*, as well as numerous professional reference books. The journal alone is worth the price of membership. NASP also holds an annual conference in a different location throughout the country each year. Several FMU faculty members have presented papers and research at the NASP annual conferences and students are welcome to get involved with faculty research. Attending a NASP conference would provide an introduction to school psychology on the national level and exposure to the latest research in areas of special interest. You would be able to network with professionals throughout the country to learn about innovative techniques and approaches being used in other states, to find out about

research being conducted at other universities, and to develop professional relationships with school psychologists across the nation. NASP also sponsors a young leaders program to which we nominate a member of our second year class each year. This is quite an honor and opportunity. Perhaps you will be one, if you excel within the program.

NASP is the source of the *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010), which you will frequently review in your classes and will be expected to practice. NASP is also the sponsor of the National School Psychology Certification Board, through which you are recommended to seek certification when you complete your training.

One of NASP's benefits is access to reasonably priced malpractice insurance for school psychologists in training. Information on how to apply for insurance is provided in Appendix J, although actual application is now accomplished online. You are not required to obtain your malpractice insurance from the NASP sponsored program; you are free to research the area for competitive policies and prices. However, as an example of the types and costs of policies, material from the NASP sponsored policy is provided. If you wish information about other options, please see your advisor.

Food for Thought

As you can see, there is much more to becoming a school psychologist than class attendance and mere technical mastery of a particular body of knowledge. You have begun a challenging personal journey. You should review this document regularly along the way. You will see its contents in an increasingly sophisticated and informed light as you progress through the program and develop professionally. The faculty will expect you to seek guidance actively and regularly in regard to these issues. We will be delighted to assist you in any way we can. We also will expect to observe the personal growth that indicates that you are becoming a true school psychologist, both technically and personally, and we will call it to your attention if you are not.

References

National Association of School Psychologists. (2010). *Principles for Professional Ethics*. Washington, DC: NASP.

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National Association of School Psychologists. (2010). *NASP Professional Standards*. Washington, DC: NASP.

Sugai, G. M. & Tindal, G. A. (1993). *Effective school consultation: An interactive approach*. Pacific Grove, CA: Brooks/Cole Publishing Company.

PRACTICUM GUIDELINES

Description

Practica are designed to provide exposure to professional environments and experience in conducting discrete professional activities under field and academic supervision to enhance specific skill development prior to the internship experience. Practica are conceptually and experientially related to specific course content in which the student is receiving instruction concurrently with the practicum. On occasion, practicum can be a stand-alone experience required by the student's location in his or her course of study, or based on specific interests or needs.

Philosophy

It is the philosophy of the program that skill development should proceed concurrently with knowledge acquisition in a developmental progression, be clearly linked to ongoing classroom learning, and be well developed by the time of internship. Therefore, it is required that the student be enrolled in an appropriate practicum concurrent with enrollment in applied courses. The nature of practicum experiences depends on the course and practicum experiences previously completed by the student, the practicum requirements of the current courses in which the student is enrolled, and the skill development needs of the individual student. The practicum experience is meant to be developmental both within a given practicum (progressing from simulations, to practice with clinic individuals, to experience in a school setting) and between practica (for example, the assessment sequence), leading ultimately to internship.

Goals

The goal of the practicum experience is to provide an intensely supervised, applied experience in a set of discrete skill development exercises and exposure to the operations of a specific professional environment concurrent with classroom knowledge acquisition regarding relevant empirical and clinical background material. The purpose of the experience is to assist the student with the integration of academic knowledge and professional practice and to insure competence in both the knowledge and skill domains of practice prior to the initiation of internship.

Specific Goals:

1. To provide exposure to and observation by the practicum student of practicing school psychologists, educational, and other physical and mental health professionals in school and related settings.
2. To provide for the practicum student the opportunity to practice and master discrete clinical skills under conditions of evaluation and critical feedback.
3. To allow evaluation of the practicum student's performance by the faculty and field supervisors so that strengths may be noted and weaknesses remediated prior to internship placement.

The purpose and emphasis of practicum is on active participation and skill mastery rather than exposure to a task for a given amount of time. Time requirements will vary with the nature and number of the tasks required during any particular practicum. Practicum assignments generally should, however, require a minimum of 50 contact hours of practical clinical and related work activity per semester hour of credit (or per concurrent course). Some practicum assignments may require more time investment. Seven courses required in the School Psychology Option require enrollment in relevant, concurrent practicum experiences. Additionally, students must complete the Professional Psychology Practicum during their first Fall Semester of study and the Pre-Internship practicum during the last Spring. Thus, nine practica are required, leading to a minimum of 450 clock hours of practicum experience during the course completion portion of the student's program.

Location

Practica are arranged through several venues, and some practica may require practice in more than one site over the course of the practicum. Currently, the Department operates a Fall Semester Developmental Clinic and a Spring Semester Psychoeducational Clinic. Both clinics serve the children and families of the university's faculty, staff, and students. Additionally, children attending the Richardson Center for the Child are served. Many area school districts also cooperate in placing practicum students.

Students should expect to be assigned by the practicum professor to practicum sites. Practicum is an important and integrated part of training in school psychology. Generally, practicum sites and activities have been meticulously and laboriously developed over a period of time prior to the beginning of each course and deviation from such carefully developed plans is not possible or

advisable. School practicum sites generally are within a half-hour drive from campus.

Supervision and Evaluation

The purpose of practicum is the development of discrete skills. On-going supervision, coaching, and advisement are essential to the process. This is necessary to reinforce appropriate practice and to prevent practice errors from becoming habitual. Therefore, it is essential that practicum students seek and obtain frequent, ongoing supervision from field supervisors, attend all practicum seminars and supervision appointments, and submit work samples and other practicum assignments for formative evaluation in a prompt and timely manner. Log entries are expected to reflect appropriate levels of continuous, on-going field and university supervision. Failure to obtain on-going, regular, continuous supervision or to submit assignments and complete work tasks in a prompt and timely manner can result in a lowering of a practicum grade, or failure of the practicum.

Supervision of practicum experiences will be provided by the university practicum instructor/supervisor and a qualified field placement supervisor. Supervision will consist of direct observation of real performances, review of video and/or audio taped performances, and critique of written work products, such as test protocols, evaluation reports, treatment plans, behavior management plans, counseling session notes, and consultation progress notes. Practicum instructors schedule practicum seminar meetings and/or private office sessions to review progress and provide supervision. Practicum instructors will grade observed and taped performances and submitted work. Practicum instructors also will provide copies of the Practicum Competency Assessment (see Appendix F) appropriate for the given practicum to the field supervisors for performance ratings. Students maintain a portfolio of time logs, work products, and field-based ratings for each practicum as specified in the individual practicum syllabi. They also should maintain a master portfolio of all practicum work, organized by practicum. The master portfolio will be required to document mastery of required key performances at the first year review and readiness for internship at the second year review.

Professional Ethics and Conduct:

The professional practice and conduct of the practicum instructors, field-based supervisors and practicum students must adhere to the NASP *Principles for Professional Ethics* at all times and under all circumstances. The instructors and supervisors should

discuss ethical, professional and legal dilemmas with the practicum students as they arise and generally assist the students in developing an appreciation for the professional, ethical, and legal concerns of practice.

Procedures

A practicum instructor is assigned for each section of practicum. Practicum instructors are usually the faculty members teaching the practicum-related courses. Course/practicum instructors insure that relevant practicum assignments are made for the students in their classes. In cases where the student is enrolled in more than one practicum related course, the student may have more than one practicum supervisor or practicum site. For each practicum in which a student is enrolled, the student's field/site supervisor will complete an online Competency Assessment Form. See Appendix N

General Summary of Practicum Experiences

PSY 600A Professional Psychology Practicum

Initial School Psychology Experiences for First Year Students

To become more familiar with schools and the profession of school psychology, students will shadow and interview an in-field school psychologist, and observe general and special education classes. To understand better the roles of other school professionals the student will interview a teacher, counselor, OT/PT, speech therapist, principal, superintendent, and board member. The student will attend a school board meeting. The student will maintain a log of practicum related activities and a journal of observations and interviews. The student will attend group supervision sessions to review experiences and compare them to those of other students, and to discuss readings related to practicum experiences.

PSY 600B Psychological Assessment Practicum

With PSY 606 - Psychological Assessment: Intelligence, Abilities, and Achievement

Students will be required to administer, score, and interpret various intelligence, achievement, adaptive behavior, and visual-motor tests. To encourage the initial development of administration skills each student will be

observed and videotaped administering these instruments and will receive specific feedback from the course instructor prior to being approved for practicum placement that will be in a school. In addition, students will produce written psychological reports of test results and interpretations. Students will observe other professionals and attend and present assessment results at appropriate team meetings at the school where they are assigned. Three completed psychoeducational reports are required.

PSY 600B Psychological Assessment Practicum

With PSY 616 - Psychoeducational Assessment: Learning and Behavior Disorders

This practicum begins in a university clinic and then moves to a school system. Practicum includes assignments in scoring and interpreting selected personality instruments and selected behavior rating scales appropriate for school-aged individuals. Students conduct and prepare a written report of a comprehensive psychological evaluation which includes selection, administration, scoring, and interpretation of individual intelligence tests, individual achievement tests, tests of visual-motor integration, objective personality measures and/or behavior rating scales, and behavioral observations. Students participate as active members of the interdisciplinary team in their assigned school. Three completed psychological evaluations are required.

PSY 600B Psychological Assessment Practicum

With PSY 646 – Advanced Topics in Child and Adolescent Assessment

This practicum begins in a university clinic and the final assessment is completed in the regional school district with which the School Psychology Option has contracted to operate a Developmental Assessment Center during the given academic term. Practicum includes administration, scoring, and interpretation of instruments designed to assess the developmental and temperamental/ behavioral status of infants and preschoolers, parent interviews, and preparation of written reports of assessment results. Students participate as active members of the interdisciplinary team for multiple other cases in their assigned school.

PSY 600C Psychological Intervention Practicum

With PSY 604 - Behavioral Assessment and Intervention

Each student will learn protocols and conduct observations within classrooms. Each student will conduct a functional behavioral assessment and design and implement a behavior change project that lasts a minimum of six weeks. This project will involve the modification of the behavior of a child or adolescent and consultation with relevant school personnel. Practicum placements are generally in nearby regional school districts. A formal case study report is required.

PSY 600C Psychological Intervention Practicum

With PSY 674 – Academic Assessment and Intervention: Literacy

Practicum includes teacher interviewing, student interviewing, use of academic performance rating scales, direct observation of students in schools using standardized observational formats, and assessment of reading, math, spelling, and written language performance using CBM probes and classroom work samples. Practicum students will develop academic interventions based on assessment data and consult with teachers in the classroom implementation of these interventions. Progress monitoring through graphing and revision of interventions through the use of data-based decision rules is required. This practicum takes place within assigned regional school systems. A formal case study report is required.

PSY 700C Psychological Intervention Practicum

With PSY 714 – Child/Adolescent Counseling and Therapy

Practicum includes diagnostic interviews with parents, teachers, and child and/or adolescent clients, development and implementation of multimethod treatment plans for child or adolescent clients, and the conduct of therapeutic interactions with child and/or adolescent clients. The student will keep a log of therapeutic contacts and will audio and/or videotape sessions for review and feedback by the instructor. This practicum generally employs the behavioral mental health program in Florence School District 1 but may take place in the same district as PSY

700E if the student is preparing for internship during the next fall term. Five treatment plans and accompanying case studies are required (e.g., four individual and one group).

PSY 700C Psychological Intervention Practicum

With PSY 774 – Academic Assessment and Intervention: Numeracy

Practicum includes teacher interviewing, student interviewing, use of academic performance rating scales, direct observation of students in schools using standardized observational formats, and assessment of reading, math, spelling, and written language performance using CBM probes and classroom work samples. Practicum students will develop academic interventions based on assessment data and consult with teachers in the classroom implementation of these interventions. Progress monitoring through graphing and revision of interventions through the use of data-based decision rules is required. This practicum takes place within assigned regional school systems. A formal case study report is required.

PSY 700C Psychological Intervention Practicum

With PSY 703 – Counseling for Social Justice and Diversity

Practicum involves advanced knowledge and skills in interviewing, observation, clinical problem – solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention, development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience.

PSY 700E Pre-Internship Practicum

Integrative experience in preparation for Internship. PSY 700E is completed in the school system where the student has arranged to begin internship during the next fall term.

Individualized Practicum Experiences

Individualized practicum experiences can be developed to assist students with skill development in areas where they have been evaluated to exhibit weaknesses. Also, students wishing to participate in faculty research, gain experience with particular disability groups, or gain exposure to particular clinical settings should consult with their faculty advisor.

Malpractice Insurance

Students should obtain and maintain a professional malpractice insurance policy prior to engaging in any practicum and internship activities. See Professional Conduct Guidelines.

CERTIFICATION AND INTERNSHIP PLANNING GUIDELINES

ELIGIBILITY FOR INTERNSHIP

To be eligible for internship you must accomplish the following:

1. Complete all course and practicum work required by the Specialist in School Psychology, with at least a 3.0 GPA, prior to the semester in which you wish to intern. (Note: Students who have no more than one course remaining may petition the faculty to be allowed to complete the course during the first semester of internship if the course does not require a practicum, and if it is offered in the fall). Practicum related courses and spring semester courses must be complete before beginning internship.
2. Provide a portfolio of assessment, intervention, and consultation work products produced during practicum sufficient to demonstrate that knowledge and skill levels have been attained which support practice as an intern.

3. Sit for an oral examination by School Psychology Option faculty.
4. Sit for the School Psychology Option's written examination.
5. You must schedule to take the Praxis Series School Psychology Exam and obtain a passing score of 165.
6. Obtain internship certification as a school psychologist as described below.

Internship Certification

You must complete and submit an application for internship school psychologist II certification with the State Department of Education (SCDOE). Applications may be obtained by contacting the School of Education (Room 212; telephone: 661-1470). The application should be completed and sent to the SCDOE at least 4 months prior to starting internship. Please note that clearance of fingerprints by SLED takes a minimum of 12 weeks.

Steps:

Obtain application form from FMU School of Education or from SCDOE website: [http://ed.sc.gov/agency/se/Educator-Services / Licensure](http://ed.sc.gov/agency/se/Educator-Services/Licensure).

1. Complete application form. Retain a copy for yourself. Provide a copy to the FMU certification officer in the School of Education.
2. Complete application online.
3. Request Dr. Hill-Chapman to write a letter to the SC DOE documenting your appropriate standing in the School Psychology Option.
4. Request FMU Registrar to send your transcript to SCDOE.
5. Mail your application to SCDOE.

You must obtain your internship certificate or a letter stating eligibility for certification by the SCDOE before you can engage in any direct services with students. You may receive a letter of eligibility if your fingerprint clearance has not been returned by SLED.

The SC Department of Education policy on Internship Certification of School Psychologist for purpose of internship is provided in Appendix K.

Upon completion of your internship, the Department is required to notify the SCDOE so that your internship certificate can be terminated. The internship certificate is for the purpose of internship only and cannot be used to obtain temporary or fulltime employment after internship. There are no exceptions to this. Presenting yourself as a certified School Psychologist with anything other than a regular, valid, current certificate (obtained by completion of an accredited program, internship, satisfactory scores on the specialty exam and recommendation by FMU as outlined below) is fraudulent and unethical and will call into question your very suitability for certification.

Internship

You and the Internship Coordinator (Dr. Hill-Chapman) should meet to discuss internship placement the summer that you complete the MSAP.

We also encourage you to talk to districts in which you are interested in completing your internship. Please note that while the University has fairly well established relationships with school districts in the Pee Dee and Coastal areas of SC and NC, graduate students are not automatically guaranteed internship positions within this region. However, if you are interested in pursuing an internship position with a Pee Dee area school district, the Internship Coordinator may be able to make initial contacts with that school district. If you are interested in pursuing an internship position outside of the Pee Dee area, you are encouraged to begin making your own initial contacts with the school districts in which you are interested *very early* during the fall semester prior to the fall semester you wish to begin internship. It should be noted that school districts outside of the Pee Dee area might not be familiar with FMU's school psychology program and internship guidelines and requirements. Therefore you and the Internship Coordinator will need to work together closely and provide specific information to the district.

You should inform the Internship Coordinator before you go to the district for an interview. When a district expresses an interest in offering you a position you would like to consider, you should contact the Internship Coordinator immediately. She will contact the district to discuss the nature and requirements of your internship placement and the required contract between the three parties. Please note that the Internship Coordinator does not negotiate salaries or employment contracts. Any employment contract you negotiate is between you and the district.

The Department of Psychology will seek to assist you in finding funding for your internship. We are committed to the principle that internships are both a learning and service experience and should be paid. In fact, we will not approve an internship in any district that does not agree to provide at least a stipend for the intern. All of our recent internship sites have provided salaries and benefits. There will be occasions when a student may find it necessary to travel or relocate to obtain a paid internship. Certainly in placing you at an internship site, we will give strong consideration to your expressed preferences. However, you need to be aware that internship is a training experience for which you receive university credit. The policy and primary goal of this Department is to ensure that students complete a closely supervised quality training experience. Ultimately, internship is an assignment made by the Department.

An internship must be approved by the Internship Coordinator prior to your acceptance of the position.

Once you have accepted (verbally or in writing) an internship position, you may not seek or accept an offer from another district.

All paperwork required for your internship portfolio (logs, supervisor evaluations, in-service agendas and handouts, psychological reports, consultation notes, applied research project, etc.) must be submitted to the Internship Supervisor **at least two weeks prior to the due date for final grades** for the semester in which your internship is completed or by the date specified in the Internship Syllabus.

After your portfolio and evaluations have been reviewed and a final grade assigned for the internship, a Program Exit Interview will be scheduled. The purpose of this interview is for you to share your thoughts concerning your experiences in the program and during the internship with the School Psychology Faculty.

Certification

Completion of your FMU program and receipt of your degree does not bring about automatic regular certification. It is your responsibility to complete several additional requirements.

1. **You must schedule to take the PRAXIS II®: Subject Assessment - Praxis Series School Psychology Exam** (Test Code 5402) and obtain a passing score of 147 prior to beginning internship. This test is offered several times during the year and information can be obtained from the FMU

Counseling and Testing Center, the School Psychology Option Calendar, or the ETS web site. It is recommended you take it the summer before you embark on internship. Our graduates traditionally have done very well, but you should allow yourself the opportunity to retake it, if necessary, during your internship. You want to have a passing score prior to the end of your internship to expedite the certification process. **REQUIRED: Designate FMU to receive your scores as well as the SCDOE.** When you receive your score report, you must duplicate all pages and place it in your internship portfolio. This information is used in institutional effectiveness and program evaluation decisions and **must be received before you can be recommended for certification.** Failure to provide scores to FMU on the Praxis II® will delay the Department's verification of your completion of program requirements!

2. **You must complete all aspects of your degree program** including internship, all coursework, and be eligible to graduate.
3. **You must write to Dr. Hill-Chapman requesting that FMU recommend you for certification.** At that point the faculty will verify that you have completed the training program and that you have a passing score on the specialty exam. Only then will the MSAP/SSP program recommend to the School of Education's Certification Officer that you be recommended by the university for certification to the SCDOE.
4. **You must have an official FMU transcript, that only you can release, forwarded to the SCDOE** verifying that you have finished all coursework.

If you wish to have your permanent certificate when your temporary certificate terminates, you must be graduating the semester you finish your internship, and you must have passed the specialty exam. **Give careful attention to these steps and plan carefully** for your internship and subsequent certification. Dates for the ETS Praxis Series examination in School Psychology are available online. Any questions you have about internship or certification should be submitted to Dr. Wattles, Department Chair, Dr. Hill-Chapman, Coordinator of Graduate Studies in School Psychology at your earliest opportunity.

INTERNSHIP GUIDELINES

Goal

The goal of these internship guidelines is to direct the development of the internship experience and the written internship contract so as to provide for a supervised applied experience as a School Psychologist for a one academic year duration in order to prepare the student for independent practice as a specialist/sixth year (SC Level II) certified School Psychologist.

Specific Goals

1. **To train interns** to become proficient in: child and adolescent assessment, measurement and diagnosis; designing and implementing student interventions; consultation with teachers and other school personnel; and program planning and evaluation
2. **To train interns** to become effective members of multidisciplinary teams
3. **To promote** sensitivity to individual differences and unique developmental status
4. **To promote** sensitivity to multicultural issues and cultural diversity
5. **To train interns** to work with and be sensitive to the needs of parents, families, and children
6. **To train interns** to assume positions of leadership in various school meetings, assignments, and roles
7. **To train interns** to practice within the scope of accepted ethical and professional guidelines
8. **To train interns** in the scientist-practitioner, data-based problem-solving model in regard to all preceding goals

Time Requirements

A **minimum** of 1200 clock hours covering two academic semesters in a public school setting over a fall and spring university semester is required. Students may complete up to but no more than 600 of the 1200 clock hour requirement in a setting other than a public school system if the student's career goals justify such placement (see below).

Location

Interns should be based primarily at no more than three (3) schools. Interns should gain experience in working with preschool, elementary, middle, and high school students. The location should provide experience working with a diverse population of students in regard to ethnic, cultural, and gender characteristics and disability classifications. Students with specific, well-articulated career goals (e.g., residential treatment of children with autism) may seek internship placement in relevant agencies other than public school systems if satisfactory supervision is available, no more than 600 clock hours of the internship are completed in the alternative setting, and prior permission and approval of the faculty in the School Psychology program option is obtained. Alternative placements may only be initiated after 600 or more hours of public school experience have been obtained.

Professional Ethics and Conduct

The professional practice and conduct of the field-based supervisor and the intern should adhere to the NASP *Principles for Professional Ethics* at all times and under all circumstances. The supervisor should discuss ethical, professional and legal dilemmas with the intern as they arise and generally assist the intern in developing an appreciation for the professional, ethical, and legal concerns of practice.

Developmental Model

This internship is a training experience emphasizing a developmental model of training in which the intern progresses from an initial closely monitored stage to a more autonomous level of functioning by the end of the internship.

Suggested general guidelines for progression:

1. The intern is introduced to relevant staff and services in the district and community. This may have been accomplished previously during PSY 700E when the pre-internship practicum was completed in the same district as internship.
2. The supervising school psychologist models the procedures followed in a typical assessment, consultation, and intervention case. The intern observes the supervising school psychologist in conducting assessments, consultations, MDTs, etc.

The supervisor discusses with the intern initial hypotheses, choice of assessment instruments, approaches to consultation, reasons for intervention choices, etc.

3. The intern conducts classroom observations.
4. The intern administers/interprets portions of psychological assessments and conducts portions of intervention and consultation cases. The supervisor maintains the primary responsibilities of hypothesis generation, integration of information, disseminating results to school personnel and/ or parents, etc.
5. The intern conducts a psychological re-evaluation. The student is responsible for all aspects of the assessment including interviews, writing the report, and disseminating results at the Multidisciplinary Team Conference.
6. The intern assumes responsibility for pre-referral intervention and consultation cases, progress monitoring, intervention fidelity assessment, RTI procedures, etc.
7. The intern conducts an initial psychological evaluation (LD, EMD), consultation, and intervention case. The intern is responsible for all aspects of the case.
8. The intern conducts an initial ED psychological evaluation. The intern is responsible for all aspects of the case including teacher consultation, intervention development, consultation with other agency staff (Mental Health, Managed Treatment Services for Children, Continuum of Care, etc.) and counseling (if indicated).
9. The intern conducts an initial preschool evaluation. The intern is responsible for all aspects of the case, including parent interview, consultation with other agency staff (Babynet, CRS, etc.), participation in intervention planning, development and implementation.
10. The intern assumes responsibility for a regular, limited duration, individual and group counseling caseload.
11. The intern maintains an active caseload and professional responsibilities typical of a level II School Psychologist including limited supervision of level I school psychologists or practicum students within the context of a mentoring relationship with

the supervising School Psychologist and the university supervisor.

Supervision

Field supervisors must have Level II (Specialist) or Level III (Doctoral) certification as a school psychologist with a **minimum** of 2 years prior experience in a public school setting. The supervisor additionally must have a **minimum** of 1-year prior experience within his or her current school district. Normally, we recommend that only one intern is supervised at a given time. Two interns may be supervised under unusual circumstances if approved by the faculty of the School Psychology Option. If an alternative, nonpublic school setting is involved, the supervisor must be a licensed doctoral level psychologist. The supervisor must provide a **minimum** of two (2) hours of face-to-face supervision weekly. Supervision must be documented in the intern's log. Supervision should encourage the continual accumulation of knowledge, refinement of skills, development of the student's professional identity, and prudent ethical practice. Attendance by the intern at scheduled internship seminars at the University is **mandatory** for academic supervision. It is a requirement of internship that the school district grant the intern time to attend the mandatory internship seminars. Field supervisors are encouraged to attend monthly seminars. Field Supervisors are encouraged to communicate frequently with the University Internship Coordinator. Interns, Field Supervisors, and University Supervisors may consult via email. The University Supervisor will make a **minimum** of one on-site visit with the intern and field supervisor per semester. University supervisor visits will include a meeting with the intern and field/site supervisor, and a visit to at least one practice site (with relevant staff interviews or observations). Supervisors and interns should make adequate scheduling preparations for these visits.

Supervised Activities Assessment

Supervised experiences in psychological assessment should include intellectual, academic, socio-emotional, behavioral and curriculum-based assessment, assessment of adaptive functioning, report writing, and disseminating assessment results to the multidisciplinary team. Interns are expected to complete a **maximum** of 20 evaluations during the first semester and a **maximum** of 30 evaluations during the second semester of internship, with related reports and staffings, in order to allow adequate time for other required activities. A **minimum** of eight (8) formal evaluation reports must be submitted.

Consultation

Supervised experiences in consultation should include experiences in pre-referral consultation with teachers and other school personnel. Interns should be given the opportunity to refine further consultative skills in: establishing the consultative relationship, maintaining flexibility in the consultation approach, problem identification, problem analysis, applying psychological principles to problem solving, and designing, implementing and evaluating interventions within a collaborative framework. Interns are expected to complete a **minimum** of ten (10) consultation cases during each semester. Interns are expected to become involved in interagency contacts and consultation in cases where such contacts are indicated (e.g., BabyNet with preschool referrals, Department of Mental Health or Continuum of Care with ED cases, Department of Disabilities and Special Needs in cases of mental retardation, autism, or head and spinal cord injury). A **minimum** of four (4) formal consultation case study reports must be submitted.

Behavioral Interventions

Supervised experiences should include designing and implementing behavioral interventions based on the individual needs of students. Interns are expected to engage in behavioral assessments, and applied behavior analytical approaches to the development of functional behavioral assessments and behavior intervention plans. Collection of progress monitoring data and documentation of teacher consultation sessions is expected. Interns are expected to complete a **minimum** of ten (10) behavioral intervention cases during each semester. These may overlap to some extent with consultation cases depending on the nature of the required intervention. A **minimum** of four (4) formal behavioral intervention case study reports must be submitted.

Academic Interventions

Supervised experiences should include designing and implementing academic interventions based on the individual needs of students. Interns are expected to engage in academic assessments, employing CBM and related assessment strategies, and applied behavior analytical approaches to the development of academic intervention plans. Collection of progress monitoring data and documentation of teacher consultation sessions is expected. Interns are expected to complete a **minimum** of (ten) 10 academic intervention cases during each

semester. These may overlap to some extent with consultation cases depending on the nature of the required intervention. A **minimum** of four (4) formal academic intervention case study reports must be submitted.

Counseling/Therapy

Training and supervision in a range of direct-service individual and group interventions (e.g. behavioral, cognitive-behavior, social skills training), through individual, group, and family counseling are **required**. Interns are expected to complete a **minimum** of ten (10) individual counseling/therapy cases during the period of internship, a **minimum** of one (1) group counseling/therapy case during the period of internship, and (1) family counseling/ therapy case during the period of internship . A **minimum** of four (4) formal counseling case study reports must be submitted, one of these must be a group counseling case, and one of these must be a family therapy case.

In-service Presentations

Interns are required to plan, implement, and **evaluate** one in-service training program for teachers **per semester**. Topics of the in-service presentations should be based on and address school or district needs. An In-service Evaluation form can be found at http://www.surveymonkey.com/s/In_Service.

