

SCHOOL PSYCHOLOGY

*Preparation to Deliver School
Psychological Services*

Program Handbook

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DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System

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The purpose of this handbook is to provide you with information that is relevant to the Sam Houston State University School Psychology Program. This handbook will probably change each year as we strive to perfect our program, so you will want to have a current copy. In addition to the information in the handbook, you will also want to be familiar with the information in the department handbook for the Master's Program Students and on the department website. Be sure to ask the School Psychology Program Director or the Coordinator of Masters Programs if you have any questions that are not addressed in the handbooks on the website.

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Mission Statements

Sam Houston State University

Sam Houston State University is a multi-purpose state university that exists to meet the needs of a civilized community by providing to the community educational opportunities and resources of the highest quality. The university has evolved into a federation of colleges and programs which provides a climate of intellectual freedom with academic programs to enable its students to become informed, thoughtful, and productive citizens with the skills necessary to evaluate issues critically and to appreciate the cultural and aesthetic values of life.

College of Humanities and Social Sciences

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship.

Department of Psychology and Philosophy

The Department of Psychology and Philosophy supports the Mission Statement of the University and that of the College of Humanities and Social Sciences. The Department is committed to providing a quality educational environment conducive to scholarship and the acquisition of knowledge and applicable skills. We recognize that this ideal requires the effective use of faculty expertise and creativity, sensitivity to needs of university and community, as well as a genuine concern for the abilities and goals of students.

School Psychology Program

The School Psychology Program is based on the standards of the National Association of School Psychologists (NASP). As such it is a 60-hour program leading to a Master of Arts degree and the academic requirements that the Texas State Board of Examiners of Psychology (TSBEP) recognize for a Licensed Specialist in School Psychology (LSSP). The academic knowledge base for school psychology embraces an integrated sequence of psychological foundations, educational foundations, assessment, interventions, and professional practice.

Philosophy

The Sam Houston State University School Psychology Program is based on the philosophy of performance-based assessment and that data-based intervention is the primary method to integrate scientific inquiry and service-delivery in diverse school settings. The paradigm assumes that the specialist in school psychology is engaged in problem-solving and collaborates with all involved parties in empirically-based decision-making. Likewise, specialists in school psychology realize the constantly-changing nature of the field of psychology and the need to continue their education beyond graduation, licensure, and employment.

The School Psychology Program relates research associated with psychology and education in an effort to advance social/emotional and cognitive accomplishments in school-aged young people. Human diversity and individual differences necessitate a variety of interventions to address the many influences which affect students and their performances. Graduates in school psychology should be effective problem-solvers who use appropriate data-gathering procedures to assist various systems associated with students including the individual students themselves, teachers, administrators, districts, families, and communities. Additionally, graduates are expected to be models of mental health in balancing personal and professional domains.

The program is aligned with the Ethical Guidelines of the National Association of School Psychologists and the American Psychological Association and with the Rules of the Texas State Board of Examiners of Psychologists.

The School Psychology Program is affiliated with the Educator Preparation Programs and the National Council for Accreditation of Teacher Education. Thus, the School Psychology Program embodies the Mission Statement adopted by the Sam Houston State University Educator Preparation Programs:

Through excellent collaborative instruction, research, and field experiences, the Educator Preparation Programs of Sam Houston State University provides candidates with opportunities to develop dispositions, skills, and knowledge which enable them to create an environment in which they plan, implement, assess, and modify learning processes, while serving effectively in diverse educational roles, reflecting meaningfully on their growth, and responding proactively to societal needs.

Goals, Objectives, Competencies, and Assessment of the M.A. School Psychology Program

Goal 1: The M.A. (specialist-level) School Psychology Program will produce graduates who have a broad knowledge of scientific psychology which is gained through an integrated and sequential program of study and supervised practice that constitutes substantive preparation in the area of School Psychology.

Objective 1: Graduates will be knowledgeable of the core domains of scientific psychology including (a) biological, affective, and cognitive bases for behavior; (b) prevention, crisis intervention, and mental health; and (c) data-based decision-making, accountability, research, and program evaluation.

Outcome/Competency: Broad knowledge of scientific psychology.

Assessment 1: Successful completion of graduate course work.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Graduate Records Exam Psychology Test

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will be knowledgeable regarding the core domains of educational psychology including (a) diversity in human development and learning; (b) effective instruction and cognitive/academic skill development; (c) socialization and life skills development; and (d) information technology.

Outcome/Competency: Broad knowledge of educational psychology.

Assessment 1: Successful completion of graduate course work.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 3: Graduates will be knowledgeable regarding scientific, methodological, and theoretical foundations in professional school psychology including (a) school and systems organization, policy development, and school environment issues; (b) school psychology practice and development; and (c) consultation and collaboration with home, school, and community.

Outcome/Competency: Broad knowledge of scientific, methodological, and theoretical foundations in professional school psychology.

Assessment 1: Successful completion of graduate course work.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Goal 2: The M.A. (specialist-level) School Psychology Program will produce graduates who recognize human diversity as a strength that is valued and respected.

Objective 1: Graduates will be knowledgeable regarding individual differences in such areas as temperament, learning abilities, culture, ethnicity, identity, socioeconomics, gender, linguistics, religion, and sexual orientation.

Outcome/Competency: Broad knowledge regarding areas of human diversity.

Assessment 1: Successful completion of graduate course work.

Assessment 2: University and field supervisors' evaluations of student ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will demonstrate sensitivity to issues of cultural and individual diversity in professional work and relationships with students, school personnel, families, and community

Outcome/Competency: Demonstration of sensitivity to issues of cultural and individual diversity in the practice of school psychology.

Assessment 1: University and field supervisors' evaluations of student ability to be sensitive to diversity issues in all areas of school psychology practice.

Goal 3: The M.A. (specialist-level) School Psychology Program will produce graduates who have professional identities as school psychologists with commitment to ethical standards and best practices.

Objective 1: Graduates will demonstrate knowledge of school psychology history, professional roles, and the breadth of research and practice.

Outcome/Competency: Demonstration of specific knowledge related to the practice of school psychology

Assessment 1: Successful completion of graduate course work.

Assessment 2: University and field supervisors' evaluations of student ability to function as a school psychologist.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2 Graduates will demonstrate professional identities as school psychologists with encouragement to become members and participation in state and national organizations.

Outcome/Competency: Membership and participation in state and national organizations.

Assessment 1: Attendance at state and/or national conferences

Assessment 2: Memberships in state and/or national professional associations

Goal 4: The M.A. (specialist-level) School Psychology Program will produce graduates who demonstrate knowledge and skills to assist individual, group, family, community, and system-level entities in the areas of educational process and progress, assessment for intervention, direct/indirect interventions, and program evaluation.

Objective 1: Graduates will demonstrate knowledge and conceptual understanding regarding services to a variety of consumers in the areas of education, assessment, intervention, and program evaluation.

Outcome/Competency: Demonstration of knowledge and conceptual understanding regarding the provision of comprehensive school psychology services.

Assessment 1: Successful completion of graduate course work.

Assessment 2: University and field supervisors' evaluations of student knowledge in providing comprehensive school psychology services.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will practice their skills in school settings that are clearly committed to training, supervision, and providing a wide range of training and educational experiences that integrate students' education and training.

Competency/Outcome: Effective performance in school practica and internship.

Assessment 1: successful completion of graduate practica course work

Assessment 2: University and field supervisors' evaluations of student ability to provide comprehensive school psychology services to students, school systems, families, and communities

Objective 3: Graduates will demonstrate ability to function as a school psychologist providing comprehensive services to students, school systems, families, and communities.

Outcome/Competency: Demonstration of ability to provide comprehensive school psychology services to students, school systems, families, and communities.

Assessment 1: University and field supervisors' evaluations of candidate ability to provide comprehensive school psychology services to students, school systems, families, and communities.

Assessment 2: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Program of Studies

Data-Based Decision-Making and Accountability	PSY PSY 594 PSY 595 PSY 596 PSY 691* PSY 692* PSY 694*	Advanced Child Assessment Psychometrics Assessment of Intelligence and Achievement Assessment of Personality and Psychopathology Practicum I Practicum II Practicum in Psychometrics
Consultation and Collaboration	PSY 538* PSY 691* PSY 692*	Consultation in Schools Practicum I Practicum II
Effective Instruction and Development of Cognitive/Academic Skills	PSY 581 PSY 535 PSY 538* PSY 539	Advanced Learning Consultation: Academic Consultation in Schools Advanced School Psychology
Socialization and Development of Life Skills	PSY 597	Advanced Developmental Psychology
Student Diversity in Development and Learning	CNE 592 BSL 571 PSY 760	Cross Cultural Issues in Counseling <u>or</u> Social/Cultural Influences <u>or</u> Multicultural Psychology
School and Systems Organization, Policy Development, and Climate	ASE 532	Administration & Organization of Schools
Home/School/Community Collaboration	PSY 538* PSY 539	Consultation in Schools Advanced School Psychology

* Contains a field-experienced component

Prevention, Crisis Intervention, and Mental Health	PSY 530 PSY 533 PSY 538* PSY 539 PSY 561 PSY 597 PSY 691* PSY 692*	Psychopathology Psychotherapy I Consultation in Schools Advanced School Psychology Neuropsychopharmacology Advanced Developmental Psychology Practicum I Practicum II
Research and Program Evaluation	PSY 587	Advanced Statistics
School Psychology Practice and Development	PSY 539	Advanced School Psychology
Information Technology	PSY PSY 595 PSY 596 PSY 597 PSY 691* PSY 692* PSY 694*	Advanced Child Assessment Assessment of Intelligence and Achievement Assessment of Personality and Psychopathology Advanced Developmental Psychology Practicum I Practicum II Practicum in Psychometrics
FIELD EXPERIENCES/INTERNSHIP		
Field Experiences	PSY535 PSY 538 PSY 691 PSY 692 PSY 694	Consultation: Academics Behavioral Consultation in Schools Practicum I Practicum II Practicum in Psychometrics
Internship	PSY 671 A PSY 671 B	Internship - Part I Internship - Part II

* Contains a field-experienced component

Comprehensive Exams

In lieu of a faculty-created qualifying comprehensive exam, school psychology students are required to pass the Praxis exam approved by NASP. Students typically sit for the exam during the internship year.

Practica & Internship

Altogether, practica experience of at least 350 - 500 hours will be accrued. PSY 595 provides approximately 50 hours of practice and experience. PSY 596 is attached to a psychometrics practicum, PSY 694, which provides approximately 150 hours of practice and experience. Two field-experience practica, PSY 691 and PSY 692, provide approximately 150 hours each of practice and experience. Practica are designed to provide practice and experience in the areas of the educational process, assessment, and direct and indirect intervention. Close university supervision is provided. Practica are generally conducted in rural school districts near SHSU so that university supervisors may accompany students to field sites.

The internship is the culminating experience for the school psychology candidate and requires at least 1200 clock-hours of practice and experience. A broad range of experiences are required that explore the various professional roles that school psychologists utilize as they apply assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs. Close on-site supervision is provided. Internships are typically provided in large suburban school districts. Occasionally, internships are approved for out-of-state sites if the supervision and assignment requirements can be met.

Annual Report of Student Progress

Students are required to self-reflect on an annual basis and provide to the Program faculty a brief description of the educational activities during the past academic year. School Psychology faculty will consult with additional Department faculty and practica supervisors and convey to students any areas or issues of which the Program faculty are concerned.