Case Studies

Interns are expected to complete a **minimum** of 16 case studies during their internship year: four behavioral case studies, four academic intervention case studies, four counseling case studies, and four consultation case studies. Evaluation of these case studies is included in Appendix G with the practicum portfolio guidelines.

Applied Project

District or School Systems-Level Intervention or Program Evaluation: Interns are required to complete one system's level intervention or program evaluation. Topics for the project should be based on school or district needs. The project should be conducted according to best practices in regard to applied research design and analysis. Results of the systems intervention/program evaluation will be presented to appropriate school personnel in a presentation or written format. A poster or paper presentation also is expected. Interns should consult the

Applied Project Guidelines. It is expected that completed projects, when exhibiting appropriate quality and results, will be submitted for state, regional or national presentation (SCASP, SEPA, NASP, etc.)

Portfolio Maintenance

It is the responsibility of the intern to maintain a CD containing copies of the internship contract; practicum logs with required diversity breakdown; case studies, work samples such as evaluation reports, intervention reports, and consultation contact notes; agenda, handouts, and evaluations from in-service presentations; and report of applied project. More specific instructions regarding the scoring of the portfolio can be found in Appendix G or via this link: <https://www.surveymonkey.com/r/FMU-PORTFOLIORUBRIC>. For information regarding portfolio requirements, please visit the following: <https://www.surveymonkey.com/r/FMU-PORTFOLIOREQUIREMENTS>. Field Supervisor Evaluation: Field Supervisors should feel free to contact the University Supervisor regarding the intern or the internship experience at any time during the internship via phone, e-mail, or letter. The field/on-site supervisor will formally evaluate the intern twice during the internship experience, in December and in April. Field Supervisors should complete the *School Psychology Field-Based Experience Evaluation Form*, which can be found online at: http://www.surveymonkey.com/s/FMU_INTERN.

Additionally, at the end of the internship, the Field Supervisor will be asked to evaluate the internship experience and level of support from the University via an informal interview with the University Supervisor. This interview will not be conducted until after the intern has graduated from the program and is for the purpose of improving the program and internship experience, not as an additional evaluation of the intern.

Intern Evaluation

Likewise, the intern will be asked to participate in an Exit Interview with the School Psychology Faculty the week before they graduate. The interview will be conducted after all grades are submitted and the student has been approved to graduate, but before graduation. It will be an opportunity for the graduating intern to discuss openly his or her experiences with the faculty as colleagues rather than students, and to elicit information concerning the internship, program, and the student's suggestions regarding how the program may be improved.

Salary

An internship is a training and a service experience. It is fully expected that interns will be paid commensurate with their experience and ability to contribute. Ultimately, the contract is between the intern and the district. Interns will be asked anonymously to disclose their salary amounts for the purpose of maintaining a database on internship salary experience. No salary will be identifiable with a given intern or school district.

APPLIED RESEARCH PROJECT GUIDELINES

Description

The applied research project is conducted during the internship. It is intended to provide the intern with the experience of conducting research, needs assessments, empirically evaluated group or systems-level interventions, and/or program evaluations in an applied setting. The project should address needs of the school system or provide results that will enhance the system's programs. While not meant to be of the same intensity as a thesis, it is expected that the project will involve hypotheses, a research design or project plan, operationalized measures, data collection and analysis, and a written report. It also is expected that the nature and results of the project should prove to be of benefit to the school system, programs, or a significant population of students. The results of the project will be presented to the school system as requested or prescribed by the system, and will be presented to peers, faculty, and the university community at the spring university-wide research poster fair. Students will be evaluated based on the rubric found at: <https://www.surveymonkey.com/r/FMU-RESEARCHPROJECTRUBRIC>.

Supervision

Students completing applied projects may seek advising and supervision from any member of the Department of Psychology. During negotiation of a topic for the project or as soon as possible after a topic is chosen, a faculty supervisor with appropriate interests and background should be recruited. The faculty supervisor will consult with the intern regarding any necessary component (see below) of the project in order to insure that the project is a quality effort that results in a meaningful benefit to the school system.

Deadlines and Duration of the Applied Project

Interns should begin exploring potential topics for the applied project within the first two to three weeks of internship. The field supervisor and appropriate administrators of the school system should be consulted to determine the system's needs for information and a relevant topic for the project.

- A project topic should be selected no later than midterm of the first semester of internship.
- The basic literature review and design of the project should be completed no later than the end of the first semester of internship.
- Implementation of the project and data collection should begin no later than the beginning of the second semester of internship.
- Data collection should be complete no later than midterm of the second semester.
- The data analysis and written report should be submitted to the school system and project advisor as soon thereafter as possible, but in no case later than three weeks prior to the end of the internship. A presentable professional report and poster are required for the university-wide research poster fair. Additionally, the final report should be included in the portfolio.

Components

At a minimum, the applied project should include:

- Literature Review
 - a basic review of the relevant literature
 - a statement of the problem or research hypothesis
- Methods
 - Participant Selection
 - how selected
 - number
 - ethnic breakdown
 - gender breakdown
 - other salient demographic
 - Measures

- technical quality of measures employed (i.e., reliability and validity, etc.);
- References should be included for instruments used in a reported study previously developed by the authors or investigators
 - Procedure
 - information regarding how and when data were gathered;
 - data collection involving operationalized or standardized measurements of demonstrated or demonstrable reliability and validity
 - Data Analysis Plan
 - an experimental, quasi-experimental, within-subject or correlational research design or plan appropriate for the problem or research hypothesis;
- Results (See Appendix O for references to help with this section)
 - description of statistical analyses that were conducted and the appropriateness of the statistical tests
 - descriptive and inferential statistics for each group should be provided for each of the statistical analyses
 - graphic or tabular presentation of the data and an analysis and discussion of the results
 - any considerations that arose in the data collection and processing (e.g., attrition, missing data, ceiling or floor effects, deviations from standard administration of instruments, suspected cheating) that might compromise the validity of the statistical analysis or inferences should be reported.
 - any considerations that are identified during the data analysis (e.g., violations of assumptions of statistical procedures, failure of iterative statistical procedures to converge, changes in data analysis models necessitated by unexpected data patterns) that might compromise the validity of the statistical analyses or inferences should be reported.
 - for each of the statistical results, there should be included:
 - An index of the quantitative relation between variables (an effect size of some kind such as a treatment effect, a regression coefficient, or an odds ratio) or, for studies that

principally describe variables, an index of effect that describes the magnitude of the measured variable. To calculate effect sizes for simple statistical measures use the following website:

- <http://www.uccs.edu/~faculty/lbecker/>
 - An indication of the uncertainty of that index of effect (such as a standard error or a confidence interval).
 - When hypothesis testing is used, the test statistic and its associated statistical significance level.
 - A qualitative interpretation of the index of the effect that describes its meaningfulness in terms of the questions the study was intended to answer. This interpretation should include any qualifications that may be appropriate because of the uncertainty of the findings (e.g., the estimated effect is large enough to be educationally important but these data do not rule out the possibility that the true effect is actually quite small).
- Discussion
 - recommendations for the school system that flow from the results and analysis of the project.
 - a description of the clinical and practical significance of the project.

Presentation

The applied project should be conducted with sufficient rigor, and the written report prepared with sufficient professionalism that it would be appropriate for presentation as a poster or paper session at a state, regional, or national conference. Students are encouraged to submit their work for state and regional conference presentation. All students are required to present for the university-wide research poster fair.

During the internship, students who wish to present their projects at a state or regional conference should be alert for “calls for presentations” and submission deadlines of relevant conferences. This may be accomplished by maintaining close contact with the faculty supervisor of the project. Interns who submit their projects for presentation should be aware that date(s) of conferences may occur after completion of the internship. Interns who have had their projects accepted for presentation are

expected to attend the conference and present their projects regardless of the date(s) of the conference and should plan accordingly.

Standards for Research

Francis Marion University has adopted the American Educational Research Association’s guidelines for reporting on empirical social science research for the final Applied Research Project. A copy of these guidelines follow below (AERA, 2006).

Preamble to Standards

Two overarching principles underlie the development of these reporting standards: the sufficiency of the warrants and the transparency of the report. First, reports of empirical research should be *warranted*; that is, adequate evidence should be provided to justify the results and conclusions. Second, reports of empirical research should be *transparent*; that is, reporting should make explicit the logic of inquiry and activities that led from the development of the initial interest, topic, problem, or research question; through the definition, collection, and analysis of data or empirical evidence; to the articulated outcomes of the study. Reporting that takes these principles into account permits scholars to understand one another’s work, prepares that work for public scrutiny, and enables others to use that work. These standards are therefore intended to promote empirical research reporting that is warranted and transparent.

The reporting standards are divided into eight general areas: problem formulation; design and logic of the study; sources of evidence; measurement and classification; analysis and interpretation; generalization; ethics in reporting; and title, abstract, and headings. Each of these areas is considered in detail in the sections that follow. Each section starts with a general discussion of that area followed by specific numbered standards that pertain to that domain. In some instances, the discussion provides additional detail to clarify the meaning of the standards and how they might apply to different research traditions.

1. Problem Formulation

A research problem is an issue, topic, or question that motivates a study. Such problems may be theoretical, practical, or a combination thereof. The problem formulation answers the question of why the results of the investigation would be of interest to the research community and how an investigation is linked to prior knowledge and research.

Problem formulation can vary in scope and inclusiveness of questions and issues. Authors need to make clear how their formulation defines the limits of what can be addressed and the extent to which it is inclusive of diverse populations or circumstances. A thorough formulation of the problem typically includes a clear statement of the topic, issue, or question; a review of what others have written that bears directly on the problem; a rationale for the conceptual, methodological, and theoretical choices made in addressing the problem; and a consideration of how the study contributes to knowledge or understanding about the problem. These choices can have a significant influence on how a problem is understood, what generalizations can be made, and the extent to which a work can contribute to addressing significant issues. Reporting needs to provide as comprehensive a picture as possible of what the problem is about and how it has been approached.

1.1. The *problem formulation* should provide a clear statement of the purpose and scope of the study. It should describe the question, problem, or issue the study addresses, situate it in context, describe the approach taken to addressing it, and explain why it is important to address.

1.2. Reporting should make clear how the study is a *contribution to knowledge*.

1.2.a. If the study is a contribution to an established line of theory and empirical research, it should make clear what the contributions are and how the study contributes to testing, elaborating, or enriching that theoretical perspective.

1.2.b. If a study is intended to establish a new line of theory, it should make clear what that new theory is, how it relates to existing theories and evidence, why the new theory is needed, and the intended scope of its application.

1.2.c. If the study is motivated by practical concerns, it should make clear what those concerns are, why they are important, and how this investigation can address those concerns.

1.2.d. If the study is motivated by lack of information about a problem or issue, the problem formulation should make clear what information is lacking, why it is important, and how this investigation will address the need for information.

1.3. Reporting should include a *review of the relevant scholarship* that bears directly on the topic of the report. It should include a clear statement of the criteria used to identify and select the relevant scholarship in which the study is grounded. A review should make clear how the study contributes to, challenges, and/or extends theory, practice, methodology, research results, knowledge and/or understandings within an arena of inquiry.

1.4. The rationale for the *conceptual, methodological, or theoretical orientation* of the study should be described and explained with relevant citations to what others have written about it.

1.5. A rationale should be provided for the *problem formulation as it relates to the groups studied* (especially with respect to relevant features of the historical, linguistic, social, and cultural backgrounds of the group) where questions about appropriateness of the connections may arise.

2. Design and Logic

The design and logic of a study flows directly from the problem formulation. It is shaped by the intellectual tradition(s) in which the authors are working and the ways in which they view the phenomenon under study. This in turn influences the identification of questions, the choice of methods of data collection, the approach to analysis and interpretation, and the format of reporting. These decisions constitute the logic of inquiry that researchers report. Many different study designs are used in education research and different designs are appropriate for different problems. Some studies are concerned with drawing causal inferences regarding intended treatments, such as estimating the effects of reducing class size on student achievement. Other studies are concerned with describing particular occurrences and the meanings people give them in a single setting, such as how early literacy is taught and understood in a particular preschool. Some studies describe how a given phenomenon changes over time, such as how the number of women enrolled in doctoral programs in the physical sciences changes across several decades. Other studies examine the subjective experience of a particular group of research participants, such as what it is like, on a daily basis, to be a student in a “last chance” Algebra class in a comprehensive high school. Still other studies examine the multiple layers that support or constrain the opportunities afforded to students and teachers, the distribution of resources within a school district, or the symbols and language of reform discourse. These examples illustrate only some of the range of empirical research problems in education research.

Designs for studies with such differing aims require very different approaches to data collection and analysis, from the construction of large-scale experiments or sample surveys to in-depth interviewing of a small number of subjects or the preparation of detailed transcripts of naturally occurring classroom talk. In some situations and in some forms of research, aspects of designs can be well specified in advance; in other circumstances, these may evolve, and the initial research questions become more elaborate or focused, as researchers become more familiar with the contexts in which they work. Moreover, research designs often take account of constraints; some designs are more feasible or practical in certain research situations than others, independent of their suitability in the abstract.

Whatever the study's central purpose and circumstances might be, description of its design needs to make clear its logic of inquiry, showing how and why the methods and procedures that were used were appropriate for the problem as formulated. It is important as well that significant changes or developments in the design be clearly described, that reasons for changes be provided, and that any substantial implications for interpretation of the results be discussed.

2.1. Research reporting should follow a *clear logic of inquiry* that allows readers to trace the path from the initial statement of the problem, issue, or interest; to the review of the relevant scholarship and intellectual orientation of the study; to the research questions initiated and/or developed in the study; to the description of the site, group, and/or participants (demographic information); to the methodology guiding collection and analysis of evidence; to the interpretation and presentation of outcomes and understandings gained from the research process. There should be a coherent presentation of these aspects of the study, and it should be clear how the different parts of the study are related to each other.

2.2. There should be a specific and unambiguous *description of the design*—the way the data collection or data identification activities were organized in the investigation. Significant developments or alterations in the research questions or design should be described and a rationale for the changes presented.

3. Sources of Evidence

“Sources of evidence” refers to both the units of study and the data or empirical materials collected or identified to address the research question or problem. Thus, reporting on sources of evidence includes describing relevant characteristics of the site, group, participants,

events, or other units studied; the processes and judgments through which they were selected; and a rationale for these choices. It also includes specification of the data or empirical materials that were collected, the processes and judgments through which they were collected, and a rationale for these choices. Data sources typically include participant and nonparticipant observations; unstructured or semi-structured interviews; documents and other artifacts; audio or video-recordings; and standardized instruments like surveys or tests, structured interview protocols, and categorical demographic information that permit aggregation of data across cases or units of analysis. These data can be newly collected for a study or based on secondary sources of evidence. Since the role of the researcher and the relationship between the researcher and the participants can influence the data collected, this relationship is addressed in descriptions of sources of evidence.

3.1. The *units of study* (sites, groups, participants, events, or other units) *and the means through which they were selected* should be adequately described.

3.1.a. Descriptions should include relevant characteristics of the site, group, participants, events, or other units of study that bear directly on reporting and interpreting outcomes. The social, historical, or cultural context of the phenomena studied should also be described. The number of participants or other units of analysis (e.g., classrooms, schools) should be described unless circumstances make that impossible (e.g., some forms of observation in public places), and where relevant their relation to the more general population from which they were selected should be provided.

3.1.b. The means of selection of the sites, groups, participants, events, or other units of study should be described and a rationale provided. This includes the processes and judgments through which the units of study were sampled or selected, the agreements made with participants, and a rationale for these choices. Descriptions should include how access, selection, and consent of participants were addressed; how rapport was established; what roles were taken by the researcher (e.g., interviewer, observer) and participants (e.g., respondent, informant) in the data collection; and what significant changes, if any, in relationships and roles of researcher and participants occurred over time. If in order to use certain forms of data or information consonant with guarantees of confidentiality, specific techniques have been used to mask or perturb the

data or generate synthetic data from the original data, these processes should be noted.

3.1.c. Reporting on studies that compare groups as a central feature of their design (e.g., student participants in different community organizations, teacher turnover rates in rural, urban, and suburban schools) should describe those individuals, groups, or entities in sufficient detail to make the salient attributes, choices, and conceptual rationale clear. In laboratory or field studies, if the researcher has recruited participants and made any assignments to groups, the process, rationale, and outcome of assignment should be described.

3.1.d. When an intervention or treatment is implemented, the intervention or treatment should be described in sufficient detail so that its key features can be identified and used to account for results, and be compared with related interventions or treatments. Similarly, features of control or comparison groups should be described so that they can be understood and examined in relation to interventions or treatments.

3.2. The *collection of data or empirical materials* should be clearly described, including how and when they were gathered, by whom, and for what purposes. Description should also address salient processes and judgments that went into specification of data collection and a rationale for these choices. The description should be precise and sufficiently complete to enable another researcher, where appropriate, to understand what was done and, where appropriate, to replicate or reproduce the methods of data collection under the same or altered research circumstances. The relevance of evidence to the research problem, topic, or question should be clear. The sources and schedules of evidence may be specified in text, tables, or diagrams.

3.2.a. Descriptions should include information such as the time and duration of data collection; the schedule, context, and focus of data collection and how it was done (e.g., structured inventory, field notes, audio- or video-recording); the protocol for the administration of any instruments; the documents, records, or artifacts gathered and the ways in which they were identified. Where secondary data sources were used, reference to where the original description can be found may be sufficient.

3.2.b. With structured or semistructured interviews, openended surveys, or observational inventories, there should be sufficient description of these guides or protocols to convey their properties; with open-ended or informal interviews, there should be sufficient information to place participants' responses in the context of what was asked and of what preceded it. Structured surveys; data collection protocols; or standardized tests, measures, or instruments should similarly be described in sufficient detail to convey the development process and provide evidence of their technical quality. Information on access to these surveys, instruments, protocols, inventories, and guides should be specified. References should be included for instruments used in a reported study previously developed by the authors or by other investigators.

4. Measurement and Classification

Empirical studies typically entail some process of data selection, reduction, or translation to enable analysis and reporting of outcomes. Measurement is the process by which behavior or observation is converted into quantities, which may, in turn, then be subjected to some kind of quantitative analysis. Classification refers to processes of segmenting data into units of analysis and categorizing or coding them. With qualitative methods in particular, classification is often considered integral to the data analysis. Thus, it is addressed here and referred to again under data analysis standards. The validity of empirical studies depends, in part, on the claim that classifications and measurements preserve important characteristics of the phenomena they represent. The practices of classification and the development of measurement instruments are typically iterative, as researchers seek to provide representations or translations of the data that are most meaningful in light of the phenomena studied and the research questions addressed. Descriptions of the development of classifications and measurements, as well as evidence of their meaningfulness and appropriateness for capturing important characteristics of the groups or participants studied, are important elements of research reporting.

Empirical investigations often involve a large number of data elements, some of which are more important to the logic of inquiry and interpretation of the investigation than others. It is important to distinguish key data elements that are crucial to the logic and interpretation of the outcomes. Such elements will typically include those that are directly involved in the quantitative or qualitative

analyses on which interpretations are based. They will also include those that are crucial to any intended extrapolations or generalizations of the results beyond the social phenomena studied.

4.1. The *development of measurements and classifications* should be clearly described, showing how the measurement or classification preserves important characteristics of the phenomena under study. When a previously developed measurement instrument or classification scheme is used, reference to a publication where these descriptions are provided may be sufficient.

4.2. Any *classification* scheme should be comprehensively described and illustrated with concrete examples that represent the range of phenomena classified.

4.2.a. When the classification involves only parts of the data, the means through which those parts were selected should be described and a rationale provided.

4.2.b. When exhaustive analysis of the relevant data is desirable and appropriate, especially when such analysis is necessary to support the main conclusions that are drawn (e.g., about the “typicality” of an event or the pervasiveness of a pattern), the classification scheme and frequencies of items in each classification should be presented in a table, chart, or appendix, or the information on their availability should be otherwise provided by the author.

4.2.c. If coding processes are used, the description should include, as relevant, information on the backgrounds and training of the coders; inter-coder reliability or outcomes of reviews by other analysts; and, where relevant, indications of the extent to which those studied (participants) agree with the classifications.

4.3. When *measurement* is entailed, reporting should describe data elements and organization in a specific and unambiguous way.

4.3.a. Relevant descriptive statistics (such as means and standard deviations for continuous variables, frequencies for discrete variables with few categories, and correlation matrices) may be provided in tables if the analyses depend on having this information accessible; otherwise, they should be available from the author upon request.

4.3.b. If key data elements are derived from others, as with scales and composites, their derivation should be presented in a specific and unambiguous way. If these derived data elements are conventional (such as a well-known scale or a score on an established test), then a citation to an external reference is sufficient.

4.3.c. Sufficient detail should be provided to make clear that measures are being used appropriately, have suitable dependability (reliability) properties, and are interpreted properly for the groups studied. If the data were reduced or scales, scores, or measures were developed through data reduction techniques or statistical methods, the data reduction procedures should be fully described. Evidence of appropriate use, dependability, or valid interpretation of measures (particularly key measures) should be provided in circumstances where a knowledgeable scholar might reasonably have questions.

4.4. When *transcriptions of audio- or video-recordings* are provided, the conventions and symbols used to represent the discourse or characterize the actions or interactions should be clearly described and a rationale provided.

4.5. A rationale should be provided for *the relevance of a measurement or classification* as capturing important characteristics of the group studied (especially with respect to relevant features of the historical, linguistic, social, and cultural background of the group) where questions about appropriateness might readily arise.

5. Analysis and Interpretation

An important aspect of reporting is to provide evidence that the outcomes and conclusions are warranted and that disconfirming evidence, counter-examples, or viable alternative interpretations have been appropriately considered. This entails a clear statement of the process and outcomes of data analysis and a discussion of how they address the research questions or problem. Because the processes of analysis tend to follow somewhat different paths in quantitative and qualitative methods, specific standards are discussed for each, after discussion of the general standards. When reporting on multiple methods or research that is not easily classified as quantitative or qualitative, relevant standards from both sets need to be addressed.

In general:

5.1. The *procedures used for analysis* should be precisely and transparently described from the beginning of the study through presentation of the outcomes. Reporting should make clear how the analysis procedures address the research question or problem and lead to the outcomes reported. The relevance of the analysis procedures to the problem formulation should be made clear.

5.2. *Analytic techniques* should be described in sufficient detail to permit understanding of how the data were analyzed and the processes and assumptions underlying specific techniques (e.g., techniques used to undertake content analysis, discourse or text analysis, deliberation analysis, time use analysis, network analysis, or event history analysis).

5.3. The analysis and presentation of the outcomes of the analysis should make clear how they *support claims or conclusions* drawn in the research.

5.4. Analysis and interpretation should include information about any *intended or unintended circumstances* that may have significant implications for interpretation of the outcomes, limit their applicability, or compromise their validity. Such circumstances may include, but are not limited to, key actors leaving the site, changes in membership of the group, or withdrawal of access to any part of the study or to people in the study.

5.5. The *presentation of conclusions* should (a) provide a statement of how claims and interpretations address the research problem, question, or issue underlying the research; (b) show how the conclusions connect to support, elaborate, or challenge conclusions in earlier scholarship; and (c) emphasize the theoretical, practical, or methodological implications of the study.

With Quantitative Methods:

With quantitative methods, statistical analyses are typically undertaken and reported and then discussions of the results developed. The results of statistical analysis typically involve both a quantitative index of a relation between variables or a magnitude and an index of its uncertainty. While statistical significance testing has a long history and a useful place in education research, statisticians have long warned against overreliance on significance testing to the exclusion of other methods of interpreting statistical analyses. Statistical significance tests combine both magnitude of relations (or estimates) and their uncertainty into the same quantity.

Interpretation of statistical analyses is enhanced by reporting magnitude of relations (e.g., effect sizes) and their uncertainty separately.

While many statistical analyses may be carried out in a study, typically only a subset is critical to the eventual results and interpretations. It is important to report the results of analyses that are critical for interpretation of findings in ways that capture the magnitude as well as the statistical significance of those results. Quantitative indices of effect magnitude (effect size indices) are a useful way to do this.

5.6. Reporting should clearly state *what statistical analyses were conducted and the appropriateness of the statistical tests*, linking them to the logic of design and analysis and describing them in enough detail that they could be replicated by a competent data analyst. When central to the research, tests of rival hypotheses and alternative interpretations should be reported.

5.7. *Descriptive and inferential statistics* should be provided for each of the statistical analyses that is essential to the interpretation of the results.

5.8. *Any considerations that arose in the data collection and processing* (e.g., attrition, missing data, ceiling or floor effects, deviations from standard administration of instruments, suspected cheating) that might compromise the validity of the statistical analysis or inferences should be reported.

5.9. *Any considerations that are identified during the data analysis* (e.g., violations of assumptions of statistical procedures, failure of iterative statistical procedures to converge, changes in data analysis models necessitated by unexpected data patterns) that might compromise the validity of the statistical analyses or inferences should be reported.

5.10. For each of the *statistical results* that is critical to the logic of the design and analysis, there should be included:

- An index of the quantitative relation between variables (an effect size of some kind such as a treatment effect, a regression coefficient, or an odds ratio) or, for studies that principally describe variables, an index of effect that describes the magnitude of the measured variable.
- An indication of the uncertainty of that index of effect (such as a standard error or a confidence interval).

- When hypothesis testing is used, the test statistic and its associated significance level.
- A qualitative interpretation of the index of the effect that describes its meaningfulness in terms of the questions the study was intended to answer. This interpretation should include any qualifications that may be appropriate because of the uncertainty of the findings (e.g., the estimated effect is large enough to be educationally important but these data do not rule out the possibility that the true effect is actually quite small).

With Qualitative Methods:

With qualitative methods, analyses typically occur during as well as after data collection. Early analyses can help inform subsequent data collection by, for instance, identifying categories of events, actions, or people for further analysis within the ongoing study or for further study. As indicated in the Measurement and Classification section above, during the initial stages of analysis, researchers may develop ways of segmenting the data (e.g., by person; by action, activity, event, or narrative; by time period) and sets of substantive categories or codes into which segments of data can be organized. These classifications help the researcher identify patterns within the data. Patterns refer to configurations of events or other observations that occur repeatedly or consistently in a characteristic arrangement. Sometimes analysis is intended to provide comprehensive in-depth interpretations of a particular text, recording, or other artifact rather than pattern descriptions of extended or multi-component empirical materials. Whatever the approach to initial data analysis, it is important that researchers fully characterize the processes they used so that others can trace their logic of inquiry.

Once initial classifications, pattern descriptions, or in-depth interpretations are developed, researchers may review the corpus of available data to locate all relevant instances to support the claims, to search for confirming and disconfirming evidence, and to try out alternative interpretations. They may also return to data collection if additional evidence is needed to confirm or disconfirm a pattern. This process results in an initial set of claims or interpretations which represent the preliminary conclusions or learnings from the research. The available sources of evidence may be re-reviewed, and alternative interpretations may be tried out, in the process of developing the final conclusions or learnings that will be reported.

This iterative process of developing claims or interpretations, seeking confirming and disconfirming evidence in the data, sometimes collecting additional evidence, and trying out alternative claims or interpretations, supports the development of warrants for claims or conclusions. Data analysis ceases when researchers are satisfied and can provide evidence that their interpretations meaningfully and comprehensively characterize the data analyzed in light of the problem formulation.

It is the researcher's responsibility to show the reader that the report can be trusted. This begins with the description of evidence and analysis supporting each claim described above. The warrant for the claims can be established through a variety of procedures including triangulation or comparison of evidence from different sources, asking participants to evaluate pattern descriptions and claims, having different analysts examine the same data (independently or collaboratively), searches for disconfirming evidence and counter interpretations, and representations of differing perspectives among participants and researchers, including attention to their location in the broader social structure. When the evidence does not converge, differences should be noted. Critical examination of the preexisting perspective, point of view, or standpoint of the researcher(s), of how these might have influenced the collection and analysis of evidence, and of how they were challenged during the course of data collection and analysis, is an important element in enhancing the warrant for each claim.

The following standards are intended to make the process of analysis transparent for reviewers and readers:

5.11. The *process of developing the descriptions, claims, and interpretations* should be clearly described and illustrated. The description should make it possible to follow the course of decisions about the pattern descriptions, claims, and interpretations from the beginning to the end of the analysis process. Sufficient detail should be included to make the process transparent and engender confidence that the results are warranted.

5.12. The *evidence that serves as a warrant for each claim* should be presented. The sources of evidence and the strength and variety of evidence supporting each claim should be described. Qualifications and conditions should be specified; significant counter-examples should be reported. Claims should be illustrated with concrete examples (e.g., field note excerpts, interview quotes, or narrative vignettes) and descriptions of the social context in which they occurred should be provided. If a warranted claim entails a generalizing statement (e.g., of typicality), it should be supported with evidence of its relative

frequency. Speculations that go beyond the available evidence should be clearly represented as such.

5.13. Practices used to develop and enhance the warrant for the claims should be described, including the search for disconfirming evidence and alternative interpretations of the same evidence. Significant limitations due, for instance, to insufficient or conflicting evidence, should be described.

5.14. Interpretive commentary should provide a deeper understanding of the claims—how and why the patterns described may have occurred; the social, cultural, or historical contexts in which they occurred; how they relate to one another; how they relate to (support or challenge) theory and findings from previous research; and what alternative claims or counter-claims were considered.

6. Generalization

All investigations involve specific participants, take place in specific contexts, and involve specific activities, data collections, or manipulations. However, some investigations are intended to have implications beyond most, if not all, of the specifics occurring in the investigation itself. Where there is an intent to generalize beyond the specifics studied, it is incumbent on the author to indicate the individuals, contexts, activities, data collections, and so forth (the domains) to which the generalization is intended to apply and (at least implicitly) those to which it may not apply. It is also incumbent on the author to provide a justification for the generalization. To justify such generalizations, it is necessary to articulate both the details of the investigation itself and the logic by which the findings of the investigation should apply to the domains intended.

Sometimes the generalization intended is from a sample to a sampling frame (a population or universe). In this case, one logic that could support the generalization is embodied in the sampling theory of generalization. If the investigation is carried out using a probability sample drawn from the population, statistical theory provides guidelines about the uncertainty appropriate for generalizations to the population. Note that this logic involves very strong assumptions about the way in which the sample used in the investigation is chosen, but the validity of this logic depends very little on knowing the specific characteristics of the individuals in the investigation or in the population.

Sometimes the generalization intended is from a sample to a population, but the sample is not a probability sample

from that population. In this case, an argument that is similar to the probability sampling argument is used, an argument that involves a claim that the sample is “representative,” a nontechnical term that usually means that the sample supports the same kind of generalization as a probability sample. Such claims of representativeness are typically bolstered by evidence that the sample is similar to the population in all important respects. Note that, to be persuasive, this logic requires more evidence about both the population and sample than is necessary to support claims of generalization from probability samples to populations.

Sometimes the generalization intended is from contexts or cases studied to unstudied contexts or cases. Generalizations from studied sites, situations, groups, or social processes require an explicit justification that features of the studied context are sufficiently similar to unstudied contexts to make plausible such inferences. In other instances, the intent is to generalize more broadly based on cases reported in the literature. This logic requires the researcher to draw explicit comparisons to published research that focuses on similar phenomena.

Sometimes an intended generalization is not specified by the author; rather, generalization to a new context is considered to be an empirical matter whose determination is made by the reader. With such studies, it is the obligation of the researcher to describe the phenomena in sufficient detail that readers of the article can draw appropriate comparisons to their own contexts of interest; in other words, it is the specificity of descriptive reporting that allows the reader to decide whether the processes identified in the reported case may also be found in an analogous situation known firsthand by the reader.

Whenever a claim of generalization beyond the reported case is specified or implied, it is the obligation of the researcher to build an explicit argument for that claim.

6.1. Whether generalization is intended by the author or not, it is crucial to make clear the *specifics of the participants, contexts, activities, data collections, and manipulations* involved in the study. This includes all of the specifics that are relevant either to the logic by which the study should apply to the generalizations or to permit readers to draw the necessary comparisons to their own contexts of interest.

6.2. When generalization is intended, the author should make clear the *intended scope of generalization* of the findings of the study. It may be helpful to delineate the situations (or domains) in which the findings of the investigation do not apply to identify the scope of intended generalization. If the primary generalization is to

theory, reporting should make clear specifically how the findings falsify, support, extend, or elaborate the relevant line(s) of existing theory. If the primary generalization is to identifiable problems or practical issues, reporting should make clear the situations in which the findings have applications, implications, or practical consequences and why this is plausible.

6.3. Generalization that is intended by the author should make clear the *logic by which the findings of the study should apply within the intended scope of generalization*. The logic should provide a clear and persuasive rationale supporting the generalization from the study to the domain to which generalization is intended. The logic should also identify and present evidence that may be necessary to support the validity of the claims of generalizability (such as evidence that the individuals in the study resemble those in the domain of generalization in relevant respects).

7. Ethics in Reporting

AERA has developed and issued a set of ethical standards for the conduct of research to which its members and those who participate in all AERA programs, including publishing, are expected to adhere (see Ethical Standards of AERA at <http://www.aera.net/aboutaera/?id=222>). It is assumed that authors seeking publication in AERA journals are familiar with and adhere to these ethical standards. This section describes only those ethical issues that are directly relevant to reporting research. Authors need to address these and any other issues they consider germane to the transparency and ethics of reporting.

In reporting research, authors have an opportunity and responsibility to address ethical decisions that shaped how the inquiry was designed or undertaken or how the empirical evidence or data were organized, maintained, or analyzed. These include, for example, key considerations with respect to consent (or a waiver of consent) or confidentiality agreements (including any agreement with participants to reveal their identities). Discussion of any incentives for participation that were provided and how they were managed would typically also be reported. Research reporting needs to be undertaken consonant with confidentiality guarantees and data protection plans. In cases where researchers may have eliminated or altered descriptions or used other disclosure limitation techniques to mask or perturb the data, these processes need to be noted. If a condition of access or other criteria led to decisions to mask the identity of locations, institutions, or other sites in data files and in data dissemination, these decisions would also be described.

Reporting of research is expected to reflect the highest standards of ethical practice both with respect to human participants and with respect to the execution of professional conduct and judgment in research. Reporting should avoid descriptions that underrepresent or distort differences within and among individuals and groups. Reporting must be accurate and without falsification or fabrication of data or results; reflect the work of the authors with appropriate attribution to others; be free of any plagiarism or misappropriation of the writing or ideas of others; and be sufficiently accessible to be subject to verification, replication, or further analysis. Any prior review of the manuscript by research participants, those providing access to sites, or those funding the research that could have limited the author's autonomy to publish the research or how it was reported would typically also be described. In addition, funding sources or other sources of support that may raise issues of conflict of interest should be noted.

7.1. Ethical considerations involved in *data collection, analysis, and reporting* should be explicitly addressed. Not all ethical issues in the conduct of the study or about human research protection need to be addressed in an article, but those relevant to understanding the study, analyses, and results should be set forth. Study approval in accordance with an Institutional Review Board (IRB) should be stated.

7.2. Reporting on research and findings should be presented in a way that honors consent agreements with human participants and any other *agreements* with respect to gaining access to research sites or data. Reporting includes all writing (e.g., text of the article, quotes, excerpts of interactions), pictures, maps, or graphical displays that could inadvertently compromise guarantees of anonymity of human participants and the confidentiality of information about them or conflict with other promises made as a condition of access (e.g., masking the identity of school districts). Even when direct identifying information is not used, inadvertent disclosure of research participants can happen indirectly.

7.3. Reporting should include a description of any potential *conflicts of interest or biases* of the researcher that may have influenced or could have the appearance of influencing the research, along with a description of how they were managed in the conduct of the study.

7.4. Reporting of research should be *accurately stated* and attention should be given to ensure that there are no omissions or inclusions of information that are false or that fabricate, mislead, or misrepresent how the research or analyses were done.

7.5. The *data or empirical materials relevant to the conclusions* should be maintained in a way that a qualified researcher with a copy of the relevant data and description of the analysis procedures could reproduce the analysis or trace the trail of evidence leading to the author's conclusions.

7.6. *Funding support* should be acknowledged in a publication note. In special circumstances, where sponsors cannot be acknowledged by name, a description of the nature of the sponsor should be provided.

research question or problem; descriptions of the research sites, objects, or participants; the conceptual orientation of the study; the methods used for collecting sources of evidence or data; procedures used for analyzing the evidence; and the main conclusions and implications.

8.3. *Headings* and subheadings should make clear the logic of inquiry underlying the report.

8. Title, Abstract, and Headings

A well-constructed title and abstract help readers in locating articles relevant to their interest. Since concepts in the title and abstract are typically indexed and searched electronically, it is important that the words be carefully chosen to convey the contents of the article. Using terms likely to be understood both within and beyond one's immediate research community helps to make the work accessible to a broad audience. Well-constructed headings help readers follow the logic of inquiry in an article.

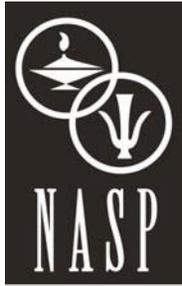
8.1. The *title* should clearly convey what the article is about.

8.2. The *abstract* should provide a summary of the article that is self-contained, concise, and accurate. Preparation of the abstract should be in accordance with the format and structure required for AERA publications generally or for the specific AERA journal to which the article is submitted. Whenever feasible, it should set forth the

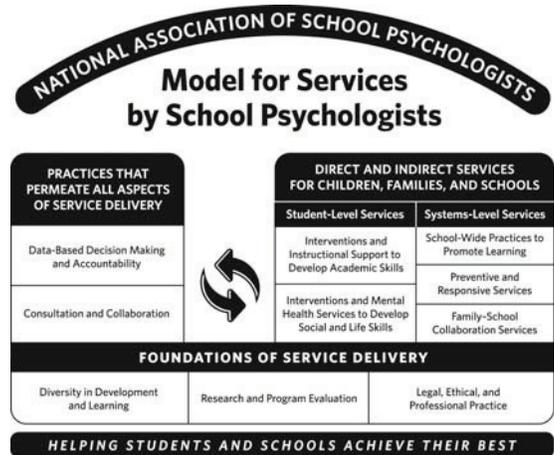
APPENDICES

APPENDIX A

NASP Domains of Practice



NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS



The **NASP Model for Comprehensive and Integrated School Psychological Services**, also known as the NASP Practice Model, represents NASP’s official policy regarding the delivery of school psychological services. It delineates what services can reasonably be expected from school psychologists across 10 domains of practice, and the general framework within which services should be provided. The recommended ratio for schools implementing this comprehensive Model is one school psychologist to 500–700 students.

NASP Model 10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery**Domain 8: Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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.

NASP Practice Model Organizational Principles

The NASP practice model is framed on six organizational principles that reflect and link to the broader organizational principles of effective schools. These principles are summarized below.

Principle 1. Services are coordinated and delivered in a comprehensive and seamless continuum that considers the needs of consumers and utilizes an evidence-based program evaluation model.

Principle 2. The professional climate facilitates effective service delivery that allows school psychologist to advocate for and provide appropriate services.

Principle 3. Physical, personnel, and fiscal systems support appropriately trained and adequate numbers of school psychologists, and provide adequate financial and physical resources to practice effectively.

Principle 4. Policies and practices exist that result in positive, proactive communication among employees at all administrative levels.

Principle 5. All personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services.

Principle 6. Individual school psychologists and school systems create professional development plans annually that are both adequate for and relevant to the service delivery priorities of the school system.

For more information on the NASP Practice Model and the full NASP Standards visit <http://www.nasponline.org/standards/2010standards.aspx>.

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Model for Comprehensive and Integrated School Psychological Services

2010

INTRODUCTION

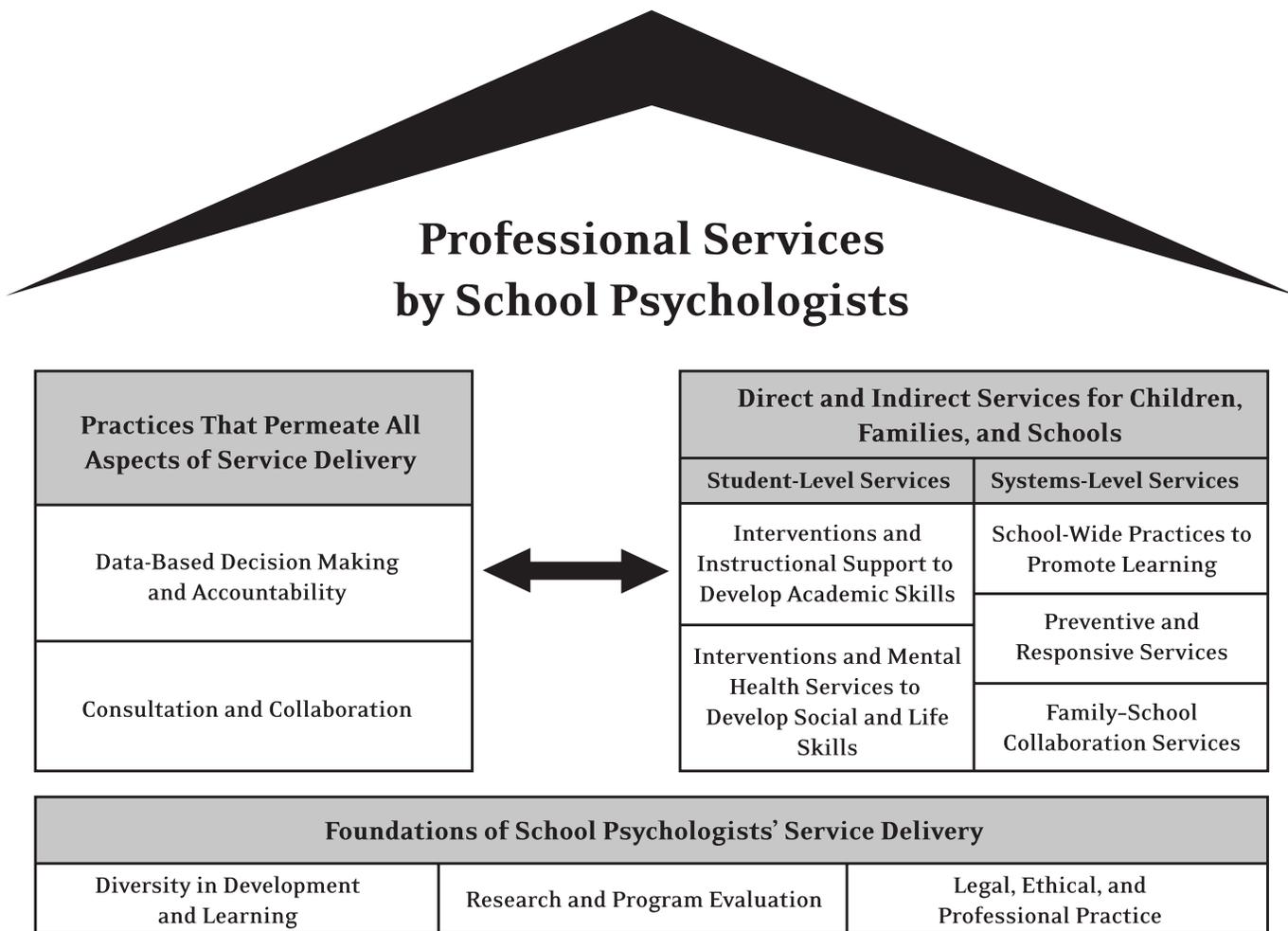
The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and

well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Figure 1, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The *NASP Model for Comprehensive and Integrated School Psychological Services* is designed to be used in conjunction with the *NASP Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, and *Principles for Professional Ethics* to provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

Figure 1. Model of comprehensive and integrated school psychological services.



The *Model for Comprehensive and Integrated School Psychological Services* represents the official policy of NASP regarding the delivery of comprehensive school psychological services. First written in 1978 as the *Guidelines for the Provision of School Psychological Services*, revised in 1984, 1992, 1997, 2000, and 2010, the model serves as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The model provides direction to school psychologists, students, and faculty in school psychology, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. It also delineates what services might reasonably be expected to be available from most school psychologists and, thus, should help to further define the field. In addition, the model is intended to educate the profession and the public regarding appropriate professional practices and, hopefully, will stimulate the continued development of the profession.

The *Model for Comprehensive and Integrated School Psychological Services* addresses the delivery of school psychological services within the context of educational programs and educational settings. In addition to providing services to public and private schools, school psychologists are employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and in private practice. This revision of the *Guidelines for the Provision of School Psychological Services*, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to schoolchildren. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the National Association of School Psychologists's (2010) *Principles for Professional Ethics* and the American Psychological

Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not addressed in the model.

The model includes two major sections, which describe responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. The first section describes *Professional Practices* aligned with each of 10 domains of practice that are the core components of this model of school psychological services. The second section outlines *Organizational Principles* that should be assumed by the organizations that employ school psychologists. These principles describe the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, families, and schools.

Not all school psychologists or school systems will be able to meet every standard contained within this document. Nevertheless, it is anticipated that these guidelines will serve as a model for effective program development and professional practice on federal, state, and local levels. The 10 domains provide a *general framework of basic competencies* that practitioners should possess upon beginning practice as school psychologists. School psychologists will perceive that it is in their own best interest—and that of the agencies, parents, and children they serve—to adhere to and support the model. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within the model.

NASP acknowledges that this model sets requirements for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the recommendations contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates. Nothing in the model should be construed as superseding such relevant rules and regulations.

The model provides flexibility, permitting agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the model has sufficient specificity to ensure appropriate and comprehensive service provision.

COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Figure 1 on page 5 of this document. Graduate education in school psychology prepares practitioners with basic professional competencies, including both *knowledge* and *skills*, in the 10 domains of school psychology, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology. The 10 domains of school psychology reflect the following principles:

- ◆ School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- ◆ School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- ◆ School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for *all* students.
- ◆ School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- ◆ School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- ◆ School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

The domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the domains provided below outline major areas of knowledge and skill, but are not intended to reflect the possible full range of competencies of school psychologists. Figure 1 represents the 10 domains within a model of comprehensive and integrated services by school psychologists. It is important to emphasize that the 10 domains provide a *general frame of reference for basic competencies* that program

graduates should possess upon beginning practice as school psychologists.

The *Model for Comprehensive and Integrated School Psychological Services* describes the services provided by school psychologists to children, families, and schools. Because these services are based on the needs of children, families, and schools, the model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience and advanced graduate education will result in areas of specialization by individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the 10 domains of practice described in this model.

PART I: PROFESSIONAL PRACTICES

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. Examples of professional practices associated with data-based decision making and accountability include the following:

- 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 and consider ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings.

- School psychologists collect and use assessment data to understand students' problems and to select and implement evidence-based instructional and mental health services.
- School psychologists, as part of an interdisciplinary team, conduct assessments to identify students' eligibility for special education and other educational services.
- School psychologists use valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure responses to interventions, and to revise interventions as necessary.
- School psychologists assist with design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented (i.e., treatment fidelity).
- School psychologists use systematic and valid data-collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.
- School psychologists use systematic and valid data-collection procedures to evaluate and document the effectiveness of their own services.
- School psychologists use information and technology resources to enhance data collection and decision-making.

Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and 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. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.
- School psychologists effectively communicate information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate at the individual, family, group, and systems levels

- School psychologists facilitate communication and collaboration among diverse school personnel, families, community professionals, and others
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services

Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote the principles of student-centered learning to help students develop their individual abilities to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists work with other school personnel to ensure the attainment of state and local academic benchmarks by all students.
- School psychologists apply current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems level.

- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.
- School psychologists incorporate all available assessment information in developing instructional strategies to meet the individual learning needs of children.
- School psychologists share information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement, and healthy lifestyles.
- School psychologists facilitate design and delivery of curriculum and instructional strategies that promote children's academic achievement, including, for example, literacy instruction, teacher-directed instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- School psychologists use information and assistive technology resources to enhance students' cognitive and academic skills.
- School psychologists address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.

Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Examples of professional practices associated with development of social, emotional, behavioral, and life skills include the following:

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children.
- School psychologists facilitate design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making.
- School psychologists use systematic decision-making to consider the antecedents, consequences, functions,

and potential causes of behavioral difficulties that may impede learning or socialization.

- School psychologists address intervention acceptability and fidelity during development, implementation, and evaluation of behavioral and mental health interventions.
- School psychologists provide a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral support, and parent education and support; this may include attention to issues such as life skills and personal safety for students with lower levels of functioning.
- School psychologists develop and implement behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management.
- School psychologists evaluate implementation and outcomes of behavioral and mental health interventions for individuals and groups.

Systems-Level Services

School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Professional practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, and more.
- School psychologists use their knowledge of organizational development and systems theory to assist in

promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services.

- School psychologists are actively involved in the development of school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which school psychologists deliver their services.
- School psychologists incorporate evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment (e.g., program to program, school to school, age-level changes, and school to work transitions).
- School psychologists promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services, as well as progress monitoring systems to ensure successful learning and school adjustment.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.
- School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of

effective practices associated with preventive and responsive services include the following:

- School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.
- School psychologists participate in school crisis teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.
- School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.
- School psychologists develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.
- School psychologists collaborate with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.

Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices associated with family–school collaboration include the following:

- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
- School psychologists identify diverse cultural issues, contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and address these factors when developing and providing services for families.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists advocate for families and support parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.
- School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- School psychologists help create linkages between schools, families, and community providers, and help coordinate services when programming for children involves multiple agencies.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery. Examples of professional practices that promote and respect diversity include:

- School psychologists apply their understanding of the influence 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.
- School psychologists, in collaboration with others, address individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.
- School psychologists provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.
- School psychologists work collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners.
- School psychologists utilize a problem solving framework for addressing the needs of English language learners.
- School psychologists recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
- School psychologists promote fairness and social justice in educational programs and services.
- School psychologists incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.
- School psychologists, in collaboration with others, collect, analyze, and interpret program evaluation data in applied settings.
- School psychologists provide support for classroom teachers in collecting and analyzing progress monitoring data.
- School psychologists apply knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.
- School psychologists 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.
- School psychologists incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.

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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists use supervision and mentoring for effective practice.
- School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.

Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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. Examples of professional practices associated with research and program evaluation include the following:

- School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.

- School psychologists assist administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.
- School psychologists advocate for professional roles as providers of effective services that enhance the learning and mental health of all children and youth.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists participate in continuing education activities at a level consistent with maintenance of the NCSP credential (i.e., a minimum of 25 hours of professional development per year).

PART II: ORGANIZATIONAL PRINCIPLES

ORGANIZATIONAL PRINCIPLE 1: ORGANIZATION OF SERVICE DELIVERY

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of consumers and utilizes an evidence-based program evaluation model.

- 1.1 School psychological services are planned and delivered on the basis of a systematic assessment of the educational and psychological needs of the students and families in the local community. School systems ensure that services provided directly by school psychologists are based on a strategic plan. The plan is developed based on the collective needs of the school system and community, with the primary focus being the specific needs of the students served by individual school psychologists.
- 1.2 School psychological services are available to all students on an equal basis and are not determined by a specific funding source. Services are provided to students based on their need, not based on their eligibility to generate specific funding.
- 1.3 School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of these services based on funding, setting, or program location. Therefore, school psychological and mental health services are provided through a “seamless” system of care.

When school psychological services are provided by outside consultants, the school system maintains responsibility for the quality of services and for oversight of planning and implementation of services.

- 1.4 Contractual school psychological services are provided in a manner consistent with this model, *NASP Principles for Professional Ethics*, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by an employing agency. They may be used to augment and enhance programs.
- 1.5 School systems conduct regular evaluations of the collective delivery of educational, mental health, and other student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes). Evaluation of services from outside consultants who provide school psychological services is the responsibility of the school system, and the evaluation process should be consistent with that used for services provided by school psychologists who are school district employees.
- 1.6 The school system provides a range of services to meet the academic and mental health needs of students. As indicated in this model, school psychologists collaborate with other school personnel to provide both direct and indirect services to students and families. The consumers of and participants in these services include the following: students, teachers, counselors, social workers, administrators, other school personnel, families, care providers, other community and regional agencies, and resources that support the educational process.
- 1.7 School systems support the provision of consultative and other services by school psychologists to teachers, administrators, and other school personnel for the purpose of improving student outcomes.

ORGANIZATIONAL PRINCIPLE 2: CLIMATE

It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to

meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

- 2.1 School systems promote cooperative and collaborative relationships among staff members in the best mutual interests of students and families. Conflicts are resolved in a constructive and professional manner.
- 2.2 School systems provide an organizational climate in which school psychologists and other personnel may advocate in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators.
- 2.3 School systems promote work environments that maximize job satisfaction of employees in order to maintain a high quality of services provided to students. Measures of work climate are included in organizational self-evaluation.
- 2.4 School systems promote and advocate for balance between professional and personal lives of employees. Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to problem solve when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

ORGANIZATIONAL PRINCIPLE 3: PHYSICAL, PERSONNEL, AND FISCAL SUPPORT SYSTEMS

School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, clerical services, and a physical work environment; and (d) employees have adequate personnel benefits necessary to support their work, including continuing educational professional development.

- 3.1 School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.

- 3.2 School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychology services staff to students. The ratio of school psychologists to students is a critical aspect of the quality of services to students. This ratio should be determined by the level of staffing needed to provide comprehensive school psychological services in accordance with the system's needs assessment. Generally, the ratio should not exceed 1,000 students to 1 school psychologist. When school psychologists are providing comprehensive and preventive services (i.e., evaluations, consultation, individual/group counseling, crisis response, behavioral interventions, etc), this ratio should not exceed 500 to 700 students for 1 school psychologist in order to ensure quality of student outcomes. Similarly, when school psychologists are assigned to work primarily with student populations that have particularly intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with autism spectrum disorders), this student to school psychologist ratio should be even lower.
- 3.3 School systems provide advanced technological resources in time management, communication systems, data management systems, and service delivery.
- 3.4 School systems provide staff with access to adequate clerical assistance, appropriate professional work materials, sufficient office and work space, adequate technology support (e.g., e-mail, computer), and general working conditions that enhance the delivery of effective services. Included are assessment and intervention materials, access to private telephone and office, clerical services, therapeutic aids, and access to professional literature.

ORGANIZATIONAL PRINCIPLE 4: PROFESSIONAL COMMUNICATION

School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.

- 4.1 School systems provide opportunities for employees to communicate with each other about issues of mutual professional interest on a regular basis.
- 4.2 School systems support collaborative problem solving approaches to the planning and delivery of school psychological services. Decision making

- and strategic planning regarding school psychological services is done in collaboration with other departments and outside agencies to ensure optimal services for students.
- 4.3 School systems ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain appropriate and confidential communication with students, families, and service providers within and outside the system.
 - 4.4 The school system's policy on student records is consistent with state and federal rules and laws and ensures the protection of the confidentiality of the student and his or her family. The policy specifies the types of data developed by the school psychologist that are classified as school or pupil records. The policy gives clear guidance (consistent with *the Family Educational Records and Privacy Act* or similar state/court regulations) regarding which documents belong to the school and the student/guardian and which documents (such as clinical notes) are the personal property of the school psychologist. Although test protocols are part of the student's record, the school system ensures that test security is protected and copyright restrictions are observed. Release of records and protocols is consistent with state and federal regulations. The policy on student records includes procedures for maintaining student confidentiality and privacy in the use of electronic communications. The *NASP Principles for Professional Ethics* provides additional guidance for schools with regard to responsible school-based record keeping.

ORGANIZATIONAL PRINCIPLE 5: SUPERVISION AND MENTORING

The school system ensures that all personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned, including the school psychologist, supervisor, students, and the entire school community.