Three-Year Sequence for the Master of Arts in School Psychology

Year One

Fall Semester

____ PSY 539 Advanced School Psychology
____ PSY 594 Psychometrics
____ PSY 533 Psychotherapy I
____ SPD 538 Consultation: Behavior

Spring Semester

____ PSY 587 Advanced Statistics
____ PSY 597 Advanced Developmental
____ PSY 581 Advanced Learning
____ PSY 535 Consultation: Academic

Summer Semester

____ PSY 530 Psychopathology
____ PSY 561 Neuropsychopharmacology

Year Two

Fall Semester

____ PSY 691 Practicum I
____ PSY 595 Psychometrics II
____ Elective
____ Elective (optional)

Spring Semester

____ PSY 692 Practicum II
____ PSY 596 Psychometrics III
____ PSY 694 Psychometrics Practicum

Summer Semester

____ ASE 532 Adm. & Org. of School
____ CNE 592 Cross Cultural Issues or
____ BSL 571 Social, Cultural Influences

Year Three

Fall Semester

____ PSY 671A Master's Internship in PSY

Spring Semester

____ PSY 671B Master's Internship in PSY

GRADUATE SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS

ASE 532 ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS. This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools. It is the initial course in the program(s).

BSL 571 SOCIAL, CULTURAL, AND LANGUAGE INFLUENCE ON LEARNING. This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and helps teachers develop strategies to deal with the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

CNE 592 CROSS CULTURAL ISSUES IN COUNSELING. This course will examine the sociocultural characteristics and counseling issues related to the varied cultures in today's society. Hispanic, African-American, Native American, and Asian American cultures will be examined along with issues related to gender and Gay/Lesbian concerns.

PSY 530 PSYCHOPATHOLOGY. This course examines psychological disorders, their phenomenology, diagnosis, and etiology. Ethical issues in the diagnosis and study of mental illness are considered, as well as cultural variations and sex differences.

PSY 533 THEORY AND RESEARCH IN PSYCHOTHERAPY I. This course is a comparative analysis of different systems and techniques of psychotherapy. The role of therapist, client, and setting are examined along with ethical principles.

PSY 534 THEORY AND RESEARCH IN PSYCHOTHERAPY II. Selected techniques of psychotherapy are examined in detail. Topics may include therapy for sexual dysfunction and principles of group therapy.

PSY 535 SPECIAL PROBLEMS IN PSYCHOLOGY. This is a course designed for studies in individually selected topics not specifically provided for in the formal course offerings. Prerequisite: Consent of department chair and instructor.

***PSY 538 CONSULTATION IN SCHOOL PSYCHOLOGY.** Various methods and techniques of consultation in schools are examined and applied. Best practices according to the National Association of School Psychologists provide the basis for the curriculum. The course has both didactic and field experience components.

PSY 539 ADVANCED SCHOOL PSYCHOLOGY. This course is designed to acquaint the student with history, theory, delivery models and techniques underlying the practice of school psychology. Various historical and contemporary roles of the school psychologist are examined in addition to a thorough examination of all applicable federal and state laws. There is also a field experience aspect to the course.

PSY 561 NEUROPSYCHOPHARMACOLOGY. This course examines the field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. The focus is on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.

PSY 581 ADVANCED LEARNING THEORY. This course explores the theoretical bases and empirical evidence of learning theory and its applications to clinical settings

PSY 587 ADVANCED STATISTICS. This course is an advanced study of statistical methods that includes consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression. Prerequisite: PSY 387 or equivalent.

PSY 594 PSYCHOMETRICS. This course covers principles of psychometric theory and applications, including reliability, validity, and test construction. The course emphasizes tests and scales that measure personality and mental health. Limited practicum is required.

PSY 595 ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT. The course provides supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Prerequisites: PSY 594 or equivalent.

PSY 597 ADVANCED DEVELOPMENTAL PSYCHOLOGY. The course provides an advanced study of growth and development processes throughout the life cycle. Theories and current research are examined.

PSY 671 MASTER'S INTERNSHIP IN PSYCHOLOGY. This course is designed to be the culmination of the master's level training in applied psychology. Students will be required to demonstrate their ability to integrate and apply their knowledge.

PSY 691 PRACTICUM I. The practicum experience is designed to provide the graduate student with an introduction to psychotherapy, an opportunity to bring theory and practice and to develop interviewing skills as a psychologist. The first practicum course begins with the assumption that the student has had little to no experience in this domain. Ethical issues related to psychotherapy are thoroughly explored.

PSY 692 PRACTICUM II. The practicum experience provides students with an opportunity to bring theory and practice together to develop their intervention and assessment skills. Students

are assigned to practicum sites where they provide a variety of services related to school psychology

PSY 694 PRACTICUM IN PSYCHOMETRICS. The practicum experience is designed to provide the graduate student with an opportunity to develop skills in administration, scoring, and interpretation of psychological tests.

GRADUATE FACULTY

Paula W. Adams, Ed.D., *Assistant Professor of Education*. B.A., University of New Orleans; M.S., Texas A&M University at Kingsville; Ed.D., University of Houston. Teacher Certification

Jeff Anastasi, Ph.D., *Assistant Professor of Psychology*. B.S., M.A., Ph.D., State University of New York , Binghamton.

Marcus T. Boccaccini, Ph.D., *Associate Professor of Psychology*. B.S., Santa Clara University, M.A., Ph.D., The University of Alabama, Tuscaloosa.

Amos Jerry Bruce, Jr., Ph.D., *Professor of Psychology*. B.A., Anderson University; M.S., Ph.D., University of Georgia. Licensed Psychologist

Mary A. Conroy, Ph.D., *Professor of Psychology*. B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist

Donna M. Desforges, Ph.D., *Professor of Psychology*. B.A. University of Houston; M.S., Ph.D., Texas Christian University.

Richard F. Eglsaer, Ph.D., *Professor of Psychology*. B.A., M.A., Saint Mary's University; Ph.D., The University of Texas. Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist

Marsha J. Harman, Ph.D., *Professor of Psychology*, B.A., University of Houston; M.Ed., Sam Houston State University; Ph.D., University of Houston. Teacher Certification, Licensed Psychologist, Licensed Specialist in School Psychology, National Registry of Providers of Psychology, Nationally Certified School Psychologist. School Psychology Program Director

Craig Henderson, Ph.D., *Assistant Professor of Psychology*, B.A., Howard Payne University; M.A. Hardin-Simmons University; Ph.D., University of North Texas.

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Sharon A. Lynch, Ed.D., *Assistant Professor of Education*. B.A., M.Ed., Sam Houston State University; Ed.D., University of Houston. Teacher Certification, Diagnostician Certification.

Audrey Miller, Ph.D., *Assistant Professor of Psychology*. B.A., DePauw University, Ph.D., M.S., Ohio University

Rowland S. Miller, Ph.D., *Professor of Psychology*. B.A., Cornell University; M.A., Ph.D., University of Florida.

David Nelson, Ph.D., *Associate Professor of Psychology*, B.S., Brigham Young University; B.S., Arizona State University; Ph.D., University of Washington; Licensed Psychologist; Diplomate in Clinical Health Psychology, American Board of Professional Psychology

Paul M. Neunuebel, Ph.D., *Professor of Psychology*. B.S., Saint Louis University; M.Ed., Ph.D., University of Missouri. Licensed Psychologist

Ramona M. Noland, Ph.D., *Assistant Professor of Psychology*. B.A., Wheeling Jesuit University, Ph.D., The University of Tennessee. Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist.

Philip R. Swicegood, Ed.D., *Professor of Education*. B.A., Auburn University; M.A., Ed.D., The University of Alabama. Teacher Certification

D. Christopher Wilson, Ph.D., *Professor of Psychology*. B.A., Florida Presbyterian College; M.A., Ph.D., Texas Christian University.

Thomas A. Wood, Ed.D., *Professor of Psychology*. B.S., Florida State University; M.Ed., Stetson University; Ed.D., Vanderbilt University, Teacher Certification, Licensed Specialist in School Psychology, Nationally Certified School Psychologist, Naturally Certified Counselor

EVALUATION

Formative and summative evaluation are utilized to evaluate students, program elements, and the overall program.

Student evaluation could include but not be limited to:

- assessment reports
- audiotapes
- case reports
- class participation
- comprehensive exams (NCSP Praxis exam)
- consultation reports
- formal course examinations
- internship portfolio
- literature reviews
- observations
- papers
- post-internship portfolio
- pre-internship portfolio
- presentations
- program reviews
- projects
- quizzes
- research proposals

- simulations/role plays
- supervision
- videotapes

Program evaluation could include but not be limited to:

- course evaluation
- district questionnaires
- graduate employment records
- intern evaluations
- intern site evaluations
- PRAXIS examination results
- practicum evaluations
- portfolio review
- supervisor evaluations

Licensure/Certification/Employment

Opportunities for employment as a Licensed Specialist in School Psychology (LSSP) are very positive at the present time. Graduates of the Sam Houston State University School Psychology Program typically obtain employment in a school setting immediately upon completion of their internship. In fact, every graduate who wishes to be employed as an LSSP is currently employed as such. Frequently, the internship site employs the graduate. Individuals wishing to relocate to another state should consult regulations for that region. SHSU's program is approved by the National Association of School Psychologists, which is a national accrediting association. Reciprocity between states, therefore, is likely since Nationally Certified School Psychologists are recognized in many states throughout the nation.

National Association of School Psychologists (NASP)

www.nasponline.org

4340 East West Highway, Suite 402

Bethesda, MD 20814

Phone: 307/657-0270

Texas State Board of Examiners of Psychologists (TSBEP)

www.tsbep.state.tx.us

333 Guadalupe

Tower 2, Room 450

Austin, TX 78701

512/305-7700

Texas Association of School Psychologists (TASP)

www.txasp.org

TASP

P.O. Box 141023

Austin, TX 78714-1023

Phone: 1-888-414-8277 (Toll Free)

Phone: 512-836-1001 (Austin Area)

CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

The SHSU School Psychology Program is committed to providing an active continuing professional development program for practicing school psychologists. As such, the faculty is closely associated with the Trainers' Committee of the Texas Association of School Psychologists (TASP). The annual conference and area meetings provide continuing education opportunities in the areas of assessment for intervention, educational process, and direct/indirect interventions. The faculty is also supportive of Texas Psychological Association (TPA), Southwest Psychological Association (SWPA), National Association of School Psychologists (NASP), and American Psychological Association (APA) and frequently present continuing education workshops or research papers at conferences. The State Board of Examiners of Psychologists (TSBEP) requires at least 12 clock-hours of continuing education each year to renew the LSSP. The SHSU School Psychology Program sometimes hosts area/regional meetings. Practicing school psychologists, graduate students and other personnel from nearby school districts are invited.

Upcoming Opportunities

Texas Association of School Psychologists (TASP) 2008 Conference

12 CEUs possible
San Antonio, Texas
www.txasp.org

Texas Psychological Association (TPA) Annual Conference

20 CEUs possible
San Antonio, Texas
www.texaspsyc.org

National Association of School Psychologists (NASP) Convention

Boston, MA
www.nasponline.org

American Psychological Association (APA) Convention

www.apa.org

Admission Requirements

Requirements for admission include:

- 18 hours of course work in undergraduate Psychology that includes a course in
 - Research Methods; and
 - Statistics
- 3.0 undergraduate grade point average (minimum)
- Exam scores on the
 - Graduate Record Examination (GRE); **OR**
 - Miller Analogies Test
- three (3) letters of recommendation
- personal statement

Advancement to Candidacy

- 18 hours of graduate study completed
- satisfactory scores on the Advanced Psychology Test of the GRE

Comprehensive Exam

- Praxis School Psychology Exam required for Nationally Certified School Psychologists

RESIDENCY REQUIREMENTS

Only 12 approved hours of coursework outside of Sam Houston State University may be accepted. All other coursework must be completed with SHSU.

REQUIREMENTS FOR RESPECIALIZATION IN SCHOOL PSYCHOLOGY

Students seeking re-specialization from other areas of psychology must have a master's or doctorate degree in psychology. If accepted for re-specialization, graduates of SHSU will be provided a deficiency plan. Graduates outside SHSU must complete coursework to adequately assure SHSU Program faculty of skill competence. Students desiring an alternate planned experience must demonstrate to the Program faculty how such experiences are equivalent to those associated with the SHSU residency requirements.