- 5.1 Supervisors have a valid state school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.
- 5.2 Supervision methods should match the developmental level of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring and/or peer support can be utilized with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.
- 5.3 School systems allow time for school psychologists to participate in supervision and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision and/or peer support outside the district (e.g., through regional, state, or national school psychologist networks).
- 5.4 The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.
- 5.5 Supervisors ensure that practica and internship experiences occur under conditions of appropriate supervision including (a) access to professional school psychologists who will serve as appropriate role models, (b) provision of supervision by an appropriately credentialed school psychologist, and (c) provision of supervision within the guidelines of the training institution and *NASP Graduate Preparation Standards for School Psychology*.
- 5.6 Supervisors provide professional leadership through participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

ORGANIZATIONAL PRINCIPLE 6: PROFESSIONAL DEVELOPMENT AND RECOGNITION SYSTEMS

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that continuing professional development of its

personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of professional development activities. These activities could include those provided by the school system, NASP-approved providers, other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

6.1 Professional Development Responsibilities

- The school system provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development at a level necessary to remain current regarding developments in professional practices that benefit children, families, and schools.
- The school system provides technology and personnel resources to assist in providing a system for documenting professional development activities.

6.2 Professional Development Plans and Application of New Skills

- The school system provides supervision of school psychologists by an appropriately credentialed and experienced school psychologist, so that the development of professional skills is continued and maintained over time. School psychologists seek and use appropriate types and levels of supervision as they acquire new knowledge, skills, and abilities by creating and following a personal plan of professional development.
- Supervision supported by the school system makes available the opportunities to provide feedback to the school psychologist about the quality of new skill applications.

6.3 Advanced Recognition of Professional Development:

The school system provides levels of recognition (e.g., salary, opportunity to use new skills) that reflect the professional growth of individual school psychologists.

Standards for Graduate Preparation of School Psychologists

2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and

mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Standards for Graduate Preparation of School Psychologists* are designed to be used with the NASP *Standards for the Credentialing of School Psychologists*, *Model for Comprehensive and Integrated School Psychological Services*, and *Principles for Professional Ethics* to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school

psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The NASP *Standards for Graduate Preparation of School Psychologists* contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. *Graduate education of school psychologists occurs through specialist level or doctoral level programs of study in school psychology, as defined in these standards.* In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies for establishing standards for school psychologists' graduate education. It is important to note that the NASP graduate preparation standards are official *policy* documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP's expectations for high quality in *all* graduate education programs in school psychology.¹

NASP STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

I. School Psychology Program Context/Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a

sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist-and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

The following elements are apparent in the school psychology program:

- 1.1 The school psychology program is composed of integrated and comprehensive philosophy/mission, goals, objectives, program of study, and supervised practice, as reflected in the following:
 - Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized
 - An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and consistent across candidates^{2 3}

¹ The NASP *Standards for Graduate Preparation of School Psychologists* also will be a foundation for NASP's program review and approval/national recognition procedures for specialist and doctoral level programs in school psychology. However, a separate document, *NASP Criteria for Graduate Program Review and Approval* (in preparation), will outline the framework for program review and approval, requirements for materials submitted by school psychology programs for NASP review, and criteria for evaluation. For those programs in units accredited by the National Council for Accreditation of Teacher Education (NCATE), NASP serves as one of the specialized professional associations (SPAs) that conducts program reviews as a part of the NCATE process. NCATE accredits units (e.g., schools of education), not programs, but does provide “national recognition” status (full or with conditions) to approved programs in NCATE-accredited units. As such, the *NASP Criteria for Graduate Program Review and Approval* document will be applied in NCATE reviews 18 months after the document is approved by NCATE (pending approval by NCATE; approval tentatively scheduled for October 2010). In order to provide all school psychology programs with access to the NASP review process and potentially to national approval/national recognition, NASP also conducts reviews of specialist and doctoral level school psychology programs that are not in NCATE units and that submit materials for review by NASP on a voluntary basis. The *NASP Criteria for Graduate Program Review and Approval* document will be found on the NASP website at <http://www.nasponline.org/>.

² If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure *equivalency* between prior courses/field experiences and program requirements and *consistency* across required program coursework and field experiences for candidates.

³ An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program's philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practice, and other comprehensive program activities for candidates to establish professional identity as school psychologists and develop an affiliation with colleagues and faculty⁴
- Use of systematic, performance-based evaluation and accountability procedures to improve the quality of the program

1.2 Graduate preparation in the school psychology program is designed, delivered, and assessed by highly qualified faculty members who primarily are school psychologists,^{5 6} as demonstrated by the following:

- Faculty who are designated specifically as school psychology program faculty members and total at least three full-time equivalents (FTEs)
- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have

experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology)

- Other school psychology program faculty members, as relevant for the program, who hold doctoral degrees in psychology, education, or closely related disciplines with specializations supportive of their graduate preparation responsibilities in the program

1.3 **SCHOOL PSYCHOLOGY SPECIALIST-LEVEL PROGRAMS ONLY:** The specialist-level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level, or the equivalent if part-time
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience⁷
- Institutional documentation of school psychology specialist-level program completion provided to graduates^{8 9}

1.4 **SCHOOL PSYCHOLOGY DOCTORAL-LEVEL PROGRAMS ONLY:** The doctoral level

⁴ Examples of program activities include candidate attendance at program/department seminars; participation with other candidates and faculty in professional organization meetings; participation in ongoing research, program development, outreach, or service activities; and similar activities in school psychology that promote candidates' professional identity as school psychologists and affiliation with colleagues and faculty.

⁵ School psychology program faculty members are those designated for primary teaching, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision-making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is a key factor. In contrast, other faculty may contribute to the program only by teaching a course(s) or by participating in another limited activity(s), for example, on a limited adjunct, affiliated, or related basis. In addition, Standard 1.2 does not preclude candidates taking courses or participating in experiences offered by other programs or departments, as defined and limited in the school psychology program's required, sequential course of study and field experiences.

⁶ Faculty shortages in school psychology programs have been a concern nationally. School psychology programs are encouraged to advocate with their administrators and engage in other activities to ensure that Standard 1.2 is addressed to the greatest extent possible.

⁷ Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that utilize other credit system (e.g., trimester credits, unit credits) provide candidates with institution policy regarding their equivalency to a semester hour system.

⁸ Institutional documentation of program completion is "official" documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the *entire required course of study in the school psychology program at the specialist or doctoral level, including the internship*. Institutional documentation is typically in the form of a degree or diploma, certificate of advanced graduate studies, transcript notation indicating program completion, or similar official documentation of completion of the entire school psychology program.

⁹ Various types of institutional documentation may be used to recognize "specialist level" program completion in school psychology, defined as a program consisting of a minimum of 60 graduate semester hours or the equivalent and including the internship. The following are examples of institutional documentation of specialist level program completion: master's degree requiring 60+ semester hours; master's degree plus certificate of advanced study (e.g., CAS, CAGS) totaling 60+ semester hours; Educational Specialist (EdS) or Psychology Specialist (PsyS) degree requiring 60+ semester hours, etc.

program of study in school psychology¹⁰ consists of the following:

- Greater depth in one or more school psychology competencies identified by the program in its philosophy/mission of doctoral-level preparation and reflected in program goals, objectives, and sequential program of study and supervised practice. (Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study, e.g., greater depth in one or more domains described in Standards 2.1 to 2.10, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction)
- A minimum of 4 years of full-time study at the graduate level, or the equivalent if part-time
- At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation)⁷
- Institutional documentation of school psychology doctoral-level program completion provided to graduates⁸

1.5 If the school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists), the program ensures that its requirements for respecialization, retraining, or alternative credentialing approaches are consistent with these NASP graduate preparation standards. The program applies systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements.²

II. Domains of School Psychology Graduate Education and Practice

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Appendix A. The school psychology program ensures that all candidates demonstrate basic professional competencies, including both *knowledge* and *skills*, in the 10 domains of school psychology as a result of their graduate preparation in the program. The 10 domains of school psychology reflect the following principles:

- ◆ School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- ◆ School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- ◆ School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for *all* students.
- ◆ School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- ◆ School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- ◆ School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

The domains below are highly interrelated and not mutually exclusive and should be reflected across the school psychology program of study and supervised practice. The brief descriptions of domains provided below outline major areas of knowledge and skill, but are not intended to reflect the possible full range of competencies of school psychologists. Appendix A

¹⁰ Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible within the program's objectives and course of study, credit for prior graduate preparation.

represents the 10 domains within a model of comprehensive and integrated services by school psychologists, and Appendix B provides an expanded list of sample areas of knowledge and skills in each domain that the program may find useful in defining expected candidate competencies, consistent with its own goals and objectives. In addition, the NASP (2010) *Model for Comprehensive and Integrated School Psychological Services* presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the 10 domains below.

The 10 domains provide a *general frame of reference for basic competencies* that program graduates should possess when beginning practice as school psychologists. A program is expected to prepare candidates in the 10 domains through coursework and supervised practice and to determine that candidates attain primary competencies in integrating knowledge and skills across the domains. However, graduate preparation in a general foundation of knowledge and skills in the domains does not preclude the program emphasizing specific knowledge and skill areas within domains or preparing candidates in specialized competencies, depending on the program goals and objectives for specialist- and/or doctoral-level education. (As noted in Standard 1.9, doctoral programs in school psychology provide greater depth in one or more school psychology competencies, consistent with the program's philosophy/mission, goals, and objectives). It is emphasized that the *program's own identification of specific candidate competencies in the domains* is necessary and must be relevant for the program's philosophy/mission, goal and objectives, level of graduate preparation (specialist or doctoral level), and expected outcomes in the roles and functions for which candidates are being prepared. Further, it is expected that program graduates will continue to expand their knowledge and skills in the domains through practice, experience, and continuing professional development as school psychologists.

The school psychology program requires courses and other program activities to *address* the knowledge and skills determined by the program to be relevant for the domains. It is not expected that the school psychology program will require a specific course to correspond to each individual domain below. However, it is important that the program implement its own goals and objectives to demonstrate that primary areas of knowledge and skills

in the domains are sufficiently addressed in the required course of study and other activities. The program ensures that graduates are competent to begin professional practice in the roles and functions for which they are being prepared and for which they will be credentialed by state education agencies or other similar state entities.

Further, the school psychology program implements well-designed, valid methods to *assess* the knowledge and skills of candidates and collects assessment data to determine that candidates *attain* adequate competencies in the domains and integrate competencies across domains in delivering a comprehensive range of services.¹¹ The brief descriptions of knowledge and skill identified below, as well as the examples in Appendix B, are intended to serve only as general guides for the school psychology program. Although the program assesses all candidates' attainment of basic knowledge and skills in the domains and integrated competencies across a range of services, the content of program assessment methods and nature of candidates' attainment of competencies may vary, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, etc.

The following elements are apparent in the school psychology program:

2.1 Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals,

¹¹ Further guidance regarding the assessment of candidate knowledge and skills is provided in the document, *Guidelines for Performance-Based Assessment and Program Accountability and Development*, located on the NASP website.

families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.

2.3 Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8 Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and 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 and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

effective practices associated with preventive and responsive services include the following:

- School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.
- School psychologists participate in school crisis teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.
- School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.
- School psychologists develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.
- School psychologists collaborate with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.

Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices associated with family–school collaboration include the following:

- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
- School psychologists identify diverse cultural issues, contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and address these factors when developing and providing services for families.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists advocate for families and support parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.
- School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- School psychologists help create linkages between schools, families, and community providers, and help coordinate services when programming for children involves multiple agencies.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery. Examples of professional practices that promote and respect diversity include:

- A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology (see Standards 2.1 to 2.10)
- Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists

3.3 The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:

- A minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns,¹⁵ including a minimum of

600 hours of the internship completed in a *school setting*^{16 17}

- A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years
- Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors

3.4 The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in a another setting, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
- An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies

¹⁵ Programs may allow up to half of the required 1500 *doctoral* internship hours to be used from a prior, appropriately supervised specialist-level internship or equivalent experience in school psychology if (a) the program determines that the specialist-level internship or equivalent experience meets program objectives and NASP standards for the school psychology internship (see Standards 3.2 to 3.6), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist level internship in school psychology are clearly articulated and systematically evaluated by the program.

¹⁶ A “school setting” is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools.

¹⁷ Programs may allow doctoral candidates who have met the internship requirement of at least 600 hours in a school setting through a prior, appropriately supervised, specialist-level internship or equivalent experience in school psychology to complete the entire 1500+ hour doctoral school psychology internship in another internship setting that includes appropriately supervised and relevant school psychology activities in other educational contexts, as consistent with the school psychology program’s goals and policies. Program policy specifically defines methods for determining if a doctoral candidate’s prior specialist-level internship or equivalent experience in a school setting meets program criteria and NASP Standards 3.2 to 3.6.

3.5 The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:

- A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved
- Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed
- Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified *learning* experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern's participation in continuing professional development activities

3.6 The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:

- Integration of domains of knowledge and application of professional skills in school

psychology for delivering a comprehensive range of services

- Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

IV. School Psychology Program Support/Resources¹⁸

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure accomplishment of program goals and objectives and candidates' attainment of competencies needed for effective school psychology services that positively impact children, families, schools, and other consumers.

The following elements are apparent in the school psychology program:

4.1 The school psychology program faculty members are assured adequate professional time for program responsibilities, including the following:

- Faculty loads that take into account instruction, program administration, supervision, research/scholarship, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities
- Faculty loads that allow flexibility to meet department and institution responsibilities (e.g., teaching undergraduate courses, service, research) while maintaining faculty responsibilities to the school psychology program
- Faculty teaching and supervision loads that typically are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses
- Awarding of at least 25% reassigned or released time for the program administrator for administrative duties

4.2 The school psychology program ensures adequate candidate support from and interaction with

¹⁸NOTE: Although standards in section IV reflect NASP's principles for high quality in all school psychology programs, programs in units/institutions accredited or undergoing review by the National Council for Accreditation of Teacher Education (NCATE) do not need to provide a response to the standards in section IV as part of the NASP program review and approval/national recognition process.

school psychology program faculty members¹⁹ through the following:

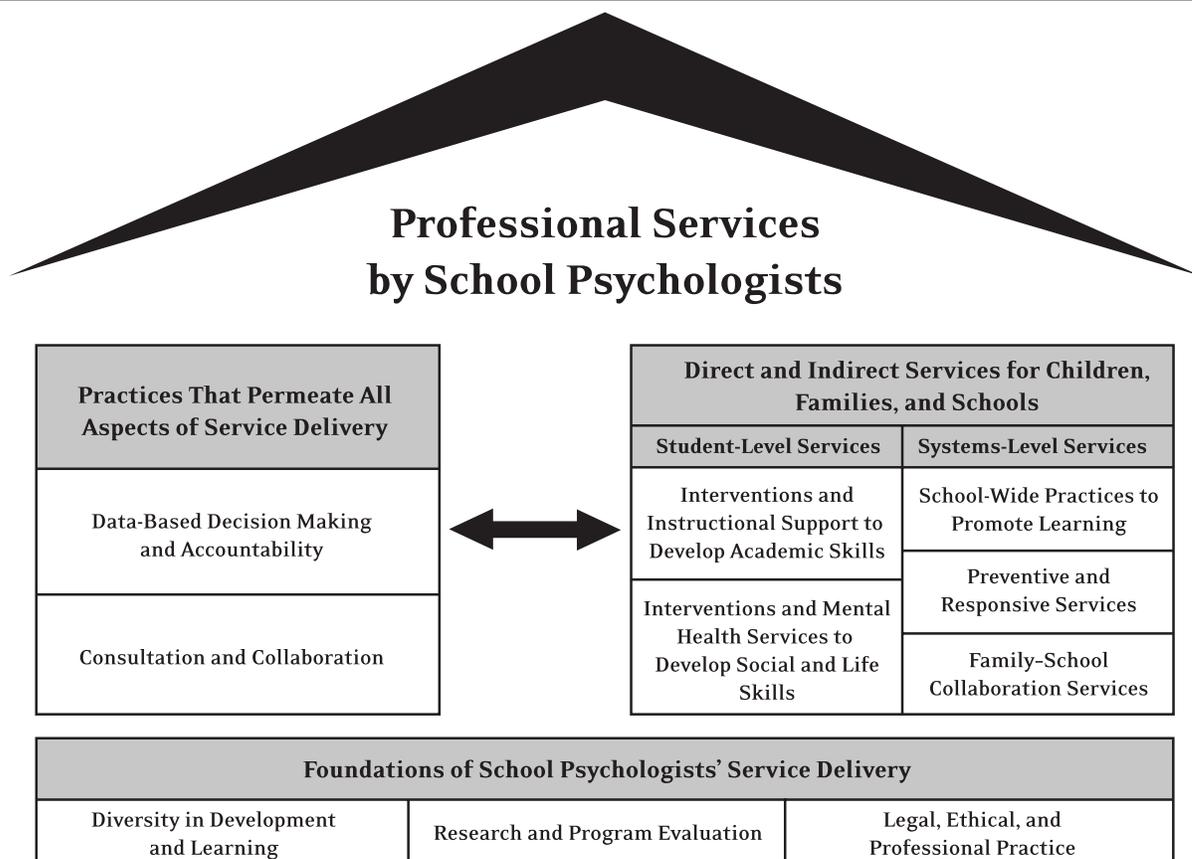
- Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Standard 1.2
 - Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Standard 1.2
 - A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program, including candidates participating in coursework, practica, internships, and other program activities²⁰
- 4.3 The school psychology program faculty receive support for ongoing learning and professional experiences relevant to assigned graduate preparation responsibilities, including the following:
- Support for involvement in school psychology, including with professional organizations, research/scholarship, and/or professional service activities
 - Support for continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology
- 4.4 Candidates in the school psychology program receive ongoing support from the institution, or a unit of the institution, during graduate preparation, including the following:
- Availability of university and/or program support services (e.g., career centers, health services, student associations, advisement about state credentialing procedures)
- Opportunities for funding or related assistance needed to attain educational goals (e.g., assistantships, scholarships, fellowships, traineeships, internship stipends, college financial aid programs)
- 4.5 Adequate physical resources are available to support faculty and candidates in the school psychology program, including the following:
- Office space for faculty
 - Field-based, clinical, and/or laboratory resources
 - Instructional and technology resources
- 4.6 For qualified candidates and faculty with disabilities, the school psychology program provides the following:
- Reasonable accommodations for special needs
 - Accessible academic programs and field experiences
 - Equal opportunities for development and demonstration of competencies
- 4.7 The institution provides adequate library resources to support instruction, independent study, and research relevant to the school psychology program, including the following:
- Comprehensive library and information resources and services
 - Major publications and periodicals in the field
- 4.8 The school psychology program provides for, collaborates in, or contributes to relevant continuing professional development opportunities for practicing school psychologists.
- 4.9 The school psychology program is located in an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

¹⁹The school psychology program may employ other faculty who do not participate in ongoing and comprehensive program activities and who contribute to the program only by teaching a course(s) or by participating in another specific activity(s), for example, on an adjunct, affiliated, or related basis. The number of these faculty members should be limited and their specific activities in the program should be well-defined and systematically coordinated and supervised. However, the program should ensure that comprehensive program activities, outlined in Standard 4.2, are available from and provided primarily by school psychology program faculty members.

²⁰The ratio of FTE faculty to FTE candidates consists of full-time program faculty to candidates enrolled full-time in the school psychology program and/or a prorated FTE proportion of part-time program faculty and/or part-time candidates. Interns, as well as candidates working exclusively on research, theses, or dissertations, may be prorated based on the semester hours enrolled and the amount of supervision provided by program faculty.

APPENDIX D

Model of Comprehensive and Integrated Services by School Psychologists



APPENDIX B. EXPANDED DESCRIPTION OF DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE WITHIN A MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS

Within the model of comprehensive and integrated services, illustrated in Appendix A, school psychologists apply knowledge and skills across 10 domains of school psychology. The domains are highly interrelated and not mutually exclusive, and should be reflected across the school psychology program of study. As noted in Standards 2.1 to 2.10, the school psychology program ensures that all candidates demonstrate basic competencies in 10 broad domains of school psychology. Further, the school psychology program determines that candidates integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers. The

NASP (2010) *Model for Comprehensive and Integrated School Psychological Services* presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the 10 domains.

Below, an expanded list of *sample areas of knowledge and skills in the domains* is provided, and programs may find the examples useful in defining expected candidate competencies. The examples in the descriptions below are not intended to reflect the possible full range of competencies for school psychologists, but instead identify examples of knowledge and skills that school psychology graduate programs may consider when identifying their own goals and objectives for their candidates. The examples of knowledge and skills below are intended to serve only as *general guides* for the school psychology program. The program may elect to emphasize specific knowledge and skill areas outlined in the descriptions below or may elect to identify additional knowledge and skills areas, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, roles and functions for which candidates are being prepared, etc.

2.1 Data-Based Decision Making and Accountability

Examples of areas in which school psychologists have *knowledge* include the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties
- Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services
- Assessment and data collection methods to measure response to, progress in, and effective outcomes of services

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making
- Measure and document effectiveness of their own services for children, families, and schools

2.2 Consultation and Collaboration

Examples of areas in which school psychologists have *knowledge* include the following:

- Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems
- Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
- Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics
- Methods for effective consultation and collaboration that link home, school, and community settings

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
- Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics
- Consult and collaborate at the individual, family, group, and systems levels
- Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
- Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others
- Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services

2.3 Interventions and Instructional Support to Develop Academic Skills

Examples of areas in which school psychologists have *knowledge* include the following:

- Biological, cultural, and social influences on cognitive and academic skills

- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children’s academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring
- Information and assistive technology resources to enhance children’s cognitive and academic skills

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices
- Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Examples of areas in which school psychologists have *knowledge* include the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and

emotional impacts on learning, achievement, and life skills

- Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Evidence-based strategies to promote social–emotional functioning and mental health
- Strategies in social–emotional, behavioral, and mental health services that promote children’s learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
- Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices
- Integrate behavioral supports and mental health services with academic and learning goals for children
- Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services

2.5 School-Wide Practices to Promote Learning

Examples of areas in which school psychologists have *knowledge* include the following:

- School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings
- Psychological and educational principles and research related to organizational development and systems theory
- Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources
- Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities
- Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services.
- Develop school policies, regulations, services, and accountability systems to ensure effective services for all children

2.6 Preventive and Responsive Services

Examples of areas in which school psychologists have *knowledge* include the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health
- Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics

- Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
- Evidence-based strategies for effective crisis prevention, preparation, and response

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services
- Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
- Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics
- Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services

2.7 Family–School Collaboration Services

Examples of areas in which school psychologists have *knowledge* include the following:

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development
- Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics
- Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education

- Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children
- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families
- Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children
- Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns

2.8 Diversity in Development and Learning

Examples of areas in which school psychologists have *knowledge* include the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (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)
- Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity

- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
- In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

2.9 Research and Program Evaluation

Examples of areas in which school psychologists have *knowledge* include the following:

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings
- Program evaluation methods at the individual, group, and/or systems levels
- Technology and information resources applicable to research and program evaluation
- Techniques for judging research quality; synthesizing results across research relevant for services for

children, families, and schools; and applying research to evidence-based practice

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels
- Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings

2.10 Legal, Ethical, and Professional Practice

Examples of areas in which school psychologists have *knowledge* include the following:

- History and foundations of school psychology
- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations relevant for practice in settings in which school psychologists work
- Factors related to professional identity and effective practice as school psychologists
- Relevant information sources and technology

- Methods for planning and engaging in continuing education

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills
- Utilize supervision and mentoring for effective school psychology practice
- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children
- Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth
- Engage in career-long self-evaluation and continuing professional development

Standards for the Credentialing of School Psychologists

2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic

and behavior problems, response to crises, and improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The *NASP Standards for Credentialing of School Psychologists* are designed to be used in conjunction with the *NASP Standards for Graduate Preparation of School Psychologists*, *NASP Model for Comprehensive and Integrated School Psychological Services*, and *NASP Principles for Professional Ethics* to provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The purpose of this document is to provide guidance to state education agencies and other state and national agencies for credentialing school psychologists and regulating the practice of school psychology. These

credentialing standards were developed and approved by NASP pursuant to its mission to support school psychologists, to enhance the learning and mental health of children and youth, and to advance the standards of the school psychology profession.

Credentialing is a process by which a state agency authorizes—and reauthorizes—the use of the title “school psychologist” (or related titles) and practice of school psychology by individuals who initially meet established standards of graduate education and then later comply with standards for continuing professional development, ethical behavior, and experience. These credentialing standards relate to both the use of the title “school psychologist” and to the practice of school psychology, which is defined by the National Association of School Psychologists’s (NASP) *Model for Comprehensive and Integrated School Psychological Services* (2010).

The *Standards for the Credentialing of School Psychologists* are intended as a model for state education agencies or other state or local entities that employ school psychologists and have the statutory authority to establish and regulate credentialing for school psychologists’ title and practice. Included are recommended criteria for initial credentialing (consisting of graduate coursework, practica, and internship requirements) as well as recommendations for credential renewal (i.e., supervision, mentoring, and professional development). These criteria are most applicable to the credentialing of persons employed as school psychologists in public or private schools. Such employment settings typically have a primary responsibility for the safety and welfare of clients served by their employees. For example, state education agencies and local school boards that employ school psychologists and other professionals have a legal responsibility for ensuring that their employees are qualified and act in accordance with various legal and regulatory mandates in their professional relationships with students and parents served by those schools. Similar responsibilities are fulfilled by the administration of other organizations with education programs in which school psychologists might work, such as hospitals or juvenile justice institutions.

NASP recognizes that states vary in the operation of their credentialing systems. Most states conduct their own initial credentialing of school psychologists but may delegate some of their regulatory responsibilities to local education agencies and/or other entities. In addition, multiple state education agency departments are typically involved in the regulation of school psychology with regard to employment, job descriptions, funding, performance evaluation, professional development, ser-

vice provision, etc. Some aspects of credentialing may be embodied in state laws; most are incorporated in regulations. However, the *Standards* are intended to provide guidance regarding credentialing and regulation of school psychology regardless of a state’s organizational and legal structure.

The *Standards* also include a description of the *Nationally Certified School Psychologist* (NCSP) credential, a model implementation of these standards as administered by the National School Psychology Certification Board. The NCSP is a national certification system for school psychologists based upon recognized standards for advanced preparation, performance-based assessment of competency and demonstration of positive outcomes for consumers of school psychological services. The National School Psychology Certification System (NSPCS) was created by NASP to establish a nationally recognized standard for credentialing school psychologists. The *Standards for the Credentialing of School Psychologists* are used by the NSPCS, and the NCSP is bestowed upon individuals in recognition of meeting national standards. The *Standards for the Credentialing of School Psychologists* are also considered to be appropriate for states to use in executing their authority in credentialing school psychologists. As a result, the NCSP credential is widely recognized by state education agencies as a valid approach for credentialing school psychologists. These *Standards* are not intended to supplant a state’s authority to implement equivalent credentialing processes for school psychologists. The purposes of this national credentialing system are to promote uniform credentialing standards across states, agencies, and training institutions, and to facilitate the credentialing of school psychologists across states through the use of equivalency. The National Association of School Psychologists’s designation for persons who meet these standards is *Nationally Certified School Psychologist*, or NCSP. Persons who hold the NCSP are considered to have met rigorous standards of training and competency based upon the assessment and demonstration of effective services and positive impact on students, families, and learning environments.

THE STRUCTURE OF THE SCHOOL PSYCHOLOGIST CREDENTIAL

1.0 State Credentialing Authority

- 1.1 Credentialing for school psychologists (i.e., licensure or certification) is the process whereby a state authorizes individuals to use the title “school

psychologist” and provide school psychological services. Credentialing in school psychology is granted to individuals meeting established standards of graduate education and experience. A state’s credentialing authority, found in statute and/or regulations, should require all providers of school psychological services and all users of the title “school psychologist” to hold a current credential, and provide for legal sanctions and sanctioning procedures for violators.

- 1.2 When a state empowers one or more organizational entities to administer the credentialing (certification and/or licensure) process for school psychologists, administrative codes and regulations adopted by such bodies should be consistent with the *Standards for the Credentialing of School Psychologists* and carry the weight of law.

2.0 Elements of the School Psychologist Credential

- 2.1 The credential should be issued in writing and expressly authorize both the practice of school psychology as defined by NASP *Model for Comprehensive and Integrated School Psychological Services* and the use of the title “school psychologist.”
- 2.2 The professional school psychologist credential should be issued for a minimum period of three years.
- 2.3 The minimum requirement for a professional credential as a school psychologist is the specialist-level credential in school psychology per the criteria in section 3.0.
- 2.4 The credentialing process should require at least one academic year of postdegree supervision and/

or mentoring following initial issuance of the credential. (See Section 5.5).

- 2.5 Following the completion of one year of supervision, the credential should allow school psychologists to have professional autonomy in determining the nature, scope, and extent of their specific services consistent with their training, supervised experience, and demonstrated expertise and in accordance with NASP’s *Principles for Professional Ethics* (2010).
- 2.6 It is recommended that state and local education agencies incorporate NASP’s *Model for Comprehensive and Integrated School Psychological Services* (2010) in any performance evaluation system used to evaluate school psychologists.

STATE CREDENTIALING REQUIREMENTS

3.0 Criteria for Specialist-Level Credentialing in School Psychology

- 3.1 The minimum requirement for credentialing as a school psychologist shall be a specialist-level program of study in school psychology consisting of the following: (a) a minimum of three years of full-time study at the graduate level, or the equivalent if part-time; (b) at least 60 graduate semester hours or the equivalent¹, with at least 54 hours exclusive of credit for the supervised specialist level internship experience; and (c) institutional documentation of specialist-level school psychology program completion^{2,3} provided to graduates.

Criteria for each of the following areas will be consistent with NASP *Standards for Graduate Preparation of School Psychologists*⁴.

¹ Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that utilize other credit systems (e.g. trimester credits, unit credits) provide candidates with institution policy regarding their equivalency to a semester hour system.

² Institutional documentation of program completion is “official” documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required program of study in the school psychology program, including the internship. Institutional documentation is typically in the form of a degree or diploma, certificate of advanced graduate studies, transcript notation indicating program completion, or similar documentation of completion of the entire school psychology program.

³ Various types of institutional documentation may be used to recognize “specialist-level” program completion in school psychology, defined as a program consisting of a minimum of 60 graduate semester hours or the equivalent and including the internship. The following are *examples* of institutional documentation of specialist level program completion: master’s degree requiring 60+ semester hours, master’s degree plus certificate of advanced study (e.g., CAS, CAGS) totaling 60+ semester hours, Educational Specialist (EdS) or Psychology Specialist (PsyS) degree requiring 60+ semester hours, etc.

⁴ The NASP *Standards for Graduate Preparation of School Psychologists* are approved by the National Council for Accreditation of Teacher Education (NCATE) and are utilized by NASP when it conducts graduate program reviews as a part of the NCATE unit accreditation process.

3.2 Domains of Professional Practice. The credential should be based upon the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following Domains of Professional Practice. School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Appendix A. The 10 domains of school psychology reflect the following principles:

- ◆ School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- ◆ School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- ◆ School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for *all* students.
- ◆ School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- ◆ School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- ◆ School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

Professional preparation should reflect the ability to integrate knowledge and skills across each of the following domains. Competency requires demonstration of both knowledge and skills. The descriptions below are representative of competencies in each domain but are not intended to be exhaustive or prescriptive. Appendix A represents the 10 domains within a model of

comprehensive and integrated services by school psychologists. In addition, the NASP (2010) *Model for Comprehensive and Integrated School Psychological Services* presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the 10 domains below.

1. Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- 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 use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and empirically supported strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and 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, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

9. Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

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 demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and profes-

sional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

3.3 Applicants for a school psychology specialist credential will have completed supervised practica experiences⁵ that include the following:

- a. Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
- b. Specific, required activities and systematic development and evaluation of skills, consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills (See Standards 3.2 Domains of Professional Practice)
- c. Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors
- d. Close supervision by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies

3.4 Applicants for a school psychology credential will have completed a comprehensive, supervised, and

carefully evaluated internship⁶ consisting of the following⁷:

- a. A minimum of 1200 clock hours for specialist-level interns, including a minimum of 600 hours of the internship completed in a *school setting*⁸
- b. A minimum of one academic year, completed on a full-time basis or on a half-time basis over two consecutive years
- c. Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision
- d. A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution
- e. A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology graduate education and practice (See Standards 2.1 to 2.10)
- f. Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program, and which emphasize human diversity, and delivery of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers
- g. Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and

⁵ School psychology practica are closely supervised on-campus and/or field-based activities designed to develop and evaluate school psychology candidates' mastery of specific professional skills consistent with program goals. Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive field experience that covers a range of skills. Candidate skill and competency *development*, rather than delivery of professional services, is a primary purpose of practica.

⁶ The school psychology internship is a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional documentation of completion of the specialist- or doctoral-level program. The internship ensures that school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in program coursework and practica, as well as to acquire enhanced competencies consistent with the school psychology program's goals and objectives.

⁷ See *Best Practice Guidelines for School Psychology Internships* for an additional resource for graduate programs and internship sites, available on the NASP website.

⁸ A "school setting" is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools.

field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists

- h. Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in a another setting, as noted in Standard 3.4a, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
 - i. An average of at least two hours of field-based supervision per full-time week or the equivalent for half-time placements
 - j. Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies
- 3.5 Documentation is provided that the applicant has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.
- 3.6 Applicants should achieve a passing score on a state or national test appropriate for school psychology. The National School Psychology Certification Board has established a passing score on the Educational Testing Service's (ETS) School Psychology Examination that is suitable for state credentialing purposes.

4.0 Criteria for Doctoral Credential in School Psychology

- 4.1 A doctoral-level credential in school psychology should be based upon (a) a minimum of 4 years of full-time study at the graduate level or the equivalent, if part time (b) at least 90 graduate semester hours or the equivalent, with at least

78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation), and (c) institutional documentation of school psychology doctoral-level program completion provided to graduates. Criteria for each of the following areas will be consistent with NASP *Standards for Graduate Preparation of School Psychologists*.

- 4.2 The credential should be based upon the completion of an integrated and sequential program of study in school psychology⁹ that is explicitly designed to develop knowledge and practice competencies in each of the following Domains of Professional Practice.
- a. Data-Based Decision Making and Accountability
 - b. Consultation and Collaboration
 - c. Interventions and Instructional Support to Develop Academic Skills
 - d. Interventions and Mental Health Services to Develop Social and Life Skills
 - e. School-Wide Practices to Promote Learning
 - f. Preventive and Responsive Services
 - g. Family–School Collaboration Services
 - h. Diversity in Development and Learning
 - i. Research and Program Evaluation
 - j. Legal, Ethical, and Professional Practice
- 4.3 Applicants for a school psychology doctoral credential will have completed supervised practica experiences that include the following:
- a. Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
 - b. Specific, required activities and systematic development and evaluation of skills, consistent with goals of the program and in settings relevant to program objectives for development of candidate skills (See Standards 2.1 to 2.10)
 - c. Direct oversight by the program to ensure appropriateness of the placement, activities,

⁹ Greater depth in one or more school psychology competencies identified by the program in its philosophy/mission of doctoral-level preparation and reflected in program goals, objectives, and sequential program of study and supervised practice. (Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study, e.g., greater depth in one or more domains described in Standards 2.1 to 2.10, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction).

supervision, and collaboration with the placement sites and practicum supervisors

- d. Close supervision by program faculty and qualified practicum supervisors and inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies

4.4 Applicants for a school psychology doctoral credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:

- a. A minimum of 1500 clock hours for doctoral-level interns¹⁰, including a minimum of 600 hours of the internship completed in a *school setting*.
- b. A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years
- c. Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision
- d. A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution
- e. A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology graduate education and practice (See Standards 2.1 to 2.10)
- f. Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program and delivery of professional school psychology

services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers

- g. Both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain designated competencies needed for effective school psychology practice
- h. Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in a another setting, as noted in Standard 4.4a, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
- i. An average of at least 2 hours of field-based supervision per full-time week or the equivalent for part-time placements.
- j. Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies

4.5 Documentation is provided that the candidate has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

4.6 Applicants should achieve a passing score on a state or national test appropriate for school psychology. The National School Psychology Certification Board has established a passing score on the Educational Testing Service's (ETS) School Psychology Examination that is suitable for state credentialing purposes.

¹⁰ Programs may allow up to half of the required 1500 *doctoral* internship hours to be used from a prior, appropriately supervised specialist-level internship or equivalent experience in school psychology if (a) the program determines that the specialist-level internship or equivalent experience meets program objectives and NASP standards for the school psychology internship (see Standards 3.2 to 3.6), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist-level internship in school psychology are clearly articulated and systematically evaluated by the program.

STATE CREDENTIALING PROCEDURES

5.0 Implementation of School Psychology Credentialing Requirements by States

- 5.1 The state credential is granted to individuals who meet the requirements described in Standard 3.0, including completion of a specialist-level school psychology program consistent with *NASP Standards for Graduate Preparation of School Psychologists*, demonstration of professional work characteristics, completion of applied professional practice, and demonstrated competency in the domains of professional practice.
- 5.2 Implementation of these requirements may be facilitated in four ways:
 - a. Applicants who are graduates of school psychology programs approved by the National Association of School Psychologists at the specialist or doctoral level will have met preparation requirements 3.0 or 4.0 respectively and are eligible for credentialing as school psychologists.
 - b. Applicants who are graduates of school psychology programs that, at the time of the applicant's graduation, were accredited by an agency (e.g., American Psychological Association), approved by the U.S. Department of Education, and who have met the internship requirement specified in Standard 4.4, are eligible for credentialing as school psychologists.
 - c. Applicants who are graduates of other graduate education programs should demonstrate equivalency with the *NASP Standards for Graduate Preparation of School Psychologists*. For applicants who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as a school psychologist, the state should ensure that its requirements for alternative credentialing are consistent with these NASP credentialing standards. NASP approved graduate education programs may be consulted to ensure

that an applicant's prior courses, field experiences, and professional competencies are equivalent to *NASP Standards for Graduate Preparation of School Psychologists*¹¹.

- d. Applicants who hold a valid credential as Nationally Certified School Psychologists (NCSP) have been judged by the National Association of School Psychologists to have met its graduate preparation and credentialing standards and should be considered eligible for state credentialing as school psychologists.
- 5.3 The NCSP credential is suitable for adoption by state education agencies for credentialing of school psychologists. However, comparable credentialing approaches should be available to applicants as described in Standard 5.2. Recognition of the NCSP facilitates interstate reciprocity agreements. The NCSP system can also satisfy state credential renewal requirements for continuing professional development.
 - 5.4 Adequate professional support should be provided to all credentialed school psychologists. School systems should ensure that all personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues.
 - 5.5 Credentialed school psychologists in their first postgraduate year of employment should participate in district-provided supervision or mentoring. Such induction experiences should be for the purpose of establishing a foundation for lifelong learning and professional growth. For initially credentialed school psychologists, participation in district-provided supervision and/or mentoring conducted either directly or indirectly is recommended for a minimum average of 1 hour per week.
 - 5.6 Supervisors have a valid school psychologist credential for the setting in which they are

¹¹ If the school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates for credentialing as school psychologists (e.g., for candidates who hold graduate degrees in related fields and are seeking graduate preparation and credentialing as school psychologists), the program ensures that its requirements for respecialization, retraining, or alternative credentialing approaches are consistent with these NASP graduate preparation standards. The program applies systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements.

employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.

- 5.7 Supervision methods should match the developmental level of the school psychologist. Novice school psychologists require more intensive supervisory modalities, including regularly scheduled sessions. Alternative methods, such as supervision groups, mentoring, and/or peer support can be utilized with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases. School systems should allow time for school psychologists to participate in supervision and mentoring.
- 5.8 The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.
- 5.9 Renewal of the initial state credential should be granted to applicants meeting the following criteria:
 - a. Evidence of public, private, or university-based practice for a minimum of 1 academic year of full-time equivalent (FTE) experience during the previous 3 years.
 - b. Evidence of continuing professional development for a minimum of 75 clock hours during the previous 3-year period while the credential was in effect.
 - c. Evidence of having successfully completed a minimum of 1 academic year of professional experience with a mentor or supervisor. For professional practice within a school setting, supervision or mentoring should be provided

by a credentialed school psychologist with a minimum of 3 years of experience.

6.0 Nationally Certified School Psychologist

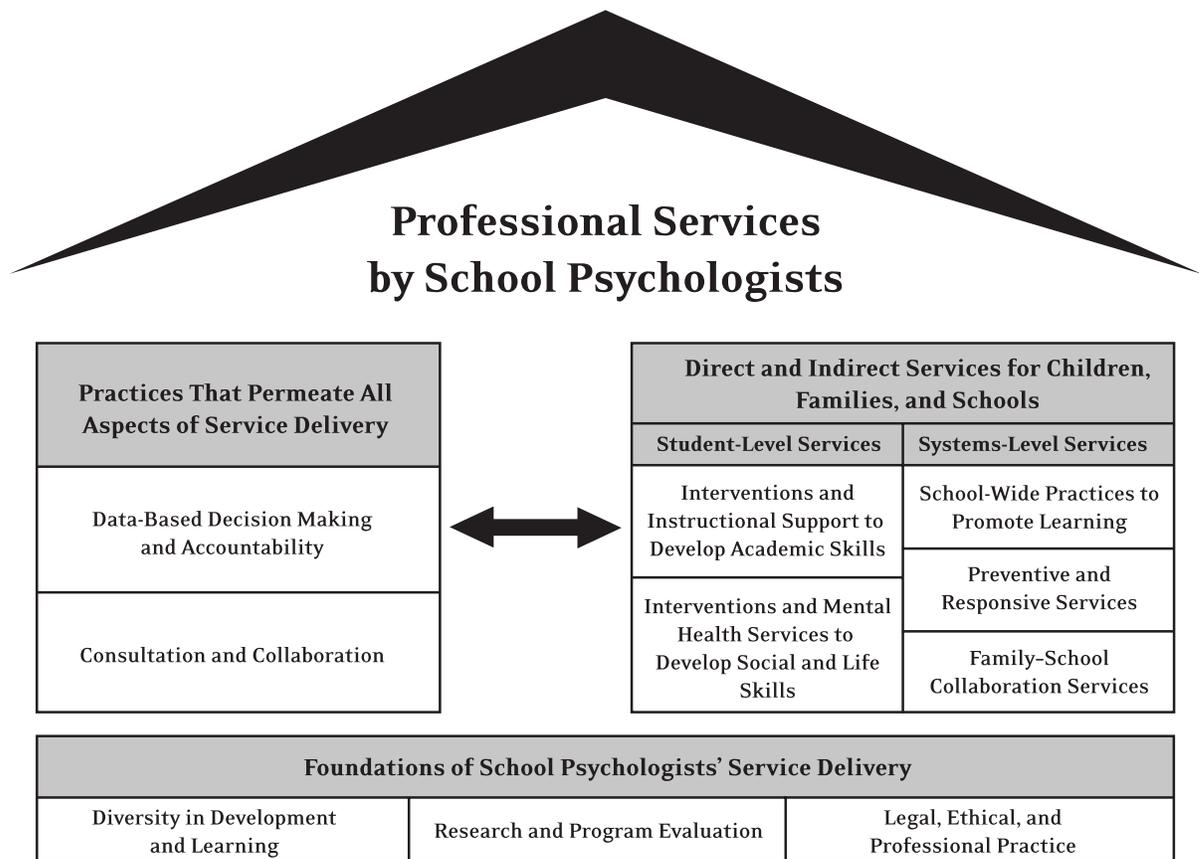
- 6.1 The Nationally Certified School Psychologist (NCSP) credential is granted to persons who have successfully met standards 3.0–3.7 above¹².
- 6.2 For initial renewal of the NCSP credential, there should be evidence of having successfully completed a minimum of 1 academic year of professional support from a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of three years of experience. For any portion of the experience that is accumulated in a nonschool setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision and/or mentoring conducted either individually or within a group for a minimum average of 1 hour per week is recommended.
- 6.3 Renewal of the NCSP will only be granted to applicants who complete at least 75 contact hours of continuing professional development activities within a 3-year period.

7.0 Principles for Professional Ethics

State and local education agencies are encouraged to adopt the NASP *Principles for Professional Ethics* and develop appropriate problem-solving, due process, and discipline procedures for addressing potential ethical misconduct by school psychologists in addition to the already established procedures for handling employee misconduct.

¹² *Approved Programs in School Psychology*: The National Association of School Psychologists (NASP) publishes annually a list of graduate education programs in school psychology that have been determined to meet the NASP *Standards for Graduate Preparation of School Psychologists*. A copy of the approved program list can be obtained by contacting the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814 or at <http://www.nasponline.org>

Model of Comprehensive and Integrated Services by School Psychologists



APPENDIX B. EXPANDED DESCRIPTION OF DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE WITHIN A MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS

Within the model of comprehensive and integrated services, illustrated in Appendix A, school psychologists' activities include knowledge and skills across 10 domains of school psychology. As noted in NASP Graduate Preparation Standards 2.1 to 2.10, the school psychology program ensures that all candidates demonstrate basic competencies in the 10 domains of school psychology. The domains are highly interrelated and not mutually exclusive, and should be reflected across the school psychology program of study. The NASP (2010) *Model for Comprehensive and Integrated School Psychological Services* presents specific school psychology practices and provide more detail about the integrated and comprehensive nature of the 10 domains.

Below, an expanded list of *sample areas of knowledge and skills in the domains* is provided that programs may find useful

in defining expected candidate competencies. The examples in the descriptions below are not intended to reflect the possible full range of competencies for school psychologists, but instead identify examples of knowledge and skills that school psychology graduate programs may consider when identifying their own goals and objectives for their candidates. The examples of knowledge and skill below are intended to serve only as *general guides* for the school psychology program. The program may elect to emphasize specific knowledge and skill areas from the descriptions below or may elect to identify additional knowledge and skills areas, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, roles and functions for which candidates are being prepared, etc.

The following elements are apparent in the school psychology program:

2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties.
- Assessment and data collection methods useful in identifying strengths and needs and documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services
- Assessment and data-collection methods to measure response to, progress in, and effective outcomes of services

School psychologists demonstrate *skills* to:

- Use psychological and educational assessment and data collection strategies as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability for empirically supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making
- Measure and document effectiveness of their own services for children, families, and schools

2.2 Consultation and Collaboration

School psychologists have *knowledge* of the following:

- Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems
- Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
- Consultation and collaboration strategies effective across situations, contexts, and diverse characteristics

- Methods for effective consultation and collaboration that link home, school, and community settings
- School psychologists demonstrate *skills* to:

- Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
- Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics
- Consult and collaborate at the individual, family, group, and systems levels
- Facilitate communication and collaboration among diverse school personnel, families, community professionals, and others
- Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others
- Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have *knowledge* of the following:

- Biological, cultural, and social influences on cognitive and academic skills
- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization; etc.
- Techniques to assess learning and instruction and methods for using data in decision making, planning, and progress monitoring
- Information and assistive technology resources to enhance children's cognitive and academic skills

School psychologists, in collaboration with others, demonstrate *skills* to:

- Use assessment and data-collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidenced-based practices
- Use empirically supported strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have *knowledge* of the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills
- Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Empirically supported strategies to promote social–emotional functioning and mental health
- Strategies in social–emotional, behavioral, and mental health services that promote children’s learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
- Techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring

School psychologists, in collaboration with others, demonstrate *skills* to:

- Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

- Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices
- Integrate behavioral supports and mental health services with academic and learning goals for children
- Use empirically supported strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services

2.5 Diversity in Development and Learning

School psychologists have *knowledge* of the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, individual, and role differences (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)
- Empirically supported strategies in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity
- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

School psychologists demonstrate *skills* to:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery

- In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social, and mental health outcomes for all children in family, school, and community contexts
- In schools and other agencies, advance social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

2.6 School-Wide Practices to Promote Learning

School psychologists have *knowledge* of the following:

- School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings
- Psychological and educational principles and research related to organizational development and systems theory,
- Issues and needs in schools, communities, and other settings, including accountability requirements and local, state, and federal policies and regulations
- Empirically supported school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

School psychologists, in collaboration with others, demonstrate *skills* to:

- Design and implement empirically supported practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc.
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities
- Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services

- Develop school policies, regulations, services, and accountability systems to ensure effective services for all children

2.7 Preventive and Responsive Services

School psychologists have *knowledge* of the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health
- Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics
- Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
- Empirically supported strategies for effective crisis prevention, preparation, and response

School psychologists, in collaboration with others, demonstrate *skills* to:

- Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services
- Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
- Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics
- Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services

2.8 Family-School Collaboration Services

School psychologists have *knowledge* of the following:

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development
- Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics
- Empirically supported strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education
- Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices

School psychologists, in collaboration with others, demonstrate *skills* to:

- Design and implement empirically supported practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children
- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, and direct and indirect services to enhance family–school-community effectiveness in addressing the needs of children
- Design, implement, and evaluate educational, support, and other types of programs that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns

2.9 Research and Program Evaluation

School psychologists have *knowledge* of the following:

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings
- Program evaluation methods at the individual, group, and/or systems levels
- Technology and information resources applicable to research and program evaluation

- Techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice

School psychologists demonstrate *skills* to:

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- 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
- Incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in decision-making and in evaluation of services at the individual, group, and/or systems levels
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings

2.10 Legal, Ethical, and Professional Practice

School psychologists have *knowledge* of the following:

- History and foundations of their profession
- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations
- Factors related to professional identity in school psychology
- Relevant information sources and technology
- Methods for planning and engaging in continuing education

School psychologists demonstrate *skills* to:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations
- Engage in effective ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- Apply professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, and dependability
- Utilize supervision and mentoring for effective school psychology practice

- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children
- Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth
- Engage in career-long self-evaluation and continuing professional development

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Principles for Professional Ethics

2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and

improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Principles for Professional Ethics* is designed to be used in conjunction with the NASP *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, and *Model for Comprehensive and Integrated School Psychological Services* to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The formal principles that elucidate the proper conduct of a professional school psychologist are known as *ethics*. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics (Principles)*, and revisions were made in 1984, 1992, 1997, and 2000. The purpose of the *Principles* is to protect the public and those who receive school psychological services by sensitizing

school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct.¹ NASP members and school psychologists who are certified by the National School Psychologist Certification System are bound to abide by NASP's code of ethics.²

The NASP *Principles for Professional Ethics* were developed to address the unique circumstances associated with providing school psychological services. The duty to educate children and the legal authority to do so rests with state governments. When school psychologists employed by a school board make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention.³ For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices⁴ based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists “speak up” for the needs and rights of students even when it may be difficult to do so.

The *Principles for Professional Ethics*, like all codes of ethics, provide only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving

competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles of employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation.⁵ Such situations are often complicated and may require a nuanced application of these *Principles* to effect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these *Principles*, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.^{6,7}

The NASP *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the *Principles*. When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts by problem solving with others and through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.⁸

In addition to providing services to public and private schools, school psychologists may be employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. The principles in this code should be considered by school psychologists in their ethical decision making regardless of employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not directly addressed in this code.

Four broad ethical themes⁹ provide the organizational framework for the 2010 *Principles for Professional Ethics*. The four broad ethical themes subsume 17 ethical principles. Each principle is then further articulated by

multiple specific standards of conduct. The broad themes, corollary principles, and ethical standards are to be considered in decision making. NASP will seek to enforce the 17 ethical principles and corollary standards that appear in the *Principles for Professional Ethics* with its members and school psychologists who hold the Nationally Certified School Psychologist (NCSP) credential in accordance with NASP's *Ethical and Professional Practices Committee Procedures* (2008). Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine its application to his or her individual situation.

The decisions made by school psychologists affect the welfare of children and families and can enhance their schools and communities. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the NASP *Principles for Professional Ethics*,¹⁰ and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

Client: The *client* is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party.¹¹ While not clients per se, classrooms, schools, and school systems also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

Child: A *child*, as defined in law, generally refers to a minor, a person younger than the age of majority. Although this term may be regarded as demeaning when applied to teenagers, it is used in this document when necessary to denote minor status. The term *student* is used when a less precise term is adequate.

Informed Consent: *Informed consent* means that the person giving consent has the legal authority to make a consent decision, a clear understanding of what it is he or she is consenting to, and that his or her consent is freely given and may be withdrawn without prejudice.¹²

Assent: The term *assent* refers to a minor's affirmative agreement to participate in psychological services or research.

Parent: The term *parent* may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child's welfare.

Advocacy: School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. *Advocacy* also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families.¹³ Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (willful disregard of an employer's lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

School-Based Versus Private Practice: *School-based practice* refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or contracted by the schools on a per case or consultative basis. *Private practice* occurs when a school psychologist enters into an agreement with a client(s) rather than an educational agency to provide school psychological services and the school psychologist's fee for services is the responsibility of the client or his or her representative.

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

Principle I.1. Autonomy and Self-Determination (Consent and Assent)

School psychologists respect the right of persons to participate in decisions affecting their own welfare.

Standard I.1.1

School psychologists encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions.¹⁴ Parent consent is not ethically required for a school-based school psychologist to review a student's educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities.¹⁵ Parents must be notified prior to the administration of school- or classroom-wide screenings for mental health problems and given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2

Except for urgent situations or self-referrals by a minor student, school psychologists seek parent consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling or other nonclassroom therapeutic intervention.*

- It is ethically permissible to provide psychological assistance without parent notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.
- When a student who is a minor self-refers for assistance, it is ethically permissible to provide

psychological assistance without parent notice or consent for one or several meetings to establish the nature and degree of the need for services and assure the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parent consent where allowed by state law and school district policy. However, if the student is *not* old enough to receive school psychological assistance independent of parent consent, the school psychologist obtains parent consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parent notice or consent.

Standard I.1.3

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.¹⁶

Standard I.1.4

School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.¹⁷

*It is recommended that school district parent handbooks and websites advise parents that a minor student may be seen by school health or mental health professionals (e.g., school nurse, counselor, social worker, school psychologist) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents should also be advised that district school psychologists routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent for, such involvement in student support.

- If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.
- When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices he or she does not wish or is not able to make.¹⁸

Standard I.1.5

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources.

Principle I.2. Privacy and Confidentiality

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Standard I.2.1

School psychologists respect the right of persons to self-determine whether to disclose private information.

Standard I.2.2

School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications are privileged in most jurisdictions and do not disclose information that would put the student or family at legal, social, or other risk if shared with third parties, except as permitted by the mental health provider–client privilege laws in their state.¹⁹

Standard I.2.3

School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved. School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure client understanding and agreement regarding how sensitive disclosures will be handled.

Standard I.2.4

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents.

Standard I.2.5

School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

Standard I.2.6

School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.²⁰

Standard I.2.7

School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.²¹

Principle I.3. Fairness and Justice

In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression,

disability, or any other distinguishing characteristics.

Standard I.3.1

School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics including race; ethnicity; color; religion; ancestry; national origin; immigration status; socioeconomic status; primary language; gender; sexual orientation, gender identity, or gender expression; mental, physical, or sensory disability; or any other distinguishing characteristics.

Standard I.3.2

School psychologists pursue awareness and knowledge of how diversity factors may influence child development, behavior, and school learning. In conducting psychological, educational, or behavioral evaluations or in providing interventions, therapy, counseling, or consultation services, the school psychologist takes into account individual characteristics as enumerated in Standard I.3.1 so as to provide effective services.²²

Standard I.3.3

School psychologists work to correct school practices that are unjustly discriminatory or that deny students, parents, or others their legal rights. They take steps to foster a school climate that is safe, accepting, and respectful of all persons.

Standard I.3.4

School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.²³

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.²⁴

Principle II.1. Competence

To benefit clients, school psychologists engage only in practices for which they are qualified and competent.

Standard II.1.1

School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services.

Standard II.1.2

Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients. When knowledge and understanding of diversity characteristics are essential to ensure competent assessment, intervention, or consultation, school psychologists have or obtain the training or supervision necessary to provide effective services, or they make appropriate referrals.

Standard II.1.3

School psychologists refrain from any activity in which their personal problems may interfere with professional effectiveness. They seek assistance when personal problems threaten to compromise their professional effectiveness (also see III.4.2).

Standard II.1.4

School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.

Principle II.2. Accepting Responsibility for Actions

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Standard II.2.1

School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted report if information is found to be inaccurate or incomplete.

Standard II.2.2

School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

Standard II.2.3

School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

Standard II.2.4

When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees.