GRADUATE PROGRAM

The Program is only open to graduate students, and students are not permitted to substitute course credit in the School Psychology Program through courses, seminars, and other learning experiences not exclusively offered to graduate students. Similarly, no course credit for undergraduate study, remedial courses, or courses designed to remove deficiencies in meeting requirements for program admission may be used toward the Program. A minimum of 60 graduate hours in courses offered ordinarily to graduate students is required.

For more information and to submit application materials, contact:

Jeff Anastasi, Ph.D.
Coordinator of PSY Master's Study
Department of Psychology and Philosophy
Sam Houston State University
Huntsville, TX 77341-2447
Phone: (936) 294-3049
e-mail: JSA001@shsu.edu

Application deadlines for admission:

Fall semester - July 1
Spring semester - November 1
Summer semester - April 1

PLEASE IDENTIFY YOURSELF AS A SCHOOL PSYCHOLOGY STUDENT

Students are expected to maintain an e-mail account.

PRACTICA

Assessment Courses

Advanced Child Assessment – PSY *

In this course, graduate students are provided supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of individual tests associated with identifying students in need of assistance to make adequate academic progress. (This course is being phased in.)

When coupled, PSY and PSY 694 provide approximately 150 clock-hours.

Assessment of Intelligence and Achievement - PSY 595*

In this course, graduate students are provided supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of individual tests of intelligence and comprehensive achievement tests.

Approximately 50 clock-hours are accrued.

Practicum in Psychometrics - PSY 694.

When taken in conjunction with PSY 535 or PSY 596, this course is designed to provide the graduate student with an opportunity to develop skills in administration, scoring, and interpretation of psychological tests.

*PSY 594 or equivalent is a prerequisite.

Practica are aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

Sam Houston State University
PSY 694 – ASSESSMENT PRACTICUM
(Evaluation to be completed by the student)

Data-Based Decision-Making and Accountability	Quality Rating
Knowledge of the overall process of effective data-based decision-making in problem solving	1 2 3 4 5 ND
Knowledge of the varied methods used by school psychologist in gathering data	1 2 3 4 5 ND
Ability/confidence in utilizing specific assessment methods	1 2 3 4 5 ND
Accept accountability for the impact of professional decisions	1 2 3 4 5 ND
Ability/confidence in linking assessment results with intervention services	1 2 3 4 5 ND
Skill at evaluating the outcome of intervention when compared with the initial goal	1 2 3 4 5 ND
Application of the data-based decision-making process to larger research and systems-level problems (i.e. meeting general public accountability responsibilities)	1 2 3 4 5 ND

Effective Instruction and Development of Cognitive/Academic Skills

Application of learning theory and cognitive strategies to the development of effective instructional strategies 1 2 3 4 5 ND

Recognition of the varying academic skills of students with different abilities, disabilities, strengths, and needs 1 2 3 4 5 ND

Knowledge of current research and advances in curriculum and instruction 1 2 3 4 5 ND

Ability to link assessment information to the development of instructional strategies 1 2 3 4 5 ND

Socialization and Development of Life Skills

Knowledge of the developmental process in behavioral, social, affective, and adaptive domains 1 2 3 4 5 ND

Ability/confidence in providing effective consultation, behavioral assessment, intervention and counseling services 1 2 3 4 5 ND

Knowledge and skill at the use of ecological and behavioral approaches to develop and implement behavior change programs 1 2 3 4 5 ND

Student Diversity in Development and Learning

Knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in children's development and learning 1 2 3 4 5 ND

Ability to identify what is needed for students of diverse backgrounds to succeed, including what instructional or other modifications are required 1 2 3 4 5 ND

Recognition of subtle racial, class, gender, cultural, and other biases that may influence student outcomes 1 2 3 4 5 ND

Research and Program Evaluations

Ability to differentiate acceptable from inadequate research	1	2	3	4	5	ND
Knowledge of basic principals of research and the ability to apply these principals to the development of own research	1	2	3	4	5	ND
Ability to translate research findings into service delivery	1	2	3	4	5	ND

School Psychology Practice and Development

Knowledge of accepted standards in assessment, consultation and intervention	1	2	3	4	5	ND
Knowledge of legal requirements as they apply to school psychology	1	2	3	4	5	ND
Recognition of own strengths/weaknesses in training	1	2	3	4	5	ND

Information Technology

Skill in utilizing technology to function more effectively/efficiently	1	2	3	4	5	ND
Knowledge of technology resources for children and their application in implementing/evaluating instructional programs	1	2	3	4	5	ND

Supervision	1	2	3	ND
Quality of experience	1	2	3	ND
Followed ethical guidelines	1	2	3	ND
Setting	1	2	3	ND
University involvement	1	2	3	ND

Practicum I - PSY 691

Practicum I is the first counseling practicum. School Psychology students gain experience in:

- ethical/legal issues
- basic counseling skills
- intake interviewing
- developmental history
- family counseling issues
- cross-cultural counseling
- individual counseling with adults and children/adolescents
- group counseling with children/adolescents
- client issues

150 clock-hours are required:

39 class

13 supervision

40 face-to-face adult role-play

60 applied hours (instructor arranges volunteer site)

Clock-hour logs are required in addition to a journal of learning experiences.

Counseling sessions are videotaped and critiqued by student and instructor during supervision.

Transcripts of sessions are also required initially.

Practica are aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

Sam Houston State University
PSY 691 – PRACTICUM I
(Evaluation to be completed by the student)

Socialization and Development of Life Skills

Knowledge of the developmental process in behavioral, social, affective, and adaptive domains 1 2 3 4 5 ND

Ability/confidence in providing effective consultation, behavioral assessment, intervention and counseling services 1 2 3 4 5 ND

Knowledge and skill at the use of ecological and behavioral approaches to develop and implement behavior change programs 1 2 3 4 5 ND

Student Diversity in Development and Learning

Knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in children's development and learning 1 2 3 4 5 ND

Ability to identify what is needed for students of diverse backgrounds to succeed, including what instructional or other modifications are required 1 2 3 4 5 ND

Recognition of subtle racial, class, gender, cultural, and other biases that may influence student outcomes 1 2 3 4 5 ND

Prevention, Crisis Intervention, and Mental Health

Ability to recognize the precursors that lead to children's learning and behavioral problems 1 2 3 4 5 ND

Knowledge of effective prevention strategies 1 2 3 4 5 ND

Knowledge of effective crisis intervention strategies 1 2 3 4 5 ND

Ability/confidence in collaborating with school personnel parents, and community in the aftermath of a crisis 1 2 3 4 5 ND

Home/School/Community Collaboration

Knowledge of family, home, and community factors that influence learning and achievement in school 1 2 3 4 5 ND

Knowledge of methods effective in promoting collaboration between parents and schools 1 2 3 4 5 ND

Knowledge of possible cultural issues that impact family-school relationships 1 2 3 4 5 ND

Research and Program Evaluations

Ability to differentiate acceptable from inadequate research 1 2 3 4 5 ND

Knowledge of basic principals of research and the ability to apply these principals to the development of own research 1 2 3 4 5 ND

Ability to translate research findings into service delivery 1 2 3 4 5 ND

School Psychology Practice and Development

Knowledge of accepted standards in assessment, consultation and intervention 1 2 3 4 5 ND

Knowledge of legal requirements as they apply to school psychology 1 2 3 4 5 ND

Recognition of own strengths/weaknesses in training 1 2 3 4 5 ND

Practicum II - PSY 692

Practicum II is primarily conducted in school sites arranged by the instructor. Assignments provide initial experiences in assessment and interventions with children/adolescents/teachers/parents.

Supervision will entail:

- critiquing tapes
- planning assessment
- planning treatment/intervention
- reviewing reports

150 clock-hours are required:

39 class
13 supervision
100 applied hours

Assignments:

- 1-2 LD assessments and reports*
- 1-2 ED assessments and reports*
- 1-2 consultations with teachers
- 2-3 individual counseling clients and/or counseling groups
- 5-10 hours of observation in general/special education classrooms
- Clock-hour logs

* Whenever possible, it is desirable for the student to complete both LD and ED assessments on the same child/adolescent to view the continuity of the process.

Practica are aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

Sam Houston State University
PSY 692 – PRACTICUM II
(Evaluation to be completed by the student)

Data-Based Decision-Making and Accountability	Quality Rating
Knowledge of the overall process of effective data-based decision-making in problem solving	1 2 3 4 5 ND
Knowledge of the varied methods used by school psychologist in gathering data	1 2 3 4 5 ND
Ability/confidence in utilizing specific assessment methods	1 2 3 4 5 ND
Accept accountability for the impact of professional decisions	1 2 3 4 5 ND
Ability/confidence in linking assessment results with intervention services	1 2 3 4 5 ND
Skill at evaluating the outcome of intervention when compared with the initial goal	1 2 3 4 5 ND
Application of the data-based decision-making process to larger research and systems-level problems (i.e. meeting general public accountability responsibilities)	1 2 3 4 5 ND

Consultation and Collaboration

Ability/confidence in providing behavioral and/or mental health consultations	1	2	3	4	5	ND
Skill at collaborating with family and school personnel	1	2	3	4	5	ND
Use of positive interpersonal skills in dealing with challenging situations	1	2	3	4	5	ND

Effective Instruction and Development of Cognitive/Academic Skills

Application of learning theory and cognitive strategies to the development of effective instructional strategies	1	2	3	4	5	ND
Recognition of the varying academic skills of students with different abilities, disabilities, strengths, and needs	1	2	3	4	5	ND
Knowledge of current research and advances in curriculum and instruction	1	2	3	4	5	ND
Ability to link assessment information to the development of instructional strategies	1	2	3	4	5	ND

Socialization and Development of Life Skills

Knowledge of the developmental process in behavioral, social, affective, and adaptive domains	1	2	3	4	5	ND
Ability/confidence in providing effective consultation, behavioral assessment, intervention and counseling services	1	2	3	4	5	ND
Knowledge and skill at the use of ecological and behavioral approaches to develop and implement behavior change programs	1	2	3	4	5	ND

Student Diversity in Development and Learning

Knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in children's development and learning 1 2 3 4 5 ND

Ability to identify what is needed for students of diverse backgrounds to succeed, including what instructional or other modifications are required 1 2 3 4 5 ND

Recognition of subtle racial, class, gender, cultural, and other biases that may influence student outcomes 1 2 3 4 5 ND

School and Systems Organization, Policy Development, and Climate

Knowledge of school system structure and organization 1 2 3 4 5 ND

Ability/confidence in contributing to the development of policies and procedures that benefit all children 1 2 3 4 5 ND

Ability to apply organizational/systems theory in promoting learning and preventing problems 1 2 3 4 5 ND

Prevention, Crisis Intervention, and Mental Health

Ability to recognize the precursors that lead to children's learning and behavioral problems 1 2 3 4 5 ND

Knowledge of effective prevention strategies 1 2 3 4 5 ND

Knowledge of effective crisis intervention strategies 1 2 3 4 5 ND

Ability/confidence in collaborating with school personnel parents, and community in the aftermath of a crisis 1 2 3 4 5 ND

Home/School/Community Collaboration

Knowledge of family, home, and community factors that influence learning and achievement in school 1 2 3 4 5 ND

Knowledge of methods effective in promoting collaboration between parents and schools 1 2 3 4 5 ND

Knowledge of possible cultural issues that impact family-school relationships 1 2 3 4 5 ND

Research and Program Evaluations

Ability to differentiate acceptable from inadequate research 1 2 3 4 5 ND

Knowledge of basic principals of research and the ability to apply these principals to the development of own research 1 2 3 4 5 ND

Ability to translate research findings into service delivery 1 2 3 4 5 ND

School Psychology Practice and Development

Knowledge of accepted standards in assessment, consultation and intervention 1 2 3 4 5 ND

Knowledge of legal requirements as they apply to school psychology 1 2 3 4 5 ND

Recognition of own strengths/weaknesses in training 1 2 3 4 5 ND

Information Technology

Skill in utilizing technology to function more effectively/efficiently 1 2 3 4 5 ND

Knowledge of technology resources for children and their application in implementing/evaluating instructional programs 1 2 3 4 5 ND

Consultation in Schools – PSY 538

The Consultation course contains a field-based experience component that is primarily conducted in school sites arranged by the instructor. Assignments provide initial experiences in consultation, with either teachers or parents, related to student academic and behavioral concerns.

Supervision will entail:

- Planning for consultation sessions
- Individualized discussion of consultation sessions
- Review and revision of intervention plans and their evaluation
- Review of reports

Clock Hours Accrued:

There are no set requirements in terms of hours of experience to be accrued as part of this course. However, candidates are expected to participate in multiple consultation relationships dealing with both academic and behavioral problem intervention. The hours required to complete these consultation relationships are in addition to other coursework.

Assignments:

- In-class consultation practice experience
- In-field consultation experience for behavioral intervention
- In-field consultation experience for academic intervention
- Reports of the consultations
- Class presentation of one consultation completed

While the Consultation course is not a Practicum course, all field experiences are aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

Sam Houston State University
PSY 538 – CONSULTATION IN SCHOOLS
(Evaluation to be completed by the student)

Data-Based Decision-Making and Accountability	Quality Rating
Knowledge of the overall process of effective data-based decision-making in problem solving	1 2 3 4 5 ND
Knowledge of the varied methods used by school psychologist in gathering data	1 2 3 4 5 ND
Ability/confidence in utilizing specific assessment methods	1 2 3 4 5 ND
Accept accountability for the impact of professional decisions	1 2 3 4 5 ND
Ability/confidence in linking assessment results with intervention services	1 2 3 4 5 ND
Skill at evaluating the outcome of intervention when compared with the initial goal	1 2 3 4 5 ND
Application of the data-based decision-making process to larger research and systems-level problems (i.e. meeting general public accountability responsibilities)	1 2 3 4 5 ND

Consultation and Collaboration

Ability/confidence in providing behavioral and/or mental health consultations	1	2	3	4	5	ND
Skill at collaborating with family and school personnel	1	2	3	4	5	ND
Use of positive interpersonal skills in dealing with challenging situations	1	2	3	4	5	ND

Effective Instruction and Development of Cognitive/Academic Skills

Application of learning theory and cognitive strategies to the development of effective instructional strategies	1	2	3	4	5	ND
Recognition of the varying academic skills of students with different abilities, disabilities, strengths, and needs	1	2	3	4	5	ND
Knowledge of current research and advances in curriculum and instruction	1	2	3	4	5	ND
Ability to link assessment information to the development of instructional strategies	1	2	3	4	5	ND

Socialization and Development of Life Skills

Knowledge of the developmental process in behavioral, social, affective, and adaptive domains	1	2	3	4	5	ND
Ability/confidence in providing effective consultation, behavioral assessment, intervention and counseling services	1	2	3	4	5	ND
Knowledge and skill at the use of ecological and behavioral approaches to develop and implement behavior change programs	1	2	3	4	5	ND

Student Diversity in Development and Learning

Knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in children's development and learning	1	2	3	4	5	ND
Ability to identify what is needed for students of diverse backgrounds to succeed, including what instructional or other modifications are required	1	2	3	4	5	ND
Recognition of subtle racial, class, gender, cultural, and other biases that may influence student outcomes	1	2	3	4	5	ND

Home/School/Community Collaboration

Knowledge of family, home, and community factors that influence learning and achievement in school	1	2	3	4	5	ND
Knowledge of methods effective in promoting collaboration between parents and schools	1	2	3	4	5	ND
Knowledge of possible cultural issues that impact family-school relationships	1	2	3	4	5	ND

Research and Program Evaluations

Ability to differentiate acceptable from inadequate research	1	2	3	4	5	ND
Knowledge of basic principals of research and the ability to apply these principals to the development of own research	1	2	3	4	5	ND
Ability to translate research findings into service delivery	1	2	3	4	5	ND

School Psychology Practice and Development

Knowledge of accepted standards in assessment, consultation and intervention	1	2	3	4	5	ND
Knowledge of legal requirements as they apply to school psychology	1	2	3	4	5	ND
Recognition of own strengths/weaknesses in training	1	2	3	4	5	ND

ANNUAL REPORT OF STUDENT PROGRESS
School Psychology Program
Sam Houston State University

Student:

Year in Program:

Date:

Please provide the following information in a brief description of your educational activities during the past academic year.

COURSES COMPLETED: List all courses you have taken and provide course grades. Describe significant learning experiences and/or include unique personal products resulting from courses.

PROFESSIONAL ACTIVITIES: List any significant educational activities in which you participated.

OTHER WORK COMMUNITY ACTIVITIES: List any significant experiences you have had working within the community, at a place of employment, etc.

CONFERENCES and/or WORKSHOPS ATTENDED: List all local, state, and national meetings you have attended and specify the title and presenter of any workshops/presentations you attended.

PRESENTATIONS: Reference the topic, occasion, and date of any presentations you made at professional meetings. Also, include any teacher/parent in-services you have provided here.

GOALS FOR NEXT 12 MONTHS:

Student Signature: _____

**SAM HOUSTON STATE UNIVERSITY
SCHOOL PSYCHOLOGY PRACTICUM LOG CODING SYSTEM**

<u>Code</u>	<u>Activities</u>
As	<i>Assessment.</i> Activities that focus on gathering information for specific referral questions for both regular and/or special education. These would include but not be limited to administration/scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration.
Dir	<i>Direct Intervention.</i> Non-assessment activities focused on affecting change. These would include individual/group counseling/therapy, learning remediation social skills training, feedback to student, etc.
Con	<i>Consultation.</i> Non-assessment activities focused on consultation with teachers, staff, parents, agencies, etc. This would include presentations at staff inservices, ARD meetings, etc. and would address primary, secondary, and tertiary intervention activities.
Or	<i>Orientation.</i> Non-assessment and non-intervention related activities related to orientation to the regular and special education school environment. These would include orientation meetings, tours and observations of schools, classrooms, intervention programs, etc.
Pro	<i>Professional Development.</i> Specific activities that focus on professional skill development and can include attendance at local/state/national conferences, inservices, and other professional meetings, etc.
Fsup	<i>Field Supervision.</i> On-site supervision provided by appropriately credentialed professional. Regular communication and meetings are expected and should be documented.
Usup	<i>University Supervision.</i> Supervision provided by appropriately credentialed psychologists acting as the university representative. This must occur and be documented at least one per week. The university supervisor's signature is required on each log page to verify activities documented.
Oth	<i>Other Activities.</i> Activities that cannot be classified by any other code but are deemed necessary activities for the accomplishment of role and function. These would include public relations, administrative meetings, etc.

Sam Houston State University
Practicum/Field-Based Course Evaluation
Student Performance Evaluation
 (To be completed by Supervisor/Instructor)

Please indicate the semester/year and course:

____FALL 20__

____SPRING 20__

____PSY 538 CONSULTATION

____PSY 691 PRACTICUM I

____PSY 692 PRACTICUM II

____PSY 694 ASSESSMENT PRACTICUM

Circle the number that indicates your evaluation of the student's skills.

1-Very Poor **2**-Below Average **3**-Average **4**-Above Average **5**-Excellent **ND**-No Data

Professional and Ethical Behavior						
Exhibits interest and enthusiasm for work	1	2	3	4	5	ND
Regularly prepared for work with the necessary materials	1	2	3	4	5	ND
Promptness in completing work and meeting deadlines	1	2	3	4	5	ND
Attendance and punctuality	1	2	3	4	5	ND
Performs ethically in all situations	1	2	3	4	5	ND
Demonstrates honesty and integrity	1	2	3	4	5	ND
Appropriately utilizes supervisor feedback	1	2	3	4	5	ND
Adaptability/Flexibility	1	2	3	4	5	ND
Initiative and dependability	1	2	3	4	5	ND

Interpersonal Skills	1	2	3	4	5	ND
Communicates effectively with supervisor, peers, and students	1	2	3	4	5	ND
Works effectively with supervisor, classmates, and students	1	2	3	4	5	ND
Demonstrates respect and appreciation for human diversity	1	2	3	4	5	ND
Accepts guidance and suggestions from others	1	2	3	4	5	ND
Cooperates as a member of a team	1	2	3	4	5	ND
Courteous to others						
Self Awareness	1	2	3	4	5	ND
Demonstrates professional and personal maturity	1	2	3	4	5	ND
Ability to manage stress	1	2	3	4	5	ND
Is aware of personal strengths and weaknesses						

What are the student's areas of strength?

What are the student's areas of weakness?

Overall, how would you rate the student's professional/practicum performance?

1 2 3 4 5 No Data

- | |
|--|
| <ol style="list-style-type: none"> 1- Student performance is very poor; student needs further training and close supervision. Do not permit student to function independently. 2- Student performance is below average. With further training and supervision, student is expected to develop satisfactorily. Close supervision is required. 3- Student performance is average. Moderate supervision is required. 4- Student performance is above average. Student can function independently with normal periodic supervision. 5- Student performance is excellent. Student is able to function independently with little supervision required. |
|--|

Additional Comments:

Sam Houston State University

Technology Competencies in the Best Practice of School Psychology

Computers and Technology are an important part of today's society and its school systems. School psychologists must be competent in different aspects of technology in order to work within this system and perform to the best of their ability. The faculty at Sam Houston State University has incorporated the use of different technologies in to their curriculum and encourages its use and mastery. Due to the learning curve required for many of these technologies, students will find that many tasks will be applied several times throughout the program. When the curriculum based assignments are insufficient practice for a student to obtain mastery, the student is expected to work independently and to seek assistance until such mastery is achieved. Mastery of technology is viewed by NASP as a fundamental part of training for School Psychologists.

Attached is a self-assessment measure that each student is required to maintain and update throughout their coursework. Students are expected to master all skills prior to beginning internship. Application of these skills will be an important part of internship and later work related activities. The faculty of Sam Houston State University's School Psychology Program supports the use of technology and may be contacted at any time for additional resources and support. Students are expected to summarize and document their technology competencies in their portfolios.