Principle II.3. Responsible Assessment and Intervention Practices

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions.

Standard II.3.1

Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

Standard II.3.2

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

- School psychologists select assessment instruments and strategies that are reliable and valid for the child and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher or the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.
- If using norm-referenced measures, school psychologists choose instruments with up-to-date normative data.
- When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.

Standard II.3.3

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources.

Standard II.3.4

Consistent with education law and sound professional practice, children with suspected disabilities are assessed in all areas related to the suspected disability

Standard II.3.5

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics (see Standard I.3.1. and I.3.2).

Standard II.3.6

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists take steps to ensure that the interpreters are appropriately trained and are acceptable to clients.²⁵

Standard II.3.7

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should utilize a representative

sample of records and explain the basis for, and the limitations of, their recommendations.²⁶

Standard II.3.8

School psychologists adequately interpret findings and present results in clear, understandable terms so that the recipient can make informed choices.

Standard II.3.9

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice:

- School psychologists use a problem-solving process to develop interventions appropriate to the presenting problems and that are consistent with data collected.
- Preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.10

School psychologists encourage and promote parental participation in designing interventions for their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.

- School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the ethnic/cultural values of the family and includes alternatives that may be available. Subsequent recommendations for program changes or additional services are discussed with parents, including any alternatives that may be available.
- Parents are informed of sources of support available at school and in the community.

Standard II.3.11

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.²⁷

Principle II.4 Responsible School-Based Record Keeping

School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.

Standard II.4.1

School psychologists discuss with parents and adult students their rights regarding creation, modification, storage, and disposal of psychological and educational records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.²⁸

Standard II.4.2

School psychologists maintain school-based psychological and educational records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.²⁹

Standard II.4.3

School psychologists include only documented and relevant information from reliable sources in school psychological records.

Standard II.4.4

School psychologists ensure that parents have appropriate access to the psychological and educational records of their child.

- Parents have a right to access any and all information that is used to make educational decisions about their child.
- School psychologists respect the right of parents to inspect, but not necessarily to copy, their child's answers to school psychological test questions, even if those answers are recorded on a test protocol (also see II.5.1).³⁰

Standard II.4.5

School psychologists take steps to ensure that information in school psychological records is not released to persons or agencies outside of the school without the consent of the parent except as required and permitted by law.

Standard II.4.6

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to the student's school psychological records without prior parent permission or the permission of an adult student.

Standard II.4.7

To the extent that school psychological records are under their control, school psychologists protect elec-

tronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8

It is ethically permissible for school psychologists to keep private notes to use as a memory aid that are not made accessible to others. However, as noted in Standard II.4.4, any and all information that is used to make educational decisions about a student must be accessible to parents and adult students.

Standard II.4.9

School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that:

- safeguard the security of school psychological records while facilitating appropriate parent access to those records
- identify time lines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice
- seek parent or other appropriate permission prior to the destruction of obsolete school psychological records of current students
- ensure that obsolete school psychology records are destroyed in a way that the information cannot be recovered

Principle II.5 Responsible Use of Materials

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials.

Standard II.5.1

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. Unless otherwise required by law or district policy, school psychologists provide parents with the opportunity to inspect and review their child's test answers rather than providing them with copies of their child's test protocols. However, on parent request, it is permissible to provide copies of a child's test protocols to a professional who is qualified to interpret them.

Standard II.5.2

School psychologists do not promote or condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer. However, school psychologists understand that, at times, parents' rights to examine their child's test answers may supersede the interests of test publishers.^{31 32}

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

Principle III.1. Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others.

Standard III.1.1

Competency levels, education, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others. School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.

Standard III.1.2

School psychologists do not use affiliations with persons, associations, or institutions to imply a level of profes-

sional competence that exceeds that which has actually been achieved.

Principle III.2. Fortright Explanation of Professional Services, Roles, and Priorities

School psychologists are candid about the nature and scope of their services.

Standard III.2.1

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner (see I.1.2).

Standard III.2.2

School psychologists make reasonable efforts to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

Standard III.2.3

The school psychologist's commitment to protecting the rights and welfare of children is communicated to the school administration, staff, and others as the highest priority in determining services.

Standard III.2.4

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings.

Standard III.2.5

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional. They do not misrepresent their degree of responsibility for the development and distribution of publications, products, and services.

Principle III.3. Respecting Other Professionals

To best meet the needs of children, school psychologists cooperate with other profes-

sionals in relationships based on mutual respect.

Standard III.3.1

To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.

Standard III.3.2

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to other professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without his or her permission to do so.

Principle III.4. Multiple Relationships and Conflicts of Interest

School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.

Standard III.4.1

The *Principles for Professional Ethics* provide standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.

Standard III.4.2

School psychologists refrain from any activity in which conflicts of interest or multiple relationships with a client or a client's family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the client. School psychologists whose personal or religious beliefs or commitments may influence the nature of their professional services or their willingness to provide certain services inform

clients and responsible parties of this fact. When personal beliefs, conflicts of interests, or multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.³³

Standard III.4.3

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants. School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees, or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees.

Standard III.4.4

School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and effectiveness or potentially result in exploitation of a client.

Standard III.4.5

NASP requires that any action taken by its officers, members of the Executive Council or Delegate Assembly, or other committee members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.4.6

A school psychologist's financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings if that interest is not obvious in the authorship/ownership citations provided.

Standard III.4.7

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

Standard III.4.8

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

Standard III.4.9

School psychologists who provide school-based services and also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

- are obligated to inform parents or other potential clients of any psychological and educational services available at no cost from the schools prior to offering such services for remuneration
- may not offer or provide private practice services to a student of a school or special school program where the practitioner is currently assigned
- may not offer or provide private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned
- may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed
- do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer
- conduct all private practice outside of the hours of contracted public employment
- hold appropriate credentials for practice in both the public and private sectors

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and

strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Principle IV.1. Promoting Healthy School, Family, and Community Environments

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children.

Standard IV.1.1

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and families.

Standard IV.1.2

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents.³⁴

Principle IV.2. Respect for Law and the Relationship of Law and Ethics

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the *Principles for Professional Ethics*.

Standard IV.2.1

School psychologists recognize that an understanding of the goals, procedures, and legal requirements of their particular workplace is essential for effective functioning within that setting.

Standard IV.2.2

School psychologists respect the law and the civil and legal rights of students and other clients. The *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the *Principles*.

Standard IV.2.3

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.³⁵

Standard IV.2.4

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees. They also identify when they speak as individual professionals rather than as representatives of a professional association.

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring

School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.

Standard IV.3.1

School psychologists know the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment context. In difficult situations, school psychologists consult experienced school psychologists or state associations or NASP.

Standard IV.3.2

When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.

Standard IV.3.3

If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if

necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.

Standard IV.3.4

When school psychologists are concerned about unethical practices by professionals who are not NASP members or do not hold the NCSP, informal contact is made to discuss the concern if feasible. If the situation cannot be resolved in this manner, discussing the situation with the professional's supervisor should be considered. If necessary, an appropriate professional organization or state credentialing agency could be contacted to determine the procedures established by that professional association or agency for examining the practices in question.

Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2

School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the *NASP Graduate Preparation Standards for School Psychologists*. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3

School psychologists who employ, supervise, or train professionals provide appropriate working conditions,

fair and timely evaluation, constructive supervision, and continuing professional development opportunities.

Standard IV.4.4

School psychologists who are faculty members at universities or who supervise graduate education field experiences apply these ethical principles in all work with school psychology graduate students. In addition, they promote the ethical practice of graduate students by providing specific and comprehensive instruction, feedback, and mentoring.

Principle IV.5. Contributing to the School Psychology Knowledge Base

To improve services to children, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

Standard IV.5.1

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of training and graduate degree to potential research participants.

Standard IV.5.2

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

- Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.

- In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

Standard IV.5.3

School psychologists who use their assessment, intervention, or consultation cases in lectures, presentations, or publications obtain written prior client consent or they remove and disguise identifying client information.

Standard IV.5.4

School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.

Standard IV.5.5

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

Standard IV.5.6

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

Standard IV.5.7

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

Standard IV.5.8

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

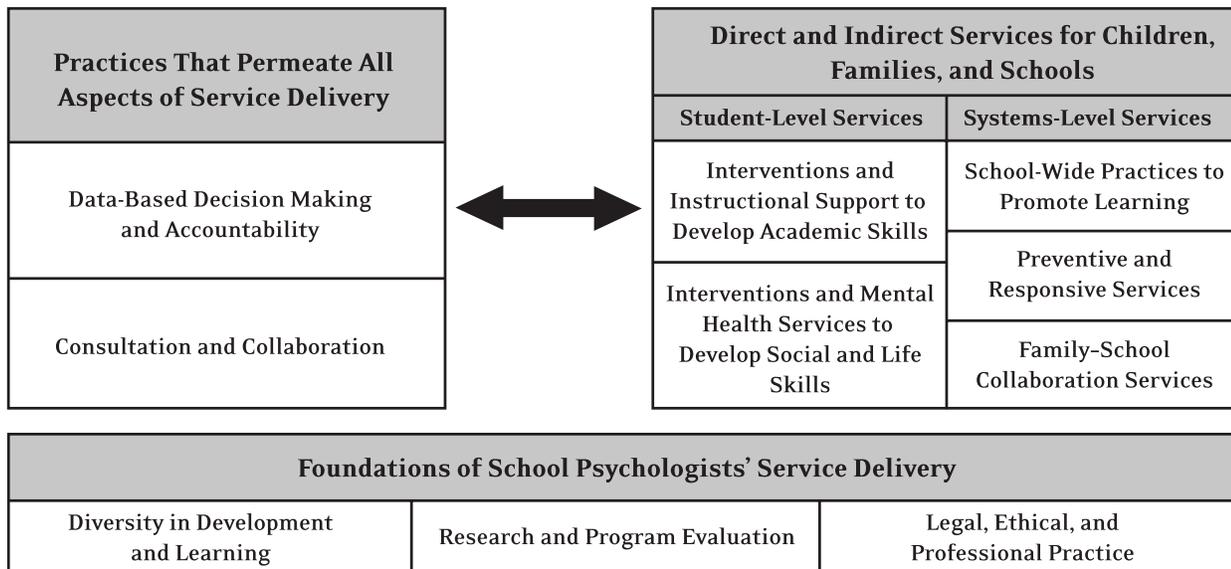
Standard IV.5.9

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

Standard IV.5.10

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.

Professional Services by School Psychologists



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APPENDIX H

COURSE CHECKLIST

STUDENT _____

DATE _____

BASIC CORE COURSES (15 hours)

_____	PSY 602	Biological Basis of Behavior
_____	PSY 605	Personality and Social Psychology
_____	PSY 632	Quantitative Psychology
_____	PSY 634	Developmental Psychology
_____	PSY 635	Learning and Cognition

APPLIED CORE COURSES (20 hours)

_____	PSY 600A	Professional Psychology Practicum
_____	PSY 615	Child/Adolescent Psychopathology
_____	PSY 649	Psychological Consultation in Schools and Agencies
_____	PSY 700E	Practicum: Pre-internship Practicum
_____	PSY 709	Consultation with Diverse Families and Communities
_____	PSY 759	School-Wide Prevention, Intervention and Crisis Programs
_____	PSY 799F	Internship: School Psychology
_____	PSY 799S	Internship: School Psychology

APPLIED ASSESSMENT COURSES (12 hours)

_____	PSY 600B	Practicum: Assessment
_____	PSY 600B	Practicum: Assessment
_____	PSY 600B	Practicum: Assessment
_____	PSY 606	Psychoeducational Assessment: Intelligence, Abilities and Achievement
_____	PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavioral Disorders
_____	PSY 646	Advanced Topics in Child and Adolescent Assessment

APPLIED SPECIALTY COURSES (9 hours)

_____	PSY 601	Psychology of Intellectual and Neurodevelopmental Disabilities
_____	PSY 650	Foundations of School Psychology: History, Ethics, and Legal Issues
_____	EDUC 637	Foundations of Reading

APPLIED INTERVENTION COURSES (19 hours)

_____	PSY 600C	Practicum: Consultation/Intervention
_____	PSY 600C	Practicum: Consultation/Intervention
_____	PSY 700C	Practicum: Consultation/Intervention
_____	PSY 700C	Practicum: Consultation/Intervention
_____	PSY 604	Behavioral Assessment and Intervention
_____	PSY 674	Academic Assessment and Intervention: Literacy
_____	PSY 703	Counseling for Social Justice and Diversity
_____	PSY 714	Child/Adolescent Counseling and Therapy
_____	PSY 774	Academic Assessment and Intervention: Numeracy

APPENDIX I

REQUIRED COURSE DESCRIPTIONS

Education Course Descriptions

637 Foundations of Reading (3) This course is an overview of reading –related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

Psychology Course Descriptions

600A Professional Psychology Practicum (1) F, S. This practicum serves two purposes: 1) All school psychology students must complete an Introduction to the Schools Practicum during the fall semester of their first year of study. This practicum involves shadowing a practicing school psychologist and participating in various activities related to school psychology, school organization and operation. 2) Any master’s degree student in psychology may work with a psychology faculty member to develop a field experience involving research or practice which is relevant to their program of study.

600 B Psychological Assessment Practicum (1) F, S, SU. Student enrolled in PSY 606, PSY 616, PSY 630, PSY 631 and PSY 639 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

600C Psychological Consultation/Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644 or PSY 674 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation

experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the states of consultation within the context of various consultation models. Student may be assigned to psychoeducational counseling and/or mental health center for this experience. A minimum of 50 clock hours is required per practicum.

601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities (3) SU. Critical analysis of the current literature in assessment, diagnosis, learning characteristics, and social and emotional adjustment of individuals with autism, intellectual, and neurodevelopmental disabilities. Review of education and training, school and community programs, and current legislation and regulations.

602 Biological Basis of Behavior (3) F. Survey of neuroanatomy and physiology of the nervous system. Emphasis of ways in which the environment affects behavior via the nervous system. Current research relevant to the biological basis of behavior is reviewed.

604 Behavioral Assessment and Intervention (3) S. Review of functional behavioral assessment procedures and behavioral intervention strategies, especially manipulation of antecedent conditions and contingency management; program evaluation using single case research designs; computerized expert systems and data analysis; statute, case law and ethical issues involved with behavioral intervention. Special emphasis on behavioral intervention with children and adolescents in the school setting. Coverage of direct intervention and indirect intervention through consultation with parents, teachers, and paraprofessionals. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

605 Personality and Social Psychology (3) SU. Survey of the basic areas of personality and social psychology with coverage of contemporary research issues in social psychology as well as the classic theories of personality.

606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3) F. Review of measurement statistics, psychometric theory and examination of intelligence, ability and achievement tests frequently used in School Psychology practice. Skill development in test

administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

615 Child/Adolescent Psychopathology (3) Prerequisite/Corequisite: 606 and 600B or 630 and 600B) F. Concentration on child/adolescent disorders as they relate to the school setting. Examination of current DSM and educational diagnostic criteria. Emphasis will be placed on linking assessment data to psychoeducational diagnosis and treatment.

616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3) (Prerequisites: A grade of B or higher in 606; and 615) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

632 Quantitative Psychology (3) (Prerequisite: 302 or equivalent) S. Basic course in data presentation and analysis. Includes descriptive statistics, correlation, and regression, as well as inferential statistics. Emphasis on matching appropriate statistics to experimental design and psychometric theory.

633 Group Counseling and Psychotherapy (3) (Prerequisite: 610) F. Explores the theory, process, and practice of group therapy/counseling. Includes the stages of group therapy, various group techniques, and how to deal with problem situations that can arise in group therapy. May also include how to conduct special groups such as pain management, stress management, and assertiveness groups. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

634 Developmental Psychology (3) SU. Survey of current topics and research methods in life span developmental psychology. Implications of research results to community-based interventions with children, adolescents, and the aged.

635 Learning and Cognition (3) SU. Review of traditional topics in learning well as topics of current interest in cognition. Selection of topics from perception, attention, memory, thinking and language. Functional disorders of memory and language.

646 Advanced Topics in Child and Adolescent Assessment and Diagnosis (3) (Prerequisite: A grade of B or higher in 616) F. Developmental neuropsychology; issues and best practices in infant, preschool, and family assessment; cultural influences in preschool and family assessment; assessment of low incidence handicapping conditions and syndromes; and traumatic brain injury. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

649 Psychological Consultation in Schools and Agencies (3) S. Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, and best practices and ethical consideration in the use of consultation. Consideration is given how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model.

650 Foundations of School Psychology: History, Ethics, and Legal Issues (3) F. Survey of the history of school psychology with emphasis on the development of the profession, the changing roles, and alternative service delivery models of the field. In-depth review and analysis of current professional roles; the impact of state and federal legislation/regulation and professional standards; school organization and inter-professional relationships; best practices and ethical issues; educational reform issues; and professional issues such as level of training, licensure, and the influence of technologies on practice.

674 Academic Assessment and Intervention: Literacy (3) (Prerequisite: A grade of B or higher in 604) F. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Consultation/Intervention Practicum.

700B Advanced Psychological Assessment Practicum (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering

developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score, and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system. A minimum of 50 clock hours is required per practicum.

700C Advanced Psychological Consultation/Intervention Practicum (1) S, SU. Students enrolled in PSY 703 and 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

700E Advanced Pre-Internship Practicum (1) (Prerequisite: This course must be taken during the spring prior to the beginning of internship in the fall) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined. A minimum of 50 clock hours is required per practicum.

703 Counseling for Social Justice and Diversity (3) SU. This course is designed to expand the student's awareness of both the cognitive knowledge and skill necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships. Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine racial and ethnic identity as well as acculturation status. It will also examine how issues of individual and institutional racism and oppression continue to play out in the mental health of those we serve. Must be concurrently enrolled in Psychology 700C, Advanced Psychological Consultation/Intervention Practicum.

709 Consultation with Diverse Families and Communities (3) SU. The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnership among families, schools, and communities. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. There also will be an overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Specific emphasis will be placed on working with families using group and individualized behavioral parent training models (e.g., Triple P, PCIT, Incredible Years, etc.). Finally, student will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

714 Child/Adolescent Counseling and Therapy (3) S. Child, parent and teacher interview techniques; cognitive-behavioral case formulation and individual and group therapy strategies for common child and adolescent problems and disorders; crisis and suicide intervention and prevention strategies at the individual and systems level. Ethical and legal issues involved in counseling and therapy with children and adolescents. Must be concurrently enrolled in Psychology 700C, Psychological Intervention Practicum.

759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: PSY 632, PSY 646, PSY 649, and PSY 714) SU. This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of

the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

774 Academic Assessment and Intervention: Numeracy (3) (Prerequisite: A grade of B or higher in 674) S. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in numeracy with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed.

799-F Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 700E) F. A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession. Internship: School Psychology may only be begun in the fall semester.

799-S Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 799-F) S. A practical experience utilizing applied skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

APPENDIX J

MALPRACTICE INSURANCE APPLICATION

Information and an application about the Malpractice Insurance can be found at <http://www.americanprofessional.com/student/index.htm>. You can download a copy of the application as well as information about the policy.

APPENDIX K

SC Department of Education Internship Certificate

**South Carolina Code of Regulations
(Unannotated)
Current through State Register Volume 29, Issue 10,
effective October 28, 2005.**

Internship Certificate

1. The Internship Certificate will be issued to individuals who are currently enrolled in a State Board of Education approved teacher education program in South Carolina and have completed all academic and bachelor's degree requirements, with the exception of the teaching internship, as well as all certification examination requirements. The certificate will be issued for up to one year, and must be requested by the employing school district. Upon completion of the teaching internship and verification by the college or university that all approved program requirements have been met, the internship certificate will be converted to an initial certificate.
2. The Internship Certificate will also be issued to any individual who is serving the required internship for certification as a School Psychologist I or II under the supervision of a certified School Psychologist II or III, or who is serving the required internship for School Psychologist III under the supervision of a certified School Psychologist III.
3. The applicant for the Internship Certificate in School Psychology must submit official written verification from the college or university that he or she is currently enrolled and working toward full certification as a school psychologist, and that the internship is being served through a State Board of Education approved training program. The Internship Certificate may be renewed once on the basis of written documentation from the director of school psychology program that the

applicant is a full-time student in the program during the second year of the renewed certificate.

The Internship Certificate will also be issued to any individual who holds the Certificate of Clinical Competence in Speech-Language Pathology issued by the American Speech-Hearing Association (ASHA) or who has completed a master's degree that includes the academic and clinical requirements for the ASHA Certificate of Clinical Competence and has achieved the minimum qualifying score on the required certification examination(s). The certificate will be effective for one academic year and must be requested by the employing school district. The Internship Certificate may be converted to a professional certificate upon verification of a successful evaluation of the individual's performance during the initial year of employment.

Obtained from the South Carolina Department of Education Website at <http://ed.sc.gov/agency/stateboard/documents/53.pdf>

APPENDIX L

Practicum & Internship Log

MSAP/SSP PRACTICUM & INTERNSHIP LOG INSTRUCTIONS

1. Each time a professional activity is completed, it should be logged on the form. implementation, plan monitoring, plan evaluation]).
 2. Record the date and setting where the activity is completed. Refer to the legend for appropriate setting codes. For example, if you completed an assessment at a public school on December 14, 2007, the date would be recorded as 12/14/07 and the setting code would be 8.
 3. Next record the gender, race, age, and disability of the client. Refer to the legend for this information under the headings Gender, Race, and Disability. For example if you worked with a 13-year-old African American male with a visual impairment, your code would be 2 for gender, 5 for race, 13 for age, and 2 for Blind/Visually Impaired. Please only list the child's gender, race, and disability **ONLY THE FIRST TIME** you work with that child.
 4. For each completed activity, under the Activity Heading, record the nature of the activity you were involved in. If you gave a specific measure include this information as well as the specific school setting you were in (e.g., you gave a K-ABC-III at Southside Middle School). Other examples might include
 - discussion of evaluation case with supervisor.
 - review of cases seen this week with supervisor.
 - psychoeducational evaluation
 - counseling session who has adjustments difficulties due to change to new school
 - training/modeling session with parents regarding implementation of behavioral intervention plan (note: all consultation activities should note the role of the consultee [e.g., parent, teacher], grade level if a teacher, and the phase of the consultation [e.g., problem identification, problem analysis, plan
 5. Next record the Activity Code. Use the codes under the heading Activity Code to complete this column. For example, since you were giving an assessment to this adolescent, you would record 2 for an activity code.
 6. Under the support code, locate the appropriate Activity on the legend under the Support Code Heading. Since you were giving a psychological evaluation, you would look under the Assessment Subheading and place a 2 in this column for Test Administration.
 7. Finally, record the number of hours consumed by the activity. For activities that occupied part of an hour, record the hours as decimals and, round the time to the nearest quarter hour (e.g., 30 minutes Equals .5, one hour and 15 minutes equals 1.25, one hour and 5 minutes equals 1, two hours and 50 minutes equals 3, etc.).
 8. **Print out the entire workbook and include it in your portfolio.**
 9. Have your field-based practicum/internship supervisor review, initial, and date the forms.
- Enter the summary of your activities online. The links for these summaries can be found at <https://www.surveymonkey.com/r/FMU-LOG>.

APPENDIX M

MSAP/SSP LINKS

Competency Assessment Forms and Scoring Rubrics

At the end of each semester for which you have completed a practicum, you should receive a copy of a Practicum Competency Assessment Form that has been completed and signed by your supervisor.

Please review the form. If all information is correct, please sign and date the form.

Please make a copy for your practicum portfolio and return the original copy to the psychology department's administrative associate to be placed in your permanent record.

These forms are to be completed online. The websites for each practicum is as follows:

PSY 600A Professional Psychology Practicum

http://www.surveymonkey.com/s/PROFESSIONAL_PSYCHOLOGY

PSY 600B Psychological Assessment Practicum

http://www.surveymonkey.com/s/FMU_ASSESSMENT

PSY 600C Psychological Intervention Practicum

http://www.surveymonkey.com/s/FMU_Intervention

PSY 700B Psychological Assessment Practicum

http://www.surveymonkey.com/s/FMU_ASSESSMENT

PSY 700C Psychological Intervention Practicum

http://www.surveymonkey.com/s/FMU_Intervention

PSY 700D Psychological Consultation Practicum

http://www.surveymonkey.com/s/FMU_CONSULTATION

PSY 700E Pre-Internship Practicum

<http://www.surveymonkey.com/s/PRE-INTERNSHIP>

Counseling Skills Evaluation Form

<https://www.surveymonkey.com/r/FMU-COUNSELINGSKILLS>

Assessment Rubric

<https://www.surveymonkey.com/r/FMU-ASSESSMENTRUBRIC>

Case Study Rubric

<https://www.surveymonkey.com/r/FMU-CASESTUDYRUBRIC>

Oral Exam Rubric

<https://www.surveymonkey.com/r/FMU-ORALEXAM>

Research Project Rubric

<https://www.surveymonkey.com/r/FMU-RESEARCHPROJECTRUBRIC>

Field & University Supervisor Competency Assessment Form

<https://www.surveymonkey.com/r/FMU-COMPETENCYASSESSMENT>

Practica & Internship Time Log

<https://www.surveymonkey.com/r/FMU-LOG>

Portfolio Requirements

<https://www.surveymonkey.com/r/FMU-PORTFOLIOREQUIREMENTS>

Rubric for Scoring the Portfolio

<https://www.surveymonkey.com/r/FMU-PORTFOLIORUBRIC>

Program Progression Checklist

<https://www.surveymonkey.com/r/FMU-PROGRAMPROGRESSION>

FMU Practica & Internship Site Evaluation

<https://www.surveymonkey.com/r/FMU-SITEEVALUATION>

INTERNSHIP Competency Assessment Forms

In December and April, you should receive a copy of the Internship Competency Assessment Form that has been completed and signed by your supervisor.

Please review the form. If all information is correct, please sign and date the form.

Please make a copy for your portfolio and return the original copy to the psychology department's administrative associate to be placed in your permanent record.

These forms are to be completed online at

<https://www.surveymonkey.com/r/FMU-LOG>

APPENDIX N

Practicum & Internship Portfolio Guidelines

Introduction: Definition and Purpose of Portfolio

A graduate school portfolio is a collection of work-related products that are organized in a systematic manner for the purpose of communicating and demonstrating what a student has learned and achieved with respect to his/her professional discipline.

The portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional goals and competencies. It can provide data on student progress as well as provide data about the extent to which the Program's goals have been met. The portfolio facilitates the assessment of and feedback about practice-related skills, which are difficult to measure through traditional comprehensive examinations. Many of the important competencies in school psychology can only be acquired through field-based experiences. The portfolio is an approach to documenting the student's development of these competencies, as well as those obtained through course work. Students will review and critique their own portfolios, as well as review their peers' portfolios.

During the first and second year of the Program, the portfolio, in conjunction with review of student grades, practicum evaluations, and annual oral and written examinations, will form the basis of assessing student progress and determining the student's readiness for the third-year internship. During each year of study, passing scores on all areas of the portfolio are required prior to beginning an internship and are one of the requirements for the SSP degree.

During the internship year of the Program, the portfolio, Internship Competency Assessment Form, and Case Studies will be used to assess student progress and determine the student's readiness for graduation. During the internship year, passing scores on all areas of the portfolio are required to graduate. Passing scores are ratings of 3 (performance is at an intermediate level) or higher (see portfolio rating sheet). In addition to learning and self-assessment functions, adapted versions of portfolios can be used to

document the intern's competencies for potential employers. The intern portfolios also can help students develop habits and skills needed for continuous self-reflection and professional development, as well as help them understand that mastering one's profession is a life-long process.