Technology Competencies in the Best Practice of School Psychology

Basic Computer Technology Operations and Concepts

Basic Computer and Technology Operations and Concepts	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Familiarity with characteristics and types of available media			
Understands and applies visual design concepts to work products			
Ability to operate a multimedia computer system including knowledge of desktop controls, printing, saving and file management			
Uses terminology related to computers and technology in written and oral communication			
Implements trouble shooting techniques for computers and other technology hardware			
Ability to operate a TV, CD/DVD player, VCR, laptop, digital camera and film video camera			
Uses imaging devices such as scanners and digital cameras to create usable images			
Demonstrates appropriate computer and technology use in education, business, industry and society			
Knowledgeable with computers in all work environments including home, SHSU, practicum and internship sites			

Personal and Professional Use of Technology

Personal and Professional Use of Technology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Word processing- Ability to perform basic operations (ie. edit text, copy, cut and paste, import and incorporate graphics into a text based document, and convert text files between the most common word processing formats)			
Produces and uses templates for psychological reports and test data			
Experience with at least 2 test scoring and interpretation software programs used for intelligence and/or achievement measures			

Personal and Professional Use of Technology (continued)

Personal and Professional Use of Technology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Ability to create a data base for descriptive and research purposes			
Creates and uses spreadsheets to analyze data and create a test score matrix			
Uses spreadsheet data to draw graphs			
PowerPoint: Ability to create instructional presentations, including transitions, text animation and graphics			
Multimedia presentations including sound, graphics, text, animation and video			
Maintains a professional website including professional information such as a personal description, philosophy, vitae and services offered			
Able to use email to enhance both personal and professional productivity including maintaining a current address book and using listserv subscriptions to relevant professional services			
Able to evaluate websites for credibility and information			
Able to use a variety of search engines			
Able to download files, attach documents in an email, unzip files, open .pdf files and capture web images to disk			
Able to access online and CD-Rom test-evaluation resources			
Demonstrates awareness of resources for adaptive assistive devices for students with special needs			
Demonstrates an appreciation for issues of equity, ethics, legal and human issues concerning the use of computers and technology with diverse populations			
Appreciates the use of computers and technology as a way to facilitate lifelong learning to be used by both the learner and educator in modern society			

Personal and Professional Use of Technology (continued)

Personal and Professional Use of Technology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Is familiar with distance learning technologies and has personally attempted or experienced distance learning of a professionally relevant skill			

Technology and Service of School Psychology

Technology and Service of School Psychology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Familiar with technology and computers related to Assessment, Consultation, Intervention, and Evaluation			
Uses technology to plan and deliver instruction to special needs children, adult peers, parents and educators			
Selects and evaluates computer software to match a particular instructional need			
Can use online search abilities to identify and review school district characteristics including assessment data such as proficiency test results, attendance and graduation rates			
Can describe current instructional principles, research, and appropriate assessment practices related to the use of computers and technology in schools			
Can use electronic data bases to retrieve relevant research articles pertaining to school psychology			
Can design, deliver, and assess student learning activities that integrate computers and technology			
Can design student learning activities that foster equitable, ethical, and legal use of technology by students			
Practices responsible, ethical, and legal use of technology, information, and software resources			

INTERNSHIP

Internship Guidelines

The internship in school psychology is the final training component that requires the intern to take a full-time school psychology position that is closely supervised and comprehensive in scope. There is a possibility of arranging a half-time internship training experience over a period of two consecutive years. The internship provides an opportunity for the intern to develop a clear professional identity and explore the full responsibilities of a practicing school psychologist while having solid supervisory support from an experienced school psychology field supervisor. The internship is seen as that point in training that fully integrates all previous training experiences. It is designed to meet the specific training objectives of the National Association of School Psychologists (NASP) and the Texas State Board of Examiners of Psychologists (TSBEP). The internship is provided on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 1200 hours should occur in a school setting.

It is preferable that all coursework be completed before the internship year. However, if that is impossible for some reason, then no more than two courses should be remaining once the internship begins. Only one course per semester may be taken in addition to the internship.

The internship is aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

- An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills. The internship is the culminating training experience and follows a programmed sequence of experiences including practice and field experiences. The program must allow the intern the opportunity for carrying out major professional functions under appropriate supervision.
- The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychology services.
- The internship agency employs a clearly designated actively licensed psychologist/licensed specialist in school psychology, who is responsible for the integrity and quality of the internship. For any portion of the internship completed outside a school setting, an appropriately credentialed psychologist must supervise.
- Reports by the intern to consumers must be cosigned by the psychologists/licensed specialists in school psychology.

- The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face supervision with at least one hour being exclusively individual supervision.
- A field supervisor shall not supervise more than two interns in one semester.
- In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional issues seminars, in-service training, and other activities approved by the field supervisor.
- The total internship experience may occur in more than one setting but must include a minimum of 1200 hours and must be completed within 24 months. At least 600 of the 1200 total hours must be completed in a “school setting.”
- Supervision and learning experiences should comprise at least 10% (120 hours) of the intern’s time, although some of the activities may occur during times outside the regular workday.
- At least 25% (300 hours) of the intern’s time is in direct client contact.
- School psychology internships require a full-time experience for either the academic or calendar year or a half-time experience for two years.

Goals

- Provide direct interventions to school-aged young people, parents, teachers, and other school/professional personnel employing techniques such as assessment, psychotherapy, and consultation.
- Provide indirect intervention services to school-aged young people, parents, teachers, and other school/professional personnel employing techniques such as consultation, in-service training, and program development.
- Demonstrate skills as a data-based problem solver/evaluator/researcher as evidenced in assessment, program development, and program evaluation.
- Demonstrate skills in knowledge of human diversity/individual differences when working with school-aged young people, parents, teachers, and other school/professional personnel.

Internship *Minimum* Requirements

Assessment

Emotionally Disturbed	5
Learning Disability	3
Mental Retardation	3

Interventions

Counseling

Individual	5
Group	1

Consultations

Teacher	6
Parent	4

Behavior Intervention Plans

Individual	4
------------	---

Admission, Review, Dismissal (ARD) Committees

Attend	4
Lead	2

Breadth of Experiences

Interns should have experiences at all levels of service provision (i.e., early childhood through high school)

Recommended Activities

Proactive/Preventive/Primary Intervention

- Social Skills
- Conflict Resolution
- Mentoring
- Suicide/Depression Prevention

Professional Development

- In-Service
- State Conferences
- National Conferences
- Continuing Education Workshops
- Shadowing Professionals
- Observation
 - General Education Classrooms
 - Special Education Classrooms
 - Alternative Education Programs
 - Adaptive Behavior Units
 - Individual Education Plan (IEP) Committees
 - Early Childhood
 - Hearing Impaired
 - Vision Impaired
 - Motor Impaired

Responsibilities

Field-Based Supervisor

The Field-Based Supervisor is an employee of, or contracted by, the school district/cooperative. The Field-Based Supervisor has at least three years experience supervising interns and working as a practicing school psychologist and should hold a valid credential as a Licensed Specialist in School Psychology issued by the Texas State Board of Examiners of Psychologists. The Field-Based Supervisor is expected to fulfill the following responsibilities:

- Negotiate with the intern an internship plan consistent with Program goals and objectives and include the minimum requirements.
- Be responsible for no more than two interns at any given time.
- Provide an average of two hours of direct supervision each week per intern.
- Systematically evaluate whether the intern has met specific Program goals and objectives as well as field-based requirements.
- Provide intern with a broad range of professional experiences.
- Contact the University Supervisor if any significant problem occurs with the intern's assignment.
- Participate in formal evaluations of intern's progress with University Supervisor at two points during the year.
- Conduct supervision in a manner consistent with current legal/ethical professional standards.
- Ensures that the school district provides appropriate support including:
 - written contractual agreement specifying the period of appointment and the terms of compensation,
 - expense reimbursement consistent with policies pertaining to agency school psychologists,
 - a schedule of appointment consistent with that of the agency school psychologists (e.g., calendar, participation in continuing professional development activities,
 - provision for participation in continuing professional development activities,
 - an appropriate work environment including adequate supplies, materials, secretarial services, and office space,
 - release time for internship supervisors, and
 - commitment to the internship as a training experience.

University Supervisor

The University Supervisor is a representative of the Sam Houston State University School Psychology Program. The University Supervisor should have at least three years experience as a practicing school psychologist and hold the Licensed Specialist in School Psychology credential issued by the Texas State Board of Examiners of Psychologists. The responsibilities of the University Supervisor will include the following:

- Be responsible for ensuring that the district has a commitment to the internship as a training experience
- Monitor the internship to ensure it is consistent with Program goals
- Limit supervision to no more than 2 interns at any time
- Maintain an ongoing relationship with the intern and the intern's field-based supervisor and provide at least one field-based contact per semester for each intern
- Be available to interns to provide mediation of difficulties, technical assistance, and any additional services deemed
- Be responsible for documenting that the intern is meeting the Program objectives in a manner that is consistent with current legal/ethical standards of the profession
- Provide documentation to the University when the student has completed all requirements of the internship including a final grade through collaboration with the student and field supervisor

Intern

The Intern must have completed sufficient coursework required by the Program and have approval of the University Supervisor to complete the internship. The intern is expected to fulfill the following responsibilities:

- Review with the Field-Based Supervisor intern duties, supervision, work hours, work space, supplies, etc.
- Review and jointly create with the Field-Based Supervisor an internship plan consistent with Program goals and objectives.
- Complete Internship Logs and obtain Field-Based Supervisor's signature weekly.
- Notify the University Supervisor of any major change of assignment or difficulties associated with the internship.

Applying for Internship

During the fall semester of the year before the school psychology student wishes to begin the internship, the student should schedule a meeting with the Program Director to discuss requirements and application procedures. It is the responsibility of the student to locate the internship site. The Program Director must approve of the internship site to insure the quality of this final training experience.

Some districts in the Houston area determine their choice of interns by November or shortly thereafter. Other districts wait until January or February to make their decisions. It is important to apply to a number of districts and to seek information from the districts early in the process. Attendance at the Texas Association of School Psychologists (TASP) Annual Conference gives students opportunities to talk with districts seeking interns.

**SAM HOUSTON STATE UNIVERSITY
SCHOOL PSYCHOLOGY INTERNSHIP LOG CODING SYSTEM**

<u>Code</u>	<u>Activities</u>
As	<i>Assessment.</i> Activities that focus on gathering information for specific referral questions for both regular and/or special education. These would include but not be limited to administration/scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration.
Dir	<i>Direct Intervention.</i> Non-assessment activities focused on affecting change. These would include individual/group counseling/therapy, learning remediation social skills training, feedback to student, etc.
Con	<i>Consultation.</i> Non-assessment activities focused on consultation with teachers, staff, parents, agencies, etc. This would include presentations at staff inservices, ARD meetings, etc. and would address primary, secondary, and tertiary intervention activities.
Or	<i>Orientation.</i> Non-assessment and non-intervention related activities related to orientation to the regular and special education school environment. These would include orientation meetings, tours and observations of schools, classrooms, intervention programs, etc.
Pro	<i>Professional Development.</i> Specific activities that focus on professional skill development and can include attendance at local/state/national conferences, inservices, and other professional meetings, etc.
Fsup	<i>Field Supervision.</i> On-site supervision provided by appropriately credentialed professional. This must occur and be documented at least one per week. The field supervisor's supervisor's signature is required on each log page to verify activities documented.
Usup	<i>University Supervision.</i> Supervision provided by appropriately credentialed psychologists acting as the university representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented.
Oth	<i>Other Activities.</i> Activities that cannot be classified by any other code but are deemed necessary activities for the accomplishment of role and function. These would include public relations, administrative meetings, etc.

COMPREHENSIVE EXAM

During the internship year, the student is to take the Praxis School Psychology Exam which substitutes as the comprehensive exam for the SHSU School Psychology Program. Passing the exam is a requirement for graduation.

Currently, the Texas State Board of Examiners of Psychologists accepts the Praxis School Psychology exam in lieu of further knowledge assessment.

Students can learn more about the exam and how to register for it from NASP at the follow web address:

www.nasponline.org/pdf/Application.pdf

More information about the exam and registration for it is available through the Educational Testing Service (ETS)

www.ets.org/praxis

Some graduate students have preferred to take the exam initially in the fall semester, so that if another examination is required it will not affect graduation.

PORTFOLIO REVIEW

The Sam Houston State University School Psychology Program employs a systematic process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth.

During the second semester of the internship year, students are required to submit a portfolio of an assessment case, a counseling case, a consultation case, and a behavioral intervention case. The portfolio is evaluated by a committee of Program faculty to ensure that candidates are able to integrate theory and practice in delivering appropriately effective services. The portfolio will be evaluated as meeting expected competencies, exceeding expected competencies, or below expected competency levels for a beginning psychologist.

The portfolio should be organized with clearly marked sections to allow for better organization, easier access to materials and possible future revising. The portfolio should include:

- **Table of Contents**
- **Resume and/or Vitae**
- **Personal Essay**
 - Introduction about self which includes strengths and weaknesses observed, goals going into internship, current goals, future goals and how your approach has changed over the course of internship
- **Assessment Case**
 - Areas to be discussed:
 - Background, observations, results, interpretation and integration of results, conclusions, recommendations
 - Final Integrated Report

- **Consultation Case**

Areas to be discussed:

- Presenting problem, background, utilization of both research-based and practical knowledge, outcome adequately explained (whether successful or not)
- Final Data-Based Intervention Report

- **Counseling Case**

Areas to be discussed:

- Presenting problem, background, individualized goals and objectives, activities or techniques employed, social and adaptive skills considered, evidence of collaborating with family, strategies based on own theoretical approach employed
- Work products or other examples of counseling intervention that was completed

- **Behavioral Intervention Case**

Areas to be discussed:

- Presenting problem, background, FBA (functional behavioral assessment), development of BIP (behavioral intervention plan), implementation of BIP, explanation of outcome
- FBA report, BIP and any other supporting documentation pertinent to the case

- **Internship Logs** (to date)

Interns should consult with the Program director for any guidance required in addition to the Portfolio Review Criteria.

Portfolio Review Criteria

Assessment Case

Appropriateness of assessment battery
Data analysis
Organization of report
Written expression
Student strengths and weaknesses described effectively
Student's developmental level considered
Student's emotional/behavioral needs considered and addressed appropriately
Multi-factored approach utilized
Diagnosis/eligibility appropriate and supported by data
Appropriateness of recommendations
Family/background adequately considered
Knowledge of school programs
Appropriate placement recommendation
Overall rating of report
Effective use of technology

Consultation Case

Data collection appropriate for case
Intern sensitivity to many factors influencing student/teacher/parent/administrator
Intern familiarity with class/school/district procedures
Knowledge of biological bases of behavior
Consideration of various systems at work
Developmental levels considered
Model clear and appropriate
Well-organized presentation
Written expression
Relevant technology utilized
Appropriateness of goals
Overall rating of consultation

Counseling Case

Data gathering strategies
Goals and objectives
Activities/techniques
Developmental levels considered
Social/adaptive skills considered
Biological bases of behavior/emotion considered
Systemic issues
Resources utilized
Collaboration with family
Model/theoretical approach utilized
Counseling assessment/report well-organized
Counseling assessment/report well written
Overall rating of counseling case

Portfolio Review Evaluation *Assessment Case*

Student _____

Date _____

Reviewer _____

Performance Rating:	1	Clearly below expected competency level - Major Problem
	2	Slightly below expected competency level
	3	Competent for level of training
	4	Slightly above level of training
	5	Exceptionally competent for level of training
	NA	Not applicable

Appropriateness of assessment battery

1 2 3 4 5 NA

Comments:

Data analysis

1 2 3 4 5 NA

Comments:

Organization of report

1 2 3 4 5 NA

Comments:

Written expression

1 2 3 4 5 NA

Comments:

Student strengths and weaknesses described effectively

1 2 3 4 5 NA

Comments:

Student's developmental level considered

1 2 3 4 5 NA

Comments:

Student's emotional/behavioral needs considered and addressed appropriately

1 2 3 4 5 NA

Comments:

Multi-factored approach utilized

1 2 3 4 5 NA

Comments:

Diagnosis/eligibility appropriate and supported by data

1 2 3 4 5 NA

Comments:

Appropriateness of recommendations

1 2 3 4 5 NA

Comments:

Family/background adequately considered

1 2 3 4 5 NA

Comments:

Knowledge of school programs

1 2 3 4 5 NA

Comments:

Appropriate placement recommendation

1 2 3 4 5 NA

Comments:

Effective use of technology

1 2 3 4 5 NA

Comments:

Overall rating of report

1 2 3 4 5 NA

Comments:

Overall rating of assessment case.

1 2 3 4 5 NA

Comments:

Portfolio Review Evaluation *Consultation Case*

Student _____

Date _____

Reviewer _____

Performance Rating:	1	Clearly below expected competency level - Major Problem
	2	Slightly below expected competency level
	3	Competent for level of training
	4	Slightly above level of training
	5	Exceptionally competent for level of training
	NA	Not applicable

Data collection appropriate for case

1 2 3 4 5 NA

Comments:

Intern sensitivity to many factors influencing student/teacher/parent/administrator

1 2 3 4 5 NA

Comments:

Intern familiarity with class/school/district procedures

1 2 3 4 5 NA

Comments:

Knowledge of biological bases of behavior

1 2 3 4 5 NA

Comments:

Consideration of various systems at work

1 2 3 4 5 NA

Comments:

Developmental levels considered

1 2 3 4 5 NA

Comments:

Model clear and appropriate

1 2 3 4 5 NA

Comments:

Well-organized presentation

1 2 3 4 5 NA

Comments:

Written expression

1 2 3 4 5 NA

Comments:

Relevant technology utilized

1 2 3 4 5 NA

Comments:

Appropriateness of goals

1 2 3 4 5 NA

Comments:

Overall rating of consultation

1 2 3 4 5 NA

Comments:

Portfolio Review Evaluation *Counseling Case*

Student _____

Date _____

Reviewer _____

Performance Rating:	1	Clearly below expected competency level - Major Problem
	2	Slightly below expected competency level
	3	Competent for level of training
	4	Slightly above level of training
	5	Exceptionally competent for level of training
	NA	Not applicable

Data gathering strategies

1 2 3 4 5 NA

Comments:

Goals and objectives

1 2 3 4 5 NA

Comments:

Activities/techniques

1 2 3 4 5 NA

Comments:

Developmental levels considered

1 2 3 4 5 NA

Comments:

Social/adaptive skills considered

1 2 3 4 5 NA

Comments:

Biological bases of behavior/emotion considered

1 2 3 4 5 NA

Comments:

Systemic issues

1 2 3 4 5 NA

Comments:

Resources utilized

1 2 3 4 5 NA

Comments:

Collaboration with family

1 2 3 4 5 NA

Comments:

Counseling assessment/report well-organized

1 2 3 4 5 NA

Comments:

Counseling assessment/report well written

1 2 3 4 5 NA

Comments:

Overall rating of counseling case

1 2 3 4 5 NA

Comments:

Portfolio Review Evaluation *Behavior Intervention Case*

Student _____

Date _____

Reviewer _____

Performance Rating:	1	Clearly below expected competency level - Major Problem
	2	Slightly below expected competency level
	3	Competent for level of training
	4	Slightly above level of training
	5	Exceptionally competent for level of training
	NA	Not applicable

Data collection appropriate for case

1 2 3 4 5 NA

Comments:

Target behavior appropriately defined

1 2 3 4 5 NA

Comments:

Baseline appropriately established

1 2 3 4 5 NA

Comments:

Appropriate use of graphs/charts

1 2 3 4 5 NA

Comments:

Contingency schedule appropriate

1 2 3 4 5 NA

Comments:

Intern sensitivity to many factors influencing student/teacher/parent/administrator

1 2 3 4 5 NA

Comments:

Intern familiarity with class/school/district procedures

1 2 3 4 5 NA

Comments:

Knowledge of biological bases of behavior

1 2 3 4 5 NA

Comments:

Consideration of various systems at work

1 2 3 4 5 NA

Comments:

Developmental levels considered

1 2 3 4 5 NA

Comments:

Model clear and appropriate

1 2 3 4 5 NA

Comments:

Well-organized presentation

1 2 3 4 5 NA

Comments:

Written expression

1 2 3 4 5 NA

Comments:

Relevant technology utilized

1 2 3 4 5 NA

Comments:

Appropriateness of goals

1 2 3 4 5 NA

Comments:

Overall rating of behavior intervention

1 2 3 4 5 NA

Comments:

School Psychology Internship Rating
Sam Houston State University
 (To be completed by Intern)

School Psychology Intern: _____

Internship Site: _____

Site Supervisor: _____

Date: _____

Instructions: Please rate your competence level based on actual performance and/or information received from other school staff, families, students, etc. Each item should be rated independently by circling the number that best exemplifies your competencies.

Data Based Decision Making and Accountability: NASP Standard 2.1

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of various assessment models and methods	1	2	3	N/A
2. Appropriately used data gathered to identify strengths and needs of students	1	2	3	N/A
3. Understand students' presenting problems	1	2	3	N/A
4. Appropriately measured students' progress and accomplishments	1	2	3	N/A
5. Systematically collected data	1	2	3	N/A
6. Empirically-based decisions were made about the delivery of services	1	2	3	N/A
7. Outcome of services were evaluated based on data gathered	1	2	3	N/A

Comments:

Consultation and Collaboration: NASP Standard 2.2

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of various consultation and collaboration models and methods	1	2	3	N/A
2. Appropriately applied various models and methods of consultation and collaboration	1	2	3	N/A
3. Collaborated effectively with school Personnel	1	2	3	N/A
4. Collaborated effectively with families	1	2	3	N/A
5. Collaborated effectively with students	1	2	3	N/A
6. Collaborated effectively with the community	1	2	3	N/A
7. Collaborated effectively with the school board and policy makers	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Standard 2.3

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of human learning processes and the techniques to assess them	1	2	3	N/A
2. Gained knowledge of services available to assist in developing cognitive and academic skills	1	2	3	N/A
3. Appropriately developed cognitive and academic goals for students	1	2	3	N/A
4. Implemented appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluated the effectiveness of the interventions implemented	1	2	3	N/A
6. Utilized both instructional interventions and consultation	1	2	3	N/A

Comments:

Socialization and Development of Life Skills: NASP Standard 2.4

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of human developmental processes and the techniques to assess them	1	2	3	N/A
2. Gained knowledge of services available to assist in development of behavioral, affective, adaptive, and social skills	1	2	3	N/A
3. Appropriately developed behavioral, affective, adaptive, and social skills goals for students	1	2	3	N/A
4. Implemented appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluated the effectiveness of the interventions implemented	1	2	3	N/A
6. Utilized consultation, behavioral assessment, and counseling interventions	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Standard 2.5

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of individual differences, abilities, and disabilities	1	2	3	N/A
2. Gained knowledge of various influences on development and learning	1	2	3	N/A
3. More sensitive to students of diversity	1	2	3	N/A
4. Demonstrated skills needed to work with students of diversity	1	2	3	N/A
5. Implemented strategies based on the student's individual characteristics, strengths, and needs	1	2	3	N/A

Comments:

School Psychology Practice and Development: NASP Standard 2.10

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of the history and foundations of school psychology	1	2	3	N/A
2. Gained knowledge of various services methods and models	1	2	3	N/A
3. Gained knowledge of public policies related to students and families	1	2	3	N/A
4. Gained knowledge of ethical and legal Standards	1	2	3	N/A
5. Practiced school psychology according to standards and ethical guidelines	1	2	3	N/A
6. Gained knowledge of skills needed to acquire career-long professional development	1	2	3	N/A

Comments:

Home/School/Community Collaboration: NASP Standard 2.8

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of family systems	1	2	3	N/A
2. Gained knowledge of family influences on student's development, learning, and behavior	1	2	3	N/A
3. Gained knowledge of methods that promote family involvement in education and service delivery	1	2	3	N/A
4. Worked effectively with families	1	2	3	N/A
5. Promoted and provided comprehensive services to students and families	1	2	3	N/A

Comments:

School and Systems Organization, Policy Development, and Climate: NASP Standard 2.6

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of general education, special education, and other educational and related services	1	2	3	N/A
2. Understand the school setting as a system	1	2	3	N/A
3. Participated in the facilitation of policies and practices that promote safe and supportive learning environments for the students	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Standard 2.7

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge about current theory and research of human development, psychopathology, and other influences on human behavior	1	2	3	N/A
2. Contributed to the prevention and intervention of programs that promote mental health and physical well-being	1	2	3	N/A
3. Effectively collaborated with others in the aftermath of a crisis	1	2	3	N/A

Comments:

Information Technology: NASP Standard 2.11

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of information sources and technology relevant to school psychology	1	2	3	N/A
2. Used technology in ways that safeguard or enhance quality of services	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Standard 2.9

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of research, statistics, and evaluation methods	1	2	3	N/A
2. Effectively evaluated research and translates it into practice	1	2	3	N/A
3. Effectively conducted program investigations and evaluations	1	2	3	N/A
4. Used research gathered for improvement of services	1	2	3	N/A

Comments:

Please rate the following as they relate to your internship with 1 being poor and 5 being excellent.