All portfolios also will provide data on training outcomes, which can be used to assess the extent to which the Program is fulfilling its mission and attaining its goals. These data can provide important feedback in regard to how the Program and curriculum should be changed. Thus, the portfolio is an important component in a performance-based approach to evaluating and improving the School Psychology Program. In this regard, our approach to the portfolio process is consistent with the National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists (2010) which states "use of systematic, performance-based evaluation and accountability procedures to improve the quality of the program." (p.3)

General Portfolio Development Guidelines

Portfolio development will occur throughout the three years of the Program. All materials selected by the student should reflect his/her best performance in the area. It is essential that students document their progress and how they have used feedback from faculty, field-based supervisors, and peers to improve their knowledge and skills. For example, including a similar product (e.g., written report) from two or more periods of time might illustrate how a student has improved his/her performance. Similarly, providing two or more versions of a written paper that incorporated notable revisions might show the student progressed over time. For example, if a student received suggestions from a supervisor or professor on how to rewrite a report, the paper included in the portfolio should reflect those suggestions.

Students are encouraged to begin the development of their portfolios during their first semester of FMU's School Psychology Program. The portfolio will be reviewed before written and oral examinations for first and second year students and in November and April for those on internship. The required portfolio elements listed below must be presented on CD-RW (see pages

124 for how to name the files and folders). Students should take the time to organize carefully and logically the materials in their portfolio so that elements are clearly presented and can be quickly found.

Part I: Portfolio Elements

The elements in this part will provide the context for understanding the documentation included in the portfolio.

1. Résumé or Curriculum Vitae
2. Praxis II Scores (all four pages)**
3. SC Department of Education Certification**
4. Proof of Insurance
5. Practica/Internship Contract
6. Program of Study
7. Copy of your transcript
8. Proof of membership in professional organization
9. Proof of attendance at one professional conference
10. Practicum/Internship Logs
 - a. Pie graph indicating the activities in which you participated
 - b. Summary of activities For practicum logs complete the summary found at http://www.surveymonkey.com/s/practicum_log or For internship logs complete the summary found at http://www.surveymonkey.com/s/internship_log.
 - c. Complete Excel Workbook

1. Statement of Progress
2. A list of standardized assessment instruments the student is familiar with and has given successfully

1. Practicum/Internship Competency Forms
 - a. Remediation Plans if required
2. Professional Competency Items
 - a. Psychological Evaluations
 - b. Academic Intervention Case Studies*
 - c. Behavioral Intervention Case Studies*
 - d. Counseling Case Studies*
 - e. Consultation Case Studies*
 - f. In-Service(s) Documentation as well as Evaluations*
 - g. Documentation of Prevention Planning*
 - h. Documentation of Crisis Intervention*
3. Research Project(s)

NASP DOMAIN	ELEMENT(s)
Practices that Permeate All Aspects of Service Delivery	
Data-Based Decision Making and Accountability (2.1)	Psychological Evaluations Academic Intervention Case Study Behavioral Intervention Case Study Counseling Case Study Consultation Case Study Assessment List
Consultation and Collaboration (2.2)	Consultation Case Study
Direct and Indirect Services for Children, Families, and Schools	
<i>Student Level Services</i>	
Interventions and Instructional Support to Develop Academic Skills (2.3)	Academic Intervention Case Study
Interventions and Mental Health Services to Develop Social and Life Skills (2.4)	Behavioral Intervention Case Study Counseling Case Study
<i>Systems-Level Services</i>	
School-Wide Practices to Promote Learning (2.5)	In-Service Presentation and Documentation Documentation of Prevention Planning Documentation of Crisis Intervention Research Project
Preventative and Responsive Services (2.6)	Documentation of Prevention Planning Documentation of Crisis Intervention
Family-School Collaboration Services (2.7)	Psychological Evaluations Academic Intervention Case Study Behavioral Intervention Case Study Counseling Case Study Consultation Case Study
Foundations of School Psychological Service Delivery	
Diversity in Development and Learning (2.8)	Psychological Evaluations Academic Intervention Case Study Behavioral Intervention Case Study Counseling Case Study Consultation Case Study Pie-Graph of Internship Activities Summary of Internship Log
Research and Program Evaluation (2.9)	Research Project
Legal, Ethical, and Professional Practice (2.10)	Résumé or Curriculum Vitae Praxis II Scores (all four pages) SC Department of Education Certificate Proof of Insurance Internship Contract Program of Study Copy of your transcript Internship Logs Statement of Progress Proof of attendance at one professional conference Proof of membership in professional organization Self-Assessment: An Inventory of Your Attitudes and Beliefs About Professional and Ethical Issues

First Year Portfolio

File Edit View Favorites Tools Help

Address C:\Documents and Settings\David Chapman.DAVID\Desktop\First Year Portfolio

Name	Size	Type	Date Modified
1 - Case Studies		File Folder	8/17/2012 8:56 AM
2 - Assessment Reports		File Folder	8/17/2012 8:57 AM
3 - Practicum Logs		File Folder	8/17/2012 8:56 AM
4 - Competency Forms		File Folder	8/17/2012 8:56 AM
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PSY 600A		File Folder	8/17/2012 8:33 AM
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PSY 601		File Folder	8/17/2012 8:32 AM
PSY 604		File Folder	8/17/2012 8:34 AM
PSY 606		File Folder	8/17/2012 8:33 AM
PSY 609		File Folder	8/17/2012 8:32 AM
PSY 615		File Folder	8/17/2012 8:33 AM
PSY 616		File Folder	8/17/2012 8:34 AM
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2 - Statements of Progress	15 KB	Microsoft Word Doc...	8/17/2012 8:39 AM
3 - Program of Study	13 KB	Microsoft Word Doc...	8/17/2012 8:38 AM
4 - Degree Audit	13 KB	Microsoft Word Doc...	8/17/2012 8:38 AM
5 - Insurance Verification	13 KB	Microsoft Word Doc...	8/17/2012 8:36 AM
6 - Membership in Professional Organization (SCASP-NASP)	15 KB	Microsoft Word Doc...	8/17/2012 8:40 AM
7 - Attendance at Professional Conference	15 KB	Microsoft Word Doc...	8/17/2012 8:40 AM
8 - Practicum Contracts	13 KB	Microsoft Word Doc...	8/17/2012 8:53 AM
9 - Pie Graphs of Practica Hours and Clients	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
10 - Survey Monkey Practica Surveys for Practica Hours	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
11 - Assessment List	0 KB	Microsoft Word Doc...	8/17/2012 9:15 AM

Second Year Portfolio

File Edit View Favorites Tools Help

Address C:\Documents and Settings\David Chapman.DAVID\Desktop\Second Year Portfolio

Name	Size	Type	Date Modified
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2 - Assessment Reports		File Folder	8/17/2012 8:58 AM
3 - Practicum Logs		File Folder	8/17/2012 8:58 AM
4 - Competency Forms		File Folder	8/17/2012 8:58 AM
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PSY 602		File Folder	8/17/2012 8:43 AM
PSY 605		File Folder	8/17/2012 8:43 AM
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PSY 634		File Folder	8/17/2012 8:43 AM
PSY 635		File Folder	8/17/2012 8:43 AM
PSY 700B-706		File Folder	8/17/2012 8:43 AM
PSY 700C-704		File Folder	8/17/2012 8:43 AM
PSY 700D-749		File Folder	8/17/2012 8:47 AM
PSY 700E		File Folder	8/17/2012 8:47 AM
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PSY 706		File Folder	8/17/2012 8:43 AM
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PSY 749		File Folder	8/17/2012 8:46 AM
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2 - Statements of Progress	15 KB	Microsoft Word Doc...	8/17/2012 8:39 AM
3 - Program of Study	13 KB	Microsoft Word Doc...	8/17/2012 8:38 AM
4 - Degree Audit	13 KB	Microsoft Word Doc...	8/17/2012 8:38 AM
5 - Insurance Verification	13 KB	Microsoft Word Doc...	8/17/2012 8:36 AM
6 - Membership in Professional Organization (SCASP-NASP)	15 KB	Microsoft Word Doc...	8/17/2012 8:40 AM
7 - Attendance at Professional Conference	15 KB	Microsoft Word Doc...	8/17/2012 8:40 AM
8 - Practica Contracts	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
9 - Pie Graphs of Practica Hours and Clients	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
10 - Survey Monkey Practica Surveys for Practica Hours	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
11 - Assessment List	0 KB	Microsoft Word Doc...	8/17/2012 9:15 AM
FIRST YEAR PORTFOLIO		File Folder	8/17/2012 9:21 AM

Intern Portfolio

File Edit View Favorites Tools Help

Address C:\Documents and Settings\David Chapman.DAVID\Desktop\Intern Portfolio

Name	Size	Type	Date Modified
EDUC 745		File Folder	8/17/2012 9:02 AM
FIRST YEAR PORTFOLIO		File Folder	8/17/2012 9:02 AM
SECOND YEAR PORTFOLIO		File Folder	8/17/2012 9:03 AM
1 - Curriculum Vitae	13 KB	Microsoft Word Doc...	8/17/2012 8:36 AM
2 - Internship Certification	0 KB	Microsoft Word Doc...	8/17/2012 9:25 AM
3 - Internship Contract	13 KB	Microsoft Word Doc...	8/17/2012 8:53 AM
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5 - Program of Study	13 KB	Microsoft Word Doc...	8/17/2012 8:38 AM
6 - Degree Audit	13 KB	Microsoft Word Doc...	8/17/2012 8:38 AM
7 - Statement of Progress	15 KB	Microsoft Word Doc...	8/17/2012 8:39 AM
8 - Membership in Professional Organization (SCASP-NASP)	15 KB	Microsoft Word Doc...	8/17/2012 8:40 AM
9 - Attendance at Professional Conference	15 KB	Microsoft Word Doc...	8/17/2012 8:40 AM
10 - Pie Graphs of Internship Hours and Clients	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
11 - Internship Log	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
12 - Fall Survey Monkey Internship Survey for Internship Hours	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
13 - Spring Survey Monkey Internship Survey for Internship Hours	13 KB	Microsoft Word Doc...	8/17/2012 9:00 AM
14 - Praxis Scores	13 KB	Microsoft Word Doc...	8/17/2012 8:36 AM
15 - Internship Competency Form - Self - Fall	0 KB	Microsoft Word Doc...	8/17/2012 9:07 AM
16 - Internship Competency Form - Supervisor - Fall	0 KB	Microsoft Word Doc...	8/17/2012 9:07 AM
17 - Internship Competency Form - Self - Spring	0 KB	Microsoft Word Doc...	8/17/2012 9:07 AM
18 - Internship Competency Form - Supervisor - Spring	0 KB	Microsoft Word Doc...	8/17/2012 9:07 AM
19 - Academic Intervention Case Study	0 KB	Microsoft Word Doc...	8/17/2012 9:10 AM
20 - Behavioral Intervention Case Study	0 KB	Microsoft Word Doc...	8/17/2012 9:09 AM
21 - Consultation Case Study	0 KB	Microsoft Word Doc...	8/17/2012 9:10 AM
22 - Counseling Case Study	0 KB	Microsoft Word Doc...	8/17/2012 9:10 AM
23 - Assessment List	0 KB	Microsoft Word Doc...	8/17/2012 9:11 AM
24 - Psychological Evaluation Report	0 KB	Microsoft Word Doc...	8/17/2012 9:10 AM
25 - Teacher In-Service	0 KB	Microsoft Word Doc...	8/17/2012 9:11 AM
26 - Prevention Planning	0 KB	Microsoft Word Doc...	8/17/2012 9:13 AM
27 - Crisis Intervention	0 KB	Microsoft Word Doc...	8/17/2012 9:13 AM
28 - Research Project	0 KB	Microsoft Word Doc...	8/17/2012 9:13 AM

Part II: Documentation of Progress

The elements in this section will provide documentation of your progress. Be sure to remove any information that might lead to the identification of a service recipient, such as a student or parent name. Other identifying data that needs to be masked includes specific school and teacher names. If you are not sure what is appropriate to include, consult your advisor or the NASP Principles for Professional Ethics (APPENDIX G).

Written Assessment Reports

NASP Standards require that all school psychology candidates demonstrate the professional skills necessary to deliver effective services. Assessment reports are one way to meet this requirement. A rubric for scoring the assessment reports can be found at http://www.surveymonkey.com/s/ASSESSMENT_REPORT_RUBRIC. The following elements are required to be present within the report:

1. Child's identifying information
 - a. Child's name
 - b. Date(s) of examination
 - c. Date of birth
 - d. Chronological age
 - e. Date of report
 - f. Child's grade
 - g. Examiner's name
2. Reason for referral
 - a. Name and position of the referral source
 - b. Why the referral source wants the child to be assessed
 - c. Specific questions the referral source has about the child
 - d. A brief summary of the specific behaviors or symptoms that led to the referral
 - e. To whom the child was referred
3. Comprehensive client history
 - a. Health including prenatal
 - b. Developmental
 - c. Educational
 - i. Schools attended
 - ii. Attendance record
 - iii. Suspensions
 - iv. Grade retention(s)
 - v. Academic performance
 - vi. Homework and study habits

- d. Psychosocial
 - i. Family
 1. Current family situation
 2. Family constellation
 3. Relevant family history, including pertinent information on parents' occupations, education, individual views on discipline and on the child's responsibilities, and involvement with the child
 - ii. Social interactions and peer relationships
 - iii. Community or other system factors that could be affecting the child
 - e. Child strengths
4. Behavioral Observations
 - a. Classroom setting
 - i. Evaluation techniques
 - ii. Teaching methods
 - b. Informal (e.g., specials, recess, lunchroom)
 - c. During Assessment (mental status exam)
 - i. Child's appearance
 - ii. Child's behavior
 - iii. Child's degree of cooperativeness
 - iv. Child's eye contact
 - v. Child's language/speech
 1. Receptive
 2. Expressive
 - vi. Child's thoughts
 1. Process
 2. Content
 3. Perceptions
 - vii. Child's affect
 - viii. Child's mood
 - ix. Child's insight and judgment
 - x. Child's cognitive functioning
 1. Orientation
 2. Memory
 3. Attention/concentration
 4. General knowledge
 - xi. Child's motor skills
 1. Gross
 2. Fine
 - xii. Child's social skills
 - xiii. Child's attention and concentration
 - xiv. Child's activity level
 - xv. Child's persistence

5. Assessment measures
 - a. Parent interview
 - b. Teacher interview
 - c. Student interview
 - d. Measure of cognitive abilities
 - e. Measure of achievement/learning ability
 - f. Measure of perceptual-motor abilities
 - g. Measure of language ability
 - h. Measure of attention and concentration
 - i. Measure of memory
 - j. Rating Scales
6. Integrated summary
7. DSM-V Diagnosis and Educational Classification (if applicable)
8. Recommendations
9. Examiner's signature

COMPETENCY RATINGS DESCRIPTIONS: First year students are required to have **minimum** score of 50% on their assessment reports in order to move onto the second year assessment course. Second year students are required to have **minimum** score of 60% on their assessment reports in order to move onto internship. Interns are required to have **minimum** score of 70% on their assessment reports to be deemed ready for graduation.

Written Case Studies

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the Academic/Behavioral/Consultation/Counseling (4) case studies during practicum and internship. The case studies will describe an actual case that has been completed by the practicum student/intern using systematic and structured problem-solving procedures. The practicum student/intern should submit each case study in a format that addresses Sections 1-4 as reflected in the evaluation rubric below. The case study format must be in a 12-point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs. (Case Studies that do not meet these specifications will not be reviewed.)

All students must provide the completed case studies from the following four courses: Behavioral Assessment and Intervention, Academic Assessment and Intervention, Child/Adolescent Counseling and Therapy, and Psychological Consultation in Schools and Agencies. In addition, students need to include at least interim reports on their case studies. After completing their cases, students are expected to replace their interim reports with their final, graded report. In the case studies, rationales should be provided for the decisions made (e.g., selection of intervention strategies). The case studies will be reviewed for both content as well as writing and communication skills. The case studies should encompass the following issues:

1. Clarification of the problem within ecological context with
 - a clear and precise behavioral definition of the problem
 - relevant cultural, social, biological, and other contextual factors
 - data collection methods and results of data collection
 - discrepancy between current level of behavior or performance and desired level
 - hypothesis about relevant causes or functions of the problem
 - strengths and interest of the student
2. Development of intervention plan
 - Collaborative approach with student, parents, professionals, and relevant others
 - the link(s) between problem clarification and intervention plan
 - goals of intervention plan
 - description of intervention plan
3. Implementation
 - roles of individuals
 - strategies used to facilitate implementation
4. Evaluation
 - Extent to which plan was implemented
 - Goal attainment
 - Related effects and individual's reactions
 - Plan modification

Consistent with the aforementioned NASP Standards, the cases provide you with an opportunity to document your positive impact on one or more students or teachers. If situational constraints prevented you from being as effective as you wanted to be with the case, please describe these constraints either within the report or in your introduction to the relevant section of the portfolio. The scoring rubric for the case studies can be found online at http://www.surveymonkey.com/s/CASE_STUDY_RUBRIC.

COMPETENCY RATINGS DESCRIPTIONS:
Students enrolled in Psychology 604: Behavioral Assessment and Intervention will be required to have a minimum score of 50% on their case study in order to move onto future intervention courses.

Students enrolled in Psychology 704: Academic Assessment and Intervention, Psychology 714: Child/Adolescent Counseling and Therapy, as well as Psychology 749: Psychological Consultation in Schools and Agencies will be required to have a minimum score of 60% on each case study in order to move into internship. Students on internship will be required to have a minimum score of 70% on their four respective case studies (e.g., Behavioral Intervention, Academic Intervention, Counseling Intervention, and Consultation) in order to graduate.

Progress Areas

In one summary statement (5 to 10 pages) the intern should provide an overview of the following sections. It should be clear to the reader how the documentation provided in the portfolio relates to the competency areas. In addition, documentation in each area should reflect the student's understanding of the bioecological perspective, including cultural issues, as well as the student's ability to collaborate successfully with colleagues. Finally, documentation should provide evidence of the student's communication skills, particularly his / her writing skills. The progress areas are listed below. These areas should be included in the Table of Contents of the portfolio. Please carefully review the online rubric to understand the minimum requirements for each area.

1. Professional Identity and Professional Behavior (NASP Domain 2.10)
 1. Your statement of progress should reflect the mission, philosophy and goals of the program, and should address the following issues:

1. Personal theoretical orientation
2. Purposes related to choice of school psychology as a profession
3. What learning experiences helped promote your professional growth or were especially meaningful to you (be sure to protect confidentiality)?
4. Your strengths
5. Areas needing improvement or further development
6. Your plan for improvement
7. Specialty areas you might want to develop (e.g., behavior management)

2. Assessment (NASP Domain 2.1)
3. Intervention: Behavioral (NASP Domain 2.4)
4. Intervention: Academic (NASP Domain 2.3)
5. Intervention: Counseling (NASP Domain 2.4)
6. Intervention: Consultation and Collaboration (NASP Domain 2.2)
7. Intervention: Prevention (NASP Domain 2.6)
8. Culture and Diversity (NASP Domain 2.8)
9. Ethical and Legal Issues (NASP Domain 2.10)
10. Program Evaluation and Applied Research (NASP Domain 2.9)
11. Home/School/Community Collaboration (NASP Domain 2.7)
12. School Wide Practices to Promote Learning (NASP Domain 2.5)

In addition to the above sections of the portfolio, the student's (a) writing skills, and (b) overall organization of the portfolio also will be evaluated. A major facet of school psychology is written communication. This is exemplified in many ways, probably most notably in psychological reports.

Therefore, it is critical that school psychologists be able to write well. Examples of the student's writing include many of the aforementioned products, including reports, case studies, and course assignments.

Please see the rubrics for portfolio for further guidance on how to organize your portfolio at <https://www.surveymonkey.com/r/FMU-PORTFOLIORUBRIC> and at <https://www.surveymonkey.com/r/FMU-PORTFOLIOREQUIREMENTS>.

Assessment Process

Students will review and adapt their portfolios continually throughout the first and second year of the program.

Students also are required to update their portfolios during the internship year. Each student will be paired with another second year student for the purpose of providing each other with feedback and suggestions on how to improve their skills and knowledge.

The portfolio is due to Dr. Hill-Chapman one week prior to the annual oral exam. Students must earn a score of 3 (intermediate level) or above in a competency area, in order to pass that area. After the faculty have reviewed and rated the practicum portfolio, students will be provided feedback with the faculty members to review the ratings after the annual oral exam. At this time, the student and faculty members will discuss (a) the student's areas of strengths and areas needing improvement (b) the student's preparation of the portfolio, and (c) improvement plans.

Before beginning their internship, students need to receive a rating of 3 (intermediate level) or higher in all competency areas. Students who fail one or more competency areas in the spring, will have an opportunity to resubmit the portfolio in the following September.

APPENDIX O

Internship Contract



FRANCIS MARION UNIVERSITY

Department of Psychology

**School Psychology Internship Contract
Department of Psychology
Francis Marion University**

School District: _____

Address: _____

Phone: _____ Fax: _____

District Administrator: _____

Phone: _____ e-mail: _____

District Administrator: _____

Phone: _____ e-mail: _____

University Supervisor: Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP

Phone: (843) 661-1721 e-mail: chillchapman@fmarion.edu

On-Site Supervisor: _____

Phone: _____ e-mail: _____

Intern: _____

Phone: _____ e-mail: _____

Effective Dates: August _____ - June _____

THIS CONTRACT is entered into as of _____ by and between _____

_____, hereinafter referred to as "LEA" and _____

referred to as "Intern".

Article I: Contract Period

This contract shall take effect as of _____ and shall, unless sooner terminated in accordance with Article VII herein, continue in full force and effect through _____.

Article II: Summary of Planned Internship Experiences & Scope of Services

Intern agrees to provide Psychological Services under the supervision of _____ to children and adolescents requiring said services as requested by LEA.

Intern agrees and understands that LEA has entered into a contract with the State Health and Human Services Finance Commission (SHHSFC) to perform certain health-related services for qualified Medicaid eligible children the age of 21 and under and that LEA is contracting with Intern to provide those specific services referenced below.

Intern agrees and understands that the LEA is responsible for ensuring that all services provided to Medicaid eligible children by Intern shall be provided in accordance with this contract, and that all personnel involved in the provision of series to Medicaid eligible children must meet provider qualifications as established by SHHSFC and outlined by the LEA.

Supervised Activities

1. Assessment

Supervised experiences in psychological assessment will include intellectual, academic, socio-emotional, behavioral, adaptive behavior, and curriculum-based assessment, report writing, and disseminating assessment results to the multidisciplinary team. The volume of formal evaluations and re-evaluations performed should be a maximum of twenty **(20)** during the first semester (August - December) and a maximum of thirty **(30)** during the second semester (January – May). Initially, the Intern should observe the supervising psychologist perform evaluations then participate in evaluations with the supervising psychologist by performing portions of the evaluation. Next, complete re-evaluations should be performed by the Intern. Finally, the Intern should perform complete initial psychoeducational or psychological evaluations on his or her own. During the course of the entire Internship, evaluations should include evaluations of the full range of children in preschool, elementary, and secondary grades who are likely to be determined eligible for services in the various categories (e.g., DD, LD, MD, OHI, ED, TBI, Autism). Curriculum-based assessments could occur during pre-intervention or study team consultation work as well as during formal evaluations.

The Intern will be expected to include four **(4)** evaluation reports in the portfolio for each semester of Internship for evaluation by university faculty. Four of these evaluation reports should present a more detailed analysis and discussion of the child's evaluation performance and characteristics, and should represent the Intern's best work.

2. Consultation

Supervised experience in consultation will include experiences in consultation with teachers, other relevant school personnel, and parents. Opportunities shall be available to allow refinement of consultations skills: establishing a consultative relationship, maintaining flexibility and problem-solving orientation, problem identification interview and related assessment, problem analysis interview and related assessment, plan development and implementation, plan evaluation, and the application of psychological principles with a collaborative framework. At least ten **(10)** formal consultation cases will be completed per semester during the Internship. These may derive from student study team / pre-referral intervention activities or be individual referrals from teachers.

The Intern will be expected to document two **(2)** consultation case studies per semester in the portfolio for evaluation by university faculty. Consultation progress notes for each case, which describe the nature of the interactions with the teacher and the accomplishments of each contact, should be included in the documentation. Any other forms used by the school in consultation cases may be included in the material documenting each consultation case.

3. Interventions

Supervised experiences in designing and implementing behavioral and academic interventions will be provided. These may result from pre-referral intervention or student study team activities, individual referrals, or teacher consultations. At least ten **(10)** individual or group behavioral interventions and at least ten **(10)** academic intervention programs should be

developed during each semester (at least one reading, one writing, and one mathematics intervention must be performed). Case studies for two **(2)** behavioral interventions and three **(3)** academic interventions per semester should be included in the portfolio for evaluation by University faculty. Reports of interventions should include baseline or pre-intervention assessment data, operationalized descriptions of intervention methods, and outcome data (including calculation of effect sizes for the intervention).

During each semester of Internship, the Intern should have the opportunity to practice and develop counseling skills through involvement with five **(5)** individual clients, and one **(1)** small group (3-5 students each), and at least one **(1)** family. Counseling for children with Internalizing or externalizing problems, specific deficits (assertiveness, social skills, etc.), or personal crises (parental divorce, family death, pregnancy, etc.) within either an individual or group counseling format may be employed. Experience as a group co-leader with an experienced group counselor is acceptable experience. Each semester, three **(3)** written case studies resulting from counseling activities should be included in the portfolio for evaluation by University faculty. The case studies should include treatment goals, proposed therapeutic approaches for each goal, and method for assessment of progress toward each goal. A brief assessment report of pre- and post-counseling functioning of the student should be included with the case study. If the case study for a particular child involves teacher consultation and/or classroom intervention plans as well as individual or group counseling, these activities should be included in the description of the treatment plan and may be reported as consultation and intervention case reports as well.

4. Prevention Planning and Crisis Intervention

During each semester of internship, the Intern should have the opportunity to practice and develop prevention planning and crisis intervention skills. Prevention planning can be part of the RtI process, but documentation of interventions at Tier 1 and Tier 2, must be provided. Crisis Intervention can be at the individual (using TF-CBT, TF-Grief, or CBT for Trauma in the Schools), or at the building, district, or community level (using PREPaRE).

5. In-service Presentation

An in-service training program will be presented to school personnel based on district training needs each semester. The length of the presentation will be greater than thirty minutes and handouts related to the topic will be utilized. Handouts employed in the in-service, including an outline or agenda of the program, will be placed in the Intern's portfolio for evaluation by University faculty. An in-service program evaluation form should be used to obtain ratings of the program from attendees, and a copy of the form and summary of the program evaluation data should be included in the Intern's portfolio.

Other Activities

1. Applied Project

The applied project will examine an issue or problem of importance to the school district and should include such activities as data analysis, program development and/or evaluation, or needs assessment, etc. Appropriate research design and statistical treatment is required. Copies of any instruments and a summary of results will be placed in the Intern's portfolio for evaluation by University faculty. A poster of the results will be presented at the spring semester FMU Research Exchange Day (RED).

2. Portfolio maintenance

It is the responsibility of the Intern to maintain an electronic file containing copies of all required work products for evaluation by University faculty. Each semester, the portfolio should contain at minimum:

- 1. A copy of the Intern's Resume or Curriculum Vitae
- 2. A statement of progress
- 3. A copy of the Intern's Internship Contract
- 4. A copy of the Intern's most recent Praxis Scores report (all four pages)
- 5. A copy of the Intern's School Psychologist Certification

- 6. A copy of the Intern's liability insurance policy
- 7. A copy of your most current degree audit
- 8. A copy of proof of membership in at least one professional organization (e.g., NASP, SCASP, etc.)
- 9. A copy of proof of membership at one professional conference
- 10. A section containing completed and supervisor confirmed weekly logs with summary of activities completed (www.surveymonkey.com/s/internship_log)
- 11. A section containing required psychoeducational or psychological evaluation reports (x4)
- 12. A list of standardized assessment instruments the student is familiar with, has given successfully, with the number of times it has been given.
- 13. A section containing required case consultation notes and case studies (x2)
- 14. A section containing required academic intervention case studies (x1 reading, x1 writing, x1 math)
- 15. A section containing required behavioral intervention case studies (x2)
- 16. A section containing required counseling treatment plans and case studies (x5 individuals, x1 group, x1 family)
- 17. A section containing documentation of prevention planning
- 18. A section documenting involvement in crisis intervention
- 19. A section containing in-service handouts and evaluation forms and data
- 20. A section containing a description and results of the applied project
- 21. A section for internship competency forms completed by the on-site supervisor and the university supervisor

The *FMU School Psychology Handbook* provides further instruction on the maintenance of the Internship Portfolio in Appendix N.