- | | | | |
|------------------------------|-----------|------------------------------------|-----------|
| Supervision Received | 1 2 3 4 5 | Interactions with school personnel | 1 2 3 4 5 |
| Staff Development | 1 2 3 4 5 | Interactions with other interns | 1 2 3 4 5 |
| Expectations of you | 1 2 3 4 5 | Interactions with supervisor | 1 2 3 4 5 |
| Counseling Experience | 1 2 3 4 5 | Consultation Experience | 1 2 3 4 5 |
| Assessment Experience | 1 2 3 4 5 | Availability of tools needed | 1 2 3 4 5 |
| Availability of time needed | 1 2 3 4 5 | Availability of Supervisor | 1 2 3 4 5 |
| Overall rating of internship | 1 2 3 4 5 | | |

Would you recommend this site to future interns? _____

Strengths of site:

Weaknesses of site:

How have you grown in your professional confidence during internship?

Intern

Date

University Supervisor

Date

School Psychology Internship Rating

Sam Houston State University

(To be completed by Intern Supervisor)

School Psychology Intern: _____

Internship Site: _____

Site Supervisor: _____

Date: _____

Instructions: Please rate the intern's competence level based on actual performance and/or evaluation of reports written by the intern and on information received from other school staff, families, students, etc. Each item should be rated independently by circling the number that best exemplifies your competencies.

Data Based Decision Making and Accountability: NASP Standard 2.1

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of various assessment models and methods	1	2	3	N/A
2. Appropriately used data gathered to identify strengths and needs of students	1	2	3	N/A
3. Understand students' presenting problems	1	2	3	N/A
4. Appropriately measured students' progress and accomplishments	1	2	3	N/A
5. Systematically collected data	1	2	3	N/A
6. Empirically-based decisions were made about the delivery of services	1	2	3	N/A
7. Outcome of services were evaluated based on data gathered	1	2	3	N/A

Comments:

Consultation and Collaboration: NASP Standard 2.2

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of various consultation and collaboration models and methods	1	2	3	N/A
2. Appropriately applied various models and methods of consultation and collaboration	1	2	3	N/A
3. Collaborated effectively with school Personnel	1	2	3	N/A
4. Collaborated effectively with families	1	2	3	N/A
5. Collaborated effectively with students	1	2	3	N/A
6. Collaborated effectively with the community	1	2	3	N/A
7. Collaborated effectively with the school board and policy makers	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Standard 2.3

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of human learning processes and the techniques to assess them	1	2	3	N/A
2. Gained knowledge of services available to assist in developing cognitive and academic skills	1	2	3	N/A
3. Appropriately developed cognitive and academic goals for students	1	2	3	N/A
4. Implemented appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluated the effectiveness of the interventions implemented	1	2	3	N/A
6. Utilized both instructional interventions and consultation	1	2	3	N/A

Comments:

Socialization and Development of Life Skills: NASP Standard 2.4

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of human developmental processes and the techniques to assess them	1	2	3	N/A
2. Gained knowledge of services available to assist in development of behavioral, affective, adaptive, and social skills	1	2	3	N/A
3. Appropriately developed behavioral, affective, adaptive, and social skills goals for students	1	2	3	N/A
4. Implemented appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluated the effectiveness of the interventions implemented	1	2	3	N/A
6. Utilized consultation, behavioral assessment, and counseling interventions	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Standard 2.5

	Improvement Needed 1	Competent (Supervision Needed) 2	Professionally Competent (No Supervision Needed) 3	No Opportunity to Observe N/A
1. Gained knowledge of individual differences, abilities, and disabilities	1	2	3	N/A
2. Gained knowledge of various influences on development and learning	1	2	3	N/A
3. More sensitive to students of diversity	1	2	3	N/A
4. Demonstrated skills needed to work with students of diversity	1	2	3	N/A
5. Implemented strategies based on the student's individual characteristics, strengths, and needs	1	2	3	N/A

Comments:

School Psychology Practice and Development: NASP Standard 2.10

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of the history and foundations of school psychology	1	2	3	N/A
2. Gained knowledge of various services methods and models	1	2	3	N/A
3. Gained knowledge of public policies related to students and families	1	2	3	N/A
4. Gained knowledge of ethical and legal Standards	1	2	3	N/A
5. Practiced school psychology according to standards and ethical guidelines	1	2	3	N/A
6. Gained knowledge of skills needed to acquire career-long professional development	1	2	3	N/A

Comments:

Home/School/Community Collaboration: NASP Standard 2.8

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of family systems	1	2	3	N/A
2. Gained knowledge of family influences on student's development, learning, and behavior	1	2	3	N/A
3. Gained knowledge of methods that promote family involvement in education and service delivery	1	2	3	N/A
4. Worked effectively with families	1	2	3	N/A
5. Promoted and provided comprehensive services to students and families	1	2	3	N/A

Comments:

School and Systems Organization, Policy Development, and Climate: NASP Standard 2.6

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of general education, special education, and other educational and related services	1	2	3	N/A
2. Understand the school setting as a system	1	2	3	N/A
3. Participated in the facilitation of policies and practices that promote safe and supportive learning environments for the students	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Standard 2.7

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge about current theory and research of human development, psychopathology, and other influences on human behavior	1	2	3	N/A
2. Contributed to the prevention and intervention of programs that promote mental health and physical well-being	1	2	3	N/A
3. Effectively collaborated with others in the aftermath of a crisis	1	2	3	N/A

Comments:

Information Technology: NASP Standard 2.11

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of information sources and technology relevant to school psychology	1	2	3	N/A
2. Used technology in ways that safeguard or enhance quality of services	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Standard 2.9

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
	1	2	3	N/A
1. Gained knowledge of research, statistics, and evaluation methods	1	2	3	N/A
2. Effectively evaluated research and translates it into practice	1	2	3	N/A
3. Effectively conducted program investigations and evaluations	1	2	3	N/A
4. Used research gathered for improvement of services	1	2	3	N/A

Comments:

Strengths of intern:

Weaknesses of intern:

Suggestions to university training program:

Site Supervisor

Date

Intern*

Date

University Supervisor

Date

**The signature here only indicates that this evaluation was discussed with the intern. It does not indicate that the intern agrees with the report in part or in whole.*

Credentialing Information

Licensed Specialist in School Psychology (LSSP) & National Certified School Psychologist (NCSP)

LSSP (if you plan to work in public schools in Texas)

Send **\$5** to the following address and ask to be sent the **LSSP application** form:

Texas State Board of Examiners of Psychologists (TSBEP)
333 Guadalupe, Suite 2-450
Austin, TX 78701.

Be sure you send to TSBEP:

- official transcript indicating the receipt of your degree (sent directly from SHSU)
- Praxis exam scores (sent directly from ETS)
- the completed LSSP application
- application fee

You should hear from the Board in approximately **two weeks** after your application is received and approved. If you have heard nothing after **three full weeks**, call Carol Erickson at 512/305-7700 and ask about the status of your application.

Once you have been notified by TSBEP that your LSSP application has been approved, apply to take the **Jurisprudence Exam**. You may work as an “**LSSP Trainee**” in the public schools under supervision for one year while waiting to take and pass the TSBEP Jurisprudence Exam, which is now a take-home exam. It is sent to you by certified mail and must be completed within 2 weeks.

Once you pass the Jurisprudence Exam, you will receive your **LSSP**. You must work under **supervision for one additional year** before you are able to function independently as an LSSP in the Texas public schools. You may not contract independently with the public schools until your period of supervision is completed. **The LSSP is not a license for private practice.**

NCSP

You may download the NCSP application from

http://www.nasponline.org/certification/becoming_NCSP.html

You may check that you graduated from a **NASP approved** program.

Be sure you send to NCSP:

- Praxis exam scores (sent directly from ETS)
- the completed NCSP application with
- copy of official transcript indicating the receipt of your degree
- application fee
- Program Director's signature on related forms

When sending important documents, it is advisable to send the material by **certified mail** with return receipt requested.

Call (936/294-3614) or e-mail (Harman@shsu.edu) Dr. Marsha Harman if you have questions.

STATEMENT OF AGREEMENT

between

**SAM HOUSTON STATE UNIVERSITY
P. O. BOX 2447
HUNTSVILLE, TEXAS 77341**

and

HAPPY INDEPENDENT SCHOOL DISTRICT

Sam Houston State University, hereinafter referred to as the **University**, and the Happy Independent School District, hereinafter referred to as the **Agency**, agree to establish an affiliation for the purpose of providing a practicum or internship course for selected graduate students in School Psychology from the **University**.

The **University** and **Agency** agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives.
2. There will be open channels of communication between the **University** and **Agency** relative to the field practicum or internship through designated representatives.
3. The student will adhere to **Agency** working hours, dress codes, and procedures; however, beginning and ending dates for the field practicum or internship courses will be determined by the **University** after consultation with the **Agency**.
4. Either of the parties may modify or withdraw from the affiliation without penalty or liability by giving thirty (30) days notice in writing to the other party.
5. This Statement of Agreement does not require monetary reimbursement to any party. However, it does not rule out such reimbursement if the terms and conditions thereof are reduced to writing, executed by both parties, and made a part of this agreement.
6. Neither the student nor any faculty member of the **University** shall be considered employees or agents of the **Agency** unless specified in an additional agreement.
7. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the **Agency**.
8. Since students are not employed by the **Agency** and therefore are not subject to Workmen's Compensation, treatment of personal illness or injury sustained during training is the responsibility of the student. If the student does not have a family physician, suggestions for referral can be obtained through the student health center.

9. The **University** will confer the rank of Affiliate Clinical Instructor on the field supervisor or other qualified staff as determined appropriate by the **University** officials.
10. The number of qualified students assigned to the **Agency** laboratory will be determined by the **Agency** and program officials and shall in no instance exceed five (5) students.

The **University** agrees to:

1. Assign a faculty member to serve as an internship or practicum coordinator. This representative will make appropriate visits to the **Agency** during the semester and will be responsible for points 2 and 7 below.
2. Select academically qualified students who shall be placed at the **Agency** subject to the approval of the **Agency**.
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the **Agency** prior to the student's placement.
4. Restrict the internship or practicum coordinator from performing any service for the **Agency** except in the course of performance of field instruction, unless otherwise agreed or contracted.
5. Carry final responsibility for the administration of the field practicum or internship.
6. Respect the mission of the **Agency** and both expect and require students to accept **Agency** clientele, staff, and administrators, regardless of race, ethnic origin, sex, age, religion, handicap, or political belief.
7. Withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the **Agency**.

The **Agency** agrees to:

1. Accept students for specific field practica or internships in the **Agency**, with the provision that the students may also participate in overall **Agency** programs and activities as appropriate.
2. Provide interns with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs.
3. Accept students without regard to race, ethnic origin, sex, age, religion, handicap or political belief.
4. Provide appropriate instruction by a qualified **Agency** representative, hereafter known as the field supervisor, approved by the **University**, at a ratio of no more than two interns to one supervisor.
5. Allow the field supervisor time to prepare for conferences with students with at least two hours of direct supervision to interns each week; to maintain scheduled conferences with students; and to consult with the **University's** representative.

6. Provide suitable equipment, office space, or other materials and support necessary for the accomplishment of the learning experience.
7. Inform the **University** of changes in **Agency** policy, accreditation, procedures, and staffing that affect field practicum, or internship courses.
8. Withdrawal of the student by the **University** when the placement fails to be in the best interest of the **Agency**, student, or **University**.
9. Provide reimbursement, where possible, for student travel on behalf of client or **Agency**.