Article III: Quality Assurance

The Intern agrees and understands that LEA is under contract with SHHSFC to perform onsite Quality Assurance (QA) review of selected professionals for the purpose of evaluating the quality of services provided, adherence to Medicaid policy and procedure, and contract compliance. Intern also agrees and understands that the SHHSFC may perform onsite QA reviews of selected professionals for the same purposes.

QA reviews shall consist of examination of a random sample of the Intern's Medicaid-related clinical records; evaluation of credentials of staff involved in the provision of Medicaid-related services; review of the process whereby the Intern relays service delivery information to LEA for purposes of Medicaid billing; assessment of the Intern's compliance with Medicaid standards, policies and procedures, and an exit conference with the Intern, if deemed appropriate.

Article IV: Conditions for Reimbursement

LEA agrees to purchase from the Intern and pay for services provided in accordance with this contract. The Intern and LEA here by agree that payment for said services shall be available at the following rate and shall be billed in the following manner: Payment will be rendered _____ in the amount of _____ per month, for a total of _____ annually, which shall include all psychological services and paperwork.

The Intern agrees that payment under this contract shall be considered as payment in full that the Intern shall not bill, request, demand, solicit, or in any manner, receive or accept payment from the Medicaid eligible child or any other person, family member, relative, organization, or entity.

Article V: Audits and Records

The Intern understands and agrees that adequate and correct fiscal and clinical records shall be kept to disclose the extent of services rendered and to ensure that claims for payment are in accordance with applicable laws, regulations, and policies.

Maintenance of Records

The Intern understands and agrees that all fiscal and clinical records shall be retained for a period of three (3) years after final payment for services is rendered. If any litigation, claim, audit, or other action involving the records has been initiated prior to the expiration of three (3) years, the records shall be retained until completion of the action and resolution of all issues which arise from the action or until the end of the three (3) year period, whichever is later.

Inspection of Records

The Intern understands and agrees that, for the purpose of reviewing, copying, and reproducing documents, access to all records concerning any psychological, psychoeducational, or Medicaid-related services under this contract shall be allowed during normal business hours to the LEA, SHHSFC, the State Auditor's Office, South Carolina Attorney General's Office, and to the Department of Health and Human Services and/or their designees.

Article VI: Covenants and Conditions

Compliance with Civil Rights Act of 1964, Section 504 of Rehabilitation Act of 1973, and Age Discrimination of 1975

The Intern shall ensure that services to recipients, including Medicaid recipients, are provided in compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended and the Age Discrimination Act of 1975, and any regulations promulgated pursuant to any of these Acts.

Discrimination Based on Gender or Religion

The Intern shall provide services without discrimination against any individual based on the individual's gender or religious belief.

Americans with Disabilities Act of 1990 (ADA)

The Intern shall comply with all requirements of the Americans with Disabilities Act of 1990 (ADA) as applicable.

Drug Free Workplace Act

The Intern shall comply with all terms and conditions of the Drug Free Workplace Act, SC Code Ann. Section 44-107-10 et seq. (1976, as amended).

Safeguarding Information

The Intern shall safeguard the use and disclosure of information concerning any recipient of services, including recipients of Title XIX (Medicaid) services in accordance with 42 CFR Part 431, Subpart F (1992), SHHSFC regulation R. 126-170, et seq., Code of Laws of South Carolina (1976), Volume 27, as amended, and all applicable state laws and regulations.

Reporting of Fraudulent Activity

If at any time during the term of this contract, the Intern becomes aware of or has reason to believe that, under this contract, a recipient of services or an employee of the LEA has improperly or fraudulently applied for or received moneys or services pursuant to this contract, such information shall be reported in confidence to LEA.

Article VII: Termination of Contract

This contract may be cancelled and terminated by either party at any time within the contract period upon mutual agreement between the parties or upon sixty days prior written notice, with or without cause, by either party.

In the event of any termination of the contract, the party terminating the contract shall give notice of such termination in writing to the other party. Notice of termination shall be sent by certified mail, return receipt requested.

Article VIII: Adherence to Legal and Ethical Practice Requirements

Both the Intern and the on-site supervisor will adhere to regulations and requirements for practice that derive from state and federal law and district policies. The Intern and on-site supervisor will adhere to standards of practice as promulgated in the “Principles for Professional Ethics” and “Guidelines for the Provision of School Psychological Services” contained in the Nation Association of School Psychologists Professional Conduct Manual. Domains of practice that should be of particular concern include but are not limited to 1) professional competence, 2) professional relationships with students, parents/guardians, other professionals, and the community, 3) effective service delivery, including assessment, intervention, consultation, 4) data and information acquisition, maintenance, and reporting, 5) advocacy activities and relations with employer, 6) and confidentiality, mandatory reporting, security of student records, psychological and educational tests, and district intellectual property, and other aspects of information protection or disclosure. The on-site supervisor will assist the Intern in recognizing and responding appropriately to ethical and legal dilemmas that arise in the course of practice.

Article IX: On-Site Supervisor Responsibilities

On-Site Supervision

The on-site supervising psychologist will have Level II or Level III certification as a school psychologist, a minimum of two (2) years of experience in a public school setting, and at least one (1) year of experience within his/her current school district.

The on-site supervising psychologist will provide a minimum of two **(2)** hours face-to-face supervision weekly. Supervision may take place at various times and places during the week, but should total two **(2)** or more hours of supervision. The week should either begin or end with a supervision session during which the Intern’s completed and anticipated activities are reviewed in context.

Evaluation of Performance

The on-site supervisor will formally evaluate the Intern at the end of each semester (December & May). The Field-Based Experience Evaluation Form will be provided to the on-site supervisor for this purpose.

Performance evaluations will include assessment and evaluation of the Intern’s performance in regard to professional knowledge, professional skill development and performance, professional relationships and interpersonal skills, employment maintenance skills (time management, punctuality, attendance, etc.) and adherence to ethical standards and prudent practice.

Article X: University Supervisor Responsibilities

University Supervision

The Intern will attend monthly meetings of the Internship seminar to be held by the University supervisor for academic supervision of the Internship. The Intern will be expected to bring completed log entries and examples of work samples to each meeting for review. The seminars will typically be scheduled on a Friday afternoon.

The university supervisor will make a minimum of two (2) site visits in the fall semester and one (1) site visit in the spring semester.

Evaluation of Performance

The University supervisor will evaluate the Internship through discussion with the on-site supervisor, interaction with the Intern, and examination of the work products contained in the Intern’s portfolio.

Performance evaluations will include assessment and evaluation of the Intern’s performance in regard to professional knowledge, professional skill development and performance, professional relationships and interpersonal skills, employment maintenance skills (time management, punctuality, attendance, etc.) and adherence to ethical standards and prudent practice.

WITNESS WHEREOF, LEA AND INTERN, by their authorized agents, have executed this contract.

_____ District Administrator

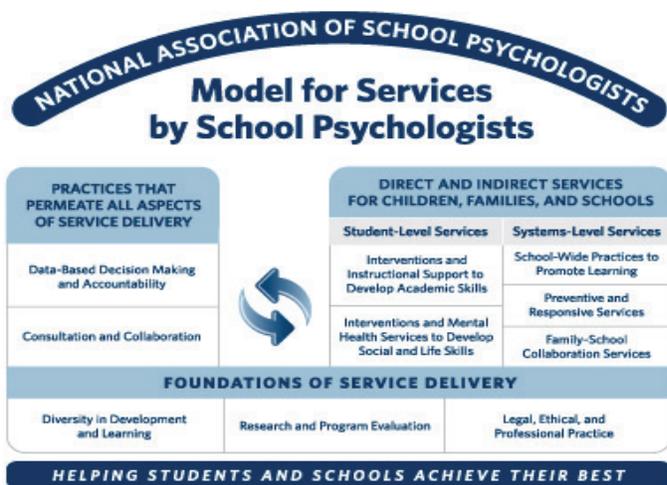
_____ District Administrator

_____ On-Site Supervisor

_____ University Supervisor

_____ Intern

_____ Date



Statistical References

Laerd Statistics

<http://statistics.laerd.com/>

Moderation and Mediation Analysis

http://psyphz.psych.wisc.edu/~shackman/mediation_moderation_resources.htm#Resources_for_Mediation_and_Moderation_A

Moderation and Mediation Help Center

http://www.victoria.ac.nz/psyc/paul-jose-files/helpcentre/help1_intro.php

SISA: Simple Interactive Statistical Analysis

<http://home.clara.net/sisa/>

Stats Make Me Cry

<http://www.statsmakemecry.com/>

StatsSoft Online Statistical Textbook

<http://www.statsoft.com/textbook/>

Wadsworth Press Statistics and Research Methods

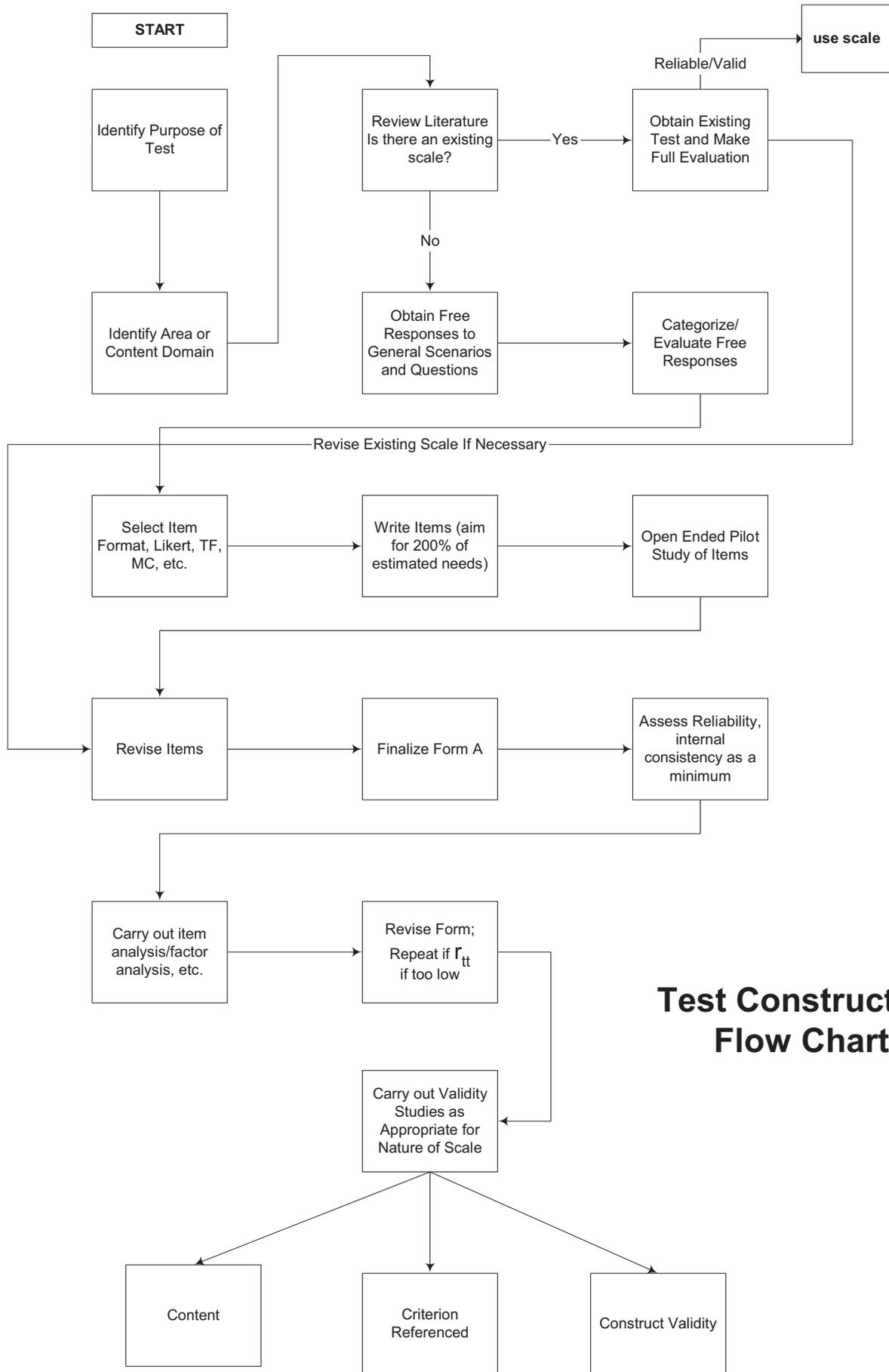
http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/index.html

Baron, R.M., Kenny, D.A. (1986). The moderator-mediator variable distinction in social psychological research: conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.

Beeson, P. M. & Robey, R. R. (2006). Evaluating Single-Subject Treatment Research: Lessons Learned from the Aphasia Literature. *Neuropsychology Review*, 16(4): 161–169.

Ferguson, C. J. (2009). An Effect Size Primer: A Guide for Clinicians and Researchers. *Professional Psychology: Research and Practice*, 40 (5), 532-538.

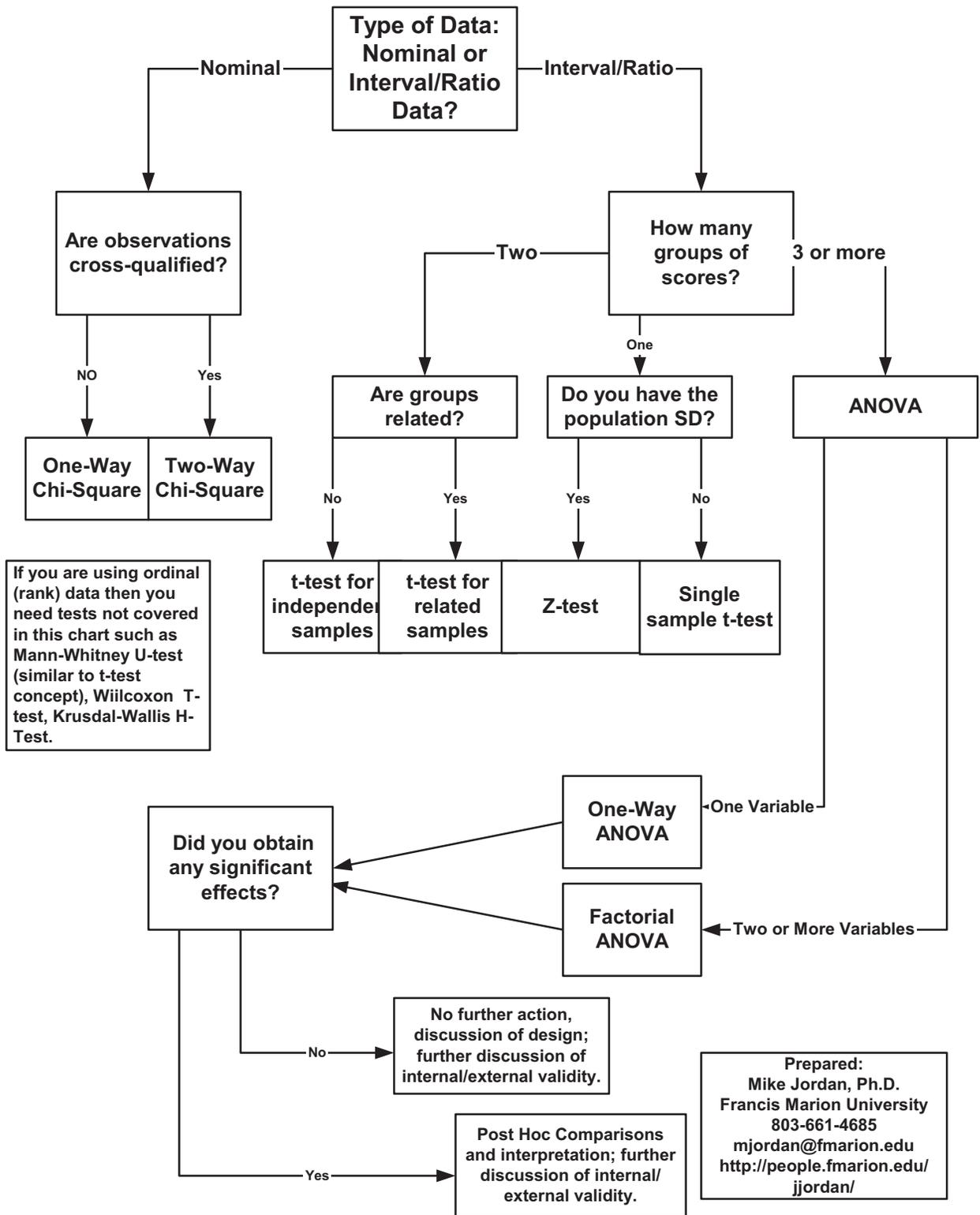
Lundervold, Duane A., & Belwood, Marilyn F. (2000). The Best Kept Secret in Counseling: Single-Case ($N=1$) Experimental Designs. *Journal of Counseling and Development*, 78 (1), 92-102.



Test Construction Flow Chart

Selection of Inferential Statistical Tests

Note: This decision tree is not exhaustive. There are many other tests available for more complex designs and types of data.



SELECTION OF STATISTICAL TESTS

NONPARAMETRIC TESTS		PARAMETRIC TESTS
NOMINAL DATA	ORDINAL DATA	INTERVAL/RATIO DATA
1 variable <i>single-sample chi square</i>		sample vs. population <i>t-test for single sample</i>
2+ variables <i>multiple-sample chi square</i>	2 correlated groups <i>Wilcoxon matched-pairs test</i>	2 correlated groups <i>t-test for correlated samples</i>
	2 independent groups <i>Mann-Whitney U test</i>	2 independent groups <i>t-test for independent samples</i>
	2+ independent groups <i>Kruskal-Wallis test</i>	1 IV, 2+ independent groups <i>one-way ANOVA</i>
		2+ IVs <i>factorial ANOVA</i>
		2+ correlated groups <i>repeated measures ANOVA</i>
		Independent and correlated groups <i>split-plot ANOVA</i>
		extraneous variable <i>randomized block ANOVA</i>
		2+ DVs <i>MANOVA</i>

COEFFICIENT	VARIABLE 1	VARIABLE 1 EXAMPLE	VARIABLE 2	VARIABLE 2 EXAMPLE
Pearson Product Moment (r)	Interval or Ratio	Product Knowledge test scores	Interval or Ratio	Yearly sales in dollars
Spearman Rank Order	Rank-ordered	Rank in high school class	Rank-ordered	Rank in terms of SAT score
Phi (θ)	True dichotomy	Sex (male/female)	True dichotomy	Reading preference (fiction/nonfiction)
Tetrachoric (r_t)	Artificial dichotomy	Company climate (favorable/unfavorable)	Artificial dichotomy	Sales success (successful/unsuccessful)
Contingency (C)	Nominal	DSM-IV diagnosis	Nominal	Past hospitalization (yes/no)
Point Biserial (r_{pbi})	True dichotomy	Sex (male/female)	Interval or Ratio	IQ score
Biserial (r_{bi})	Artificial dichotomy	Company climate (favorable/unfavorable)	Interval or Ratio	Yearly sales in dollars
Eta (η) (Used to assess nonlinear relationships)	Interval or Ratio	Level of anxiety (GSR)	Interval or Ratio	Performance on memorization task

APPENDIX Q

Some Interesting and Useful Websites

American Association of Intellectual and Developmental Disabilities (AAIDD)

<http://www.aamr.org/>

At Health Mental Health

<http://www.athealth.com>

Federal Resource Center for Special Education

<http://www.dssc.org/frc/>

IDEA Partnership

<http://www.ideapartnership.org/>

Individuals with Disabilities Education Act Public Law 105-17

<http://www.dssc.org/frc/idea.htm>

LD Online Learning Disabilities Information and Resources

<http://www.ldonline.org/index.html>

National Association of School Psychologists (NASP)

<http://www.nasponline.org>

National Institutes of Health (NIH)

<http://www.nih.gov/>

Office of Special Education (OSEP)

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

Parents Advocacy Coalition for Educational Rights (PACER)

<http://www.pacer.org>

School Psychologist Resources Online

<http://www.schoolpsychology.net>

Section 504 and IDEA: Basic Similarities and Differences

http://www.ldonline.org/ld_indepth/legal_legislative/edlaw504.html

South Carolina Association of School Psychologists (SCASP)

<http://www.scaspweb.org>

South Carolina Department of Education Home Page

<http://ed.sc.gov/>

Special Ed Advocate – Special Ed Law

<http://www.wrightslaw.com>

Special Education – Suite 101

http://www.suite101.com/welcome.ctm/special_education

Thomas- Legislative Information (Federal)

<http://thomas.loc.gov/home/thomas2.html>

US Census Bureau Home Page

<http://www.census.gov/>

APPENDIX R

Faculty Directory

Herzog, Teresa K.

Office: CEMC 236-A, Phone: 661-1562

Email: THerzog@fmarion.edu

Research/Academic Interests: Social and emotional behavior including mother-infant interaction; infant and adult attachment; facial expressions of emotion and physiological bases of socioemotional behavior.

Credentials: B.A., Psychology, Edgewood College; M.A., Psychology, University of Montana; Ph.D., University of Montana; Postdoctoral Fellowship, University of Montana

Hill-Chapman, Crystal R.

Office: CEMC 236-C, Phone: 661-1721

Email: CHillChapman@fmarion.edu

Research/Academic Interests: Development and assessment of children's social, emotional, and behavioral disorders; prevention science; family functioning of children diagnosed with neurodevelopmental and genetic disorders, including autism.

Credentials: B.A., Psychology, English, Education, Francis Marion University; M.S., Applied Psychology, Cognate in School Psychology, Francis Marion University; Ph.D., Clinical/School Psychology with cognates in Research, Measurement, and Statistics and Clinical Child and Family Psychology, with specialization in Pediatric Psychology, Texas A&M University; Clinical Internship, Texas Children's Hospital and Baylor College of Medicine (rotations: Pediatric Psychology, Neurodevelopmental Disabilities, Genetics, Neuropsychology); Postdoctoral Fellowship in Autism Spectrum Disorders, Texas Children's Hospital; Postdoctoral Certificate of Advanced Graduate Studies in Clinical Genetics, Simmons College.

James, Erica L.

Office: CEMC 109-B, Phone: 661-1642

Email: EJames@fmarion.edu

Research/Academic Interests: Depression and anxiety and help-seeking attitudes among minority groups; help-seeking behaviors and attitudes among African

American women; mental health service utilization of college students.

Credentials: B.S., Psychology, The College of Charleston; M.S., Applied Psychology with concentration in Clinical/Counseling Psychology, Francis Marion University; Ph.D., Counseling Psychology

Lapan, Candice

Office: CEMC 109- E, Phone: 661-4685

Email: CLapan@fmarion.edu

Research/Academic Interests: Implications of emotions for children's social and cognitive functioning in early to middle childhood; Development of social learning, impression formation, and parenting practices.

Credentials: B.A., Psychology and Communication Studies, The University of North Carolina at Greensboro; M.A., Developmental Psychology, The University of North Carolina at Greensboro; Ph.D., Developmental Psychology, The University of North Carolina at Greensboro

Murphy, Ronald T. (Ron)

Office: CEMC 109- D, Phone: 661-1643

Email: RMurphy@fmarion.edu

Research/Academic Interests: Readiness to change in mental health treatment; treatment of posttraumatic stress disorder, especially among combat veterans; homelessness; substance abuse treatment; academic engagement and motivation among college students.

Credentials: B.S., Psychology and Biology, Tufts University; M.S., Clinical Psychology, State University of New York at Binghamton; Ph.D., Clinical Psychology, State University of New York at Binghamton

Páez, Doris

Office: CEMC 234-B, Phone: 661-1636

Email: DPaez@fmarion.edu

Research/Academic Interests: Assessment, intervention and advocacy surrounding instructional and behavioral health services for culturally and linguistically diverse

populations; interventions that address instructional and clinical personnel's self-awareness and skill growth for increasing service delivery effectiveness.

Credentials: B.A., Psychology, University of South Florida; M.A., School Psychology, University of South Florida; Ed.S., School Psychology, University of South Florida; Ph.D., School Psychology, University of Florida.

Sargent, Jesse Q.

Office: CEMC 109-C, Phone: 661-1634

Email: JSargent@fmarion.edu

Research/Academic Interests: Spatial cognition and memory; Event segmentation; Cognitive aging.

Credentials: B.A., Psychology, University of Vermont; Ph.D., Cognitive Neuroscience, George Washington University; Postdoctoral Fellow, Dynamic Cognition, Washington University in St. Louis.

Smith, Shannon Toney

Office: CEMC 109-I, Phone: 661-1633

Email: SSmith@fmarion.edu

Research/Academic Interests: Investigation of disparate theoretical models of psychopathic personality disorder; assessment approaches to conceptualizing psychopathic personality disorder; assessment of psychopathic personality traits separate from criminal behavior; allegations of biases in mental health expert testimony; violence risk assessment.

Credentials: B.S., Psychology, College of Charleston; M.A., Clinical Adult Psychology, Southern Illinois University Edwardsville; Ph.D., Clinical Psychology, Texas A&M University

Taber, Traci A.

Office: CEMC 109-F, Phone: 661-1638

Email: TTaber@fmarion.edu

Research/Academic Interests: Applied Behavior Analysis and its application in educational settings; teacher training, parent training, diagnosis and treatment of autism spectrum disorders

Credentials: B.A., Psychology, State University of New York at Buffalo; M.S., Clinical Child Psychology, California State University, East Bay; Ph.D., School Psychology, University of Southern Mississippi

Wattles, William P.

Office: CEMC 109- G, Phone: 661-1639

Email: WWattles@fmarion.edu

Research/Academic Interests: Computer-applications in teaching psychology; health psychology; exercise adherence.

Credentials: B.A., Economics, Tufts University; B.A., Psychology, University of Texas; Ph.D., Clinical Psychology, University of South Carolina

Adjunct Faculty

Broughton, Samuel F.

Office: RCC – Academic, Phone: 661-1867

Email: SBroughton@fmarion.edu

Research/Academic Interests: Applied behavior analysis; learning, behavioral and developmental disorders of children; intervention acceptability and implementation by teachers.

Credentials: B.A., Psychology, Presbyterian College; M.S., Psychology (General Experimental), University of Georgia; Ph.D., Psychology (Joint Program in Psychology and Educational Psychology with Specializations in School Psychology and Applied Behavior Analysis), University of Georgia; Internship, Northeast Georgia Mental Health Center (rotations: Public Schools, Developmental Disability Center, Child Development Center)

Faykus, Suzanne (Sue)

Office: CEMC 109- J, Phone: 661-1678

Email: Sfaykus@embarqmail.com

Credentials: B.S., Clinical Psychology, University of South Carolina; Ph.D., School Psychology, Arizona State University; Board Certified, American Board of School Neuropsychology Professionals.

CAMPUS PHONE NUMBERS

Academic Advising & Retention	843-661-1279
Accounting – Student Receivables	843-661-1130
Accounting Office	843-661-1120
Career Development (Dr. Ronald Miller)	843-661-1676
Cauthen Educational Media Center	843-661-1250
Computer Center – Academic	843-661-1335
Computer Center – Help Desk	843-661-1111
Counseling and Testing Center (Dr. Rebecca Lawson)	843-661-1840
Dining Services	843-661-1260
Financial Assistance	843-661-1190
Graduate Office	843-661-1284
Housing Office	843-661-1330
Human Resources	843-661-1140
International Students	843-661-1187
Library	843-661-1300
Multicultural Student Affairs	843-661-1188
Patriot Bookstore	843-661-1345
Provost’s Office	843-661-1284
Psychology Department – FAX	843-661-1628
Psychology Department – Front Desk	843-661-1378
Psychology Department Admin. Assistant (Sharekka Bridges)	843-661-1641
Psychology Department Chair (Dr. Will Wattles)	843-661-1639
Psychology Department Technology Specialist	843-661-1640
Public Safety (Campus Police)	843-661-1109
Registrar’s Office	843-661-1175
School Psychology & Internship Coordinator (Dr. Hill-Chapman)	843-661-1721
Smith University Center	843-661-1180
Student Health Services	843-661-1844
Veterans Affairs	843-661-1172