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the _____ day of _____, 20____.

Happy Independent School District

Sam Houston State University

Agency

University

Agency Executive

Dean

Field Instructor

Field Practicum Coordinator

PROGRAM EVALUATIONS

**Sam Houston State University
Performance Based Assessment Plan
MA in School Psychology**

Admission	Year 1	Advancement to Candidacy	Year 2	Year 3	Praxis Exam	Post-Graduate Follow-up
<p>Admission to Graduate School and Program: - 3.0 Undergraduate GPA - 18 hours of Psy courses - 1000 GRE <u>or</u> 50 MAT</p> <p>Graduate Program Committee makes admission decisions based on undergraduate GPA, GRE/MAT scores, letters of recommendation, personal statement and potential for success in the profession of school psychology</p>	<p>Maintain 3.0 GPA for all courses</p> <p>Core Faculty Evaluation of Students' Annual Progress</p> <p>Students' evaluation of courses and Program</p>	<p>18 hours of graduate study completed</p> <p>Score at the 50th percentile or higher on the Advanced Psychology Test of the GRE</p>	<p>Maintain 3.0 GPA for all courses</p> <p>Core Faculty Evaluation of Students' Annual Progress</p> <p>Students' evaluation of courses and Program</p>	<p>Mid-point Intern evaluation</p> <p>Evaluation by Internship Site Supervisor</p> <p>Intern evaluation of site</p> <p>Portfolio review of students' Internship Year Progress</p> <p>Student exit evaluation of Program</p>	<p>The Praxis Exam meets the Comprehensive Exam requirement for all Program students</p> <p>A passing score is defined as a score equal to or greater than that required to be a Nationally Certified School Psychologist (NCSP), currently 660</p>	<p>Employment data</p> <p>One year post-graduate evaluation of Program</p> <p>Employer survey of graduate performance</p>

SAM HOUSTON STATE UNIVERSITY

SCHOOL PSYCHOLOGY PROGRAM EVALUATION

This evaluation form has been sent to you as part of an extensive effort to provide on-going evaluation of the quality of our training program. Please complete and return this *anonymous* evaluation form in the envelope provided. The faculty of the SHSU School Psychology Program is grateful to you for your time, comments, and commitment to ensuring the highest quality of our training program.

Please indicate the appropriate evaluator information:

_____ I am a *student* who is just completing the program.

_____ I am an *employer* of a program graduate who is evaluating the program based on the graduate's performance on the job.

_____ I am a *graduate* of the program who is evaluating the program based on my own performance on the job.

Please rate each item on a scale of highest (5) to lowest (1) for quality of preparation. If an area of performance has not been observed or does not apply, please select the rating of NA.

EDUCATIONAL FOUNDATIONS

QUALITY RATING

1. Knowledgeable of core psychological foundations	1	2	3	4	5	NA
2. Knowledgeable of core educational foundations and systems	1	2	3	4	5	NA
3. Knowledgeable of school psychology as a profession	1	2	3	4	5	NA
4. Knowledge of school law	1	2	3	4	5	NA
5. Knowledge of various school systems	1	2	3	4	5	NA
6. Knowledge of school policies/procedures	1	2	3	4	5	NA
7. Knowledge of academic resources	1	2	3	4	5	NA

8. Knowledge of special education resources	1	2	3	4	5	NA
9. Knowledge of special education classrooms	1	2	3	4	5	NA

ASSESSMENT

QUALITY RATING

1. Able to administer, score and interpret intelligence and other cognitive tests	1	2	3	4	5	NA
2. Able to administer, score and interpret academic achievement tests	1	2	3	4	5	NA
3. Able to administer, score and interpret measures of social/emotional functioning, personality, and behavioral adjustment	1	2	3	4	5	NA
4. Able to assess adaptive behavior	1	2	3	4	5	NA
5. Able to conduct behavioral assessment	1	2	3	4	5	NA
6. Able to perform neuropsychological and process assessments	1	2	3	4	5	NA
7. Able to perform other types of assessments (e.g., curriculum-based, dynamic, portfolio)	1	2	3	4	5	NA
8. Able to interpret assessment results in response to the reasons for referral and clinical hypothesis	1	2	3	4	5	NA
9. Able to communicate results meaningfully to teachers, administrators, parents and students	1	2	3	4	5	NA
10. Able to generate appropriate and useful recommendations for interventions	1	2	3	4	5	NA
11. Able to write effectively	1	2	3	4	5	NA
12. Knowledgeable about the DSM-IV diagnostic system	1	2	3	4	5	NA

CONSULTATION**QUALITY RATING**

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Able to consult effectively with teachers concerning academic issues | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Able to consult effectively with teachers concerning behavioral management issues | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Able to consult effectively with teachers concerning mental health issues | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Able to consult effectively with parents | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Able to consult effectively with administrators | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Able to consult effectively with professionals from other disciplines (e.g., physicians, communication disorder specialists, physical and occupational therapists, counselors, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Able to understand the constraints placed on the consultee by the work environment | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Able to assist the consultee in generating alternative solutions | 1 | 2 | 3 | 4 | 5 | NA |

COUNSELING**QUALITY RATING**

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Able to assess need for counseling | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Able to establish goals and objectives for individual counseling | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Able to design strategies and activities based on goals for individual counseling | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Able to establish goals and objectives for group counseling | 1 | 2 | 3 | 4 | 5 | NA |

5. Able to design strategies and activities based on goals for group counseling	1	2	3	4	5	NA
6. Able to provide effective social skills training	1	2	3	4	5	NA
7. Able to provide effective crisis interventions for students	1	2	3	4	5	NA
8. Able to utilize referral resources effectively	1	2	3	4	5	NA

INTERVENTIONS

QUALITY RATING

1. Able to formulate and implement effective academic interventions	1	2	3	4	5	NA
2. Able to formulate and implement effective behavioral interventions	1	2	3	4	5	NA
3. Able to adequately conduct a functional behavioral assessment (FBA)	1	2	3	4	5	NA
4. Able to link FBA results with the resulting behavioral plan	1	2	3	4	5	NA
5. Able to effectively design behavioral intervention plans (BIPs)	1	2	3	4	5	NA
6. Able to evaluate the effectiveness of interventions employed	1	2	3	4	5	NA
7. Able to provide effective parent education and to work with families	1	2	3	4	5	NA

ETHICS

QUALITY RATING

1. Demonstrates knowledge of ethical standards of professional practice	1	2	3	4	5	NA
2. Applies this knowledge in everyday practice	1	2	3	4	5	NA

SPECIAL POPULATIONS

QUALITY RATING

1. Demonstrates knowledge of **diverse cultural and linguistic populations**

1 2 3 4 5 NA

2. Demonstrates knowledge of **handicapping conditions**

1 2 3 4 5 NA

COMMENTS:

Please provide us with any further thoughts you have regarding the strengths, weaknesses, course offerings, practica experiences, faculty mentoring, etc. that will help us in conducting a thorough objective evaluation of our School Psychology program. THANK YOU for your help!

STUDENT RESOURCES

Financial Awards

The University offers several types of financial awards to eligible graduate students. The amount may vary from year to year. These are:

1. *Scholarships* – Various scholarships are awarded on an annual basis, subject to availability of funds and eligibility. Scholarship recipients qualify for in-state tuition rates. NASP awards a limited number of scholarships each year to minority students

2. *Financial Awards through the University Financial Aid Office*
 - a. Grants
 - b. State Tuition Exemption Programs
 - c. Various Student Loans

3. *Assistantships* – Occasionally, there are assistantships available through the Department or other departments across campus. Currently, information about these is usually word-of-mouth. Let the Department Chair and ALL the School Psychology faculty know if you are interested in working in this capacity.

Student Services

Library

The Newton Gresham Library maintains substantial holdings in psychology, psychiatry, criminal justice, and related fields. A limited number of study carrels also is available for student use; contact Library Services for further information. Most publications can be accessed from the library.

Computer Services

Graduate students have access to the Sam Houston State University network. The SHSU network provides on-campus access to various software packages and the Internet. There are several computer laboratories available to faculty, staff, and students.

Duplication Services

The University provides photocopy services for students in the Newton Gresham Library and in the Sam Houston Press. Students are responsible for any charges incurred in duplicating material. The copy machine in the Sam Houston Press has a reduction capacity so that oversized documents can be reduced to standard format. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates.

Other Services

Academic Enrichment Center	(936) 294-3680
Bookstore	(936) 294-1862
Computer Services	(936) 294-1950
Counseling Center	(936) 294-1720
Financial Aid	(936) 294-1724
International Programs	(936) 294-3892
Lowman Student Center	(936) 294-4902
Office of Student Life	(936) 294-1785
Post Office	(936) 294-1936
Registrar	(936) 294-1040
Student Activities	(936) 294-4180
Student Services	(936) 294-1784
Legal Services	(936) 294-1717

GRIEVANCE PROCEDURES

Academic Honesty

Academic honesty is expected and required in all phases of student work. Academic dishonesty will result in an "F" which, in turn, leads to disqualification from the graduate program. Academic dishonesty includes, but is not limited to, the following:

- a. Cheating on examinations, including the written comprehensives.
- b. Plagiarism. Papers submitted in courses must be the student's own work. Information and opinions drawn from other sources are to be attributed and referenced properly, using the proper form of citation. A student who submits written work without clear attribution to original sources is guilty of plagiarism.
- c. Submitting a paper, book critique, evaluation, or any other written work as the student's own which the student, in fact, did not write or had substantial help in writing. This includes using the services of a commercial research paper agency in course submissions.
- d. Submitting the same or substantially similar research paper to different courses. The expectation is that a paper is the product of original research (although materials may be derived from secondary sources) and is written for a specific course only. Papers cannot be used to satisfy requirements in multiple courses, except with the prior written permission of the professor to whom it is submitted. The use of papers from previous master's or undergraduate courses is also prohibited.

SHSU Academic Grievance Procedures for Students Revised April 7, 1999

1. PURPOSE

1.01 To provide for the resolution of student academic grievances in a prompt and equitable manner.

2. GENERAL

2.01 Under the provisions of this policy academic grievances include disputes over:

- a. Course grades
- b. Unauthorized class absences or tardiness
- c. Suspension for academic deficiency
- d. An instructor's alleged unprofessional conduct related to academic matters
- e. Graduate comprehensive and oral examinations
- f. Theses and dissertations

2.02 If, in turn, the department chair, College Academic Review Panel, academic dean or Vice President for Academic Affairs finds that a disputed action conflicts with federal or state law, university, college, or department policy, or with an instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

2.03 If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and, in turn, the department chair, College Academic Review Panel, Academic Dean, and Vice President for Academic Affairs form an opinion about the dispute and so advise the individuals involved.

After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter.

2.04 Allegations of student misconduct, as defined in paragraph 5.2, Chapter VI of the Rules and Regulations, Board of Regents, Texas State University System and Sam Houston State University student Guidelines published by the Office of the Associate Vice President for Student Services and Dean of Student Life will be referred to the Office of the Associate Vice President for Student Services and Dean of Student Life for necessary action.

2.05 Allegations, questions or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty."

3. COLLEGE ACADEMIC REVIEW PANEL

3.01 There shall be in each college a Standing College Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of not more than four faculty members and will include at least one student member. The chair of the panel will be selected from the panel members by the appointees to the panel. A department chair or any party to the appeal being heard may not serve on the panel.

3.02 The Academic Review Panel will be involved in an alleged grievance only after the normal procedures outlined in paragraph 4.01a, and b below have been exhausted.

3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01 "a" through "f" of this policy. Appeals regarding university/college degree requirements, student misconduct or academic dishonesty will not be addressed by the panel.

4. PROCEDURES

4.01 The following steps are to be followed in pursuing an academic grievance or an appeal of suspension for academic deficiency:

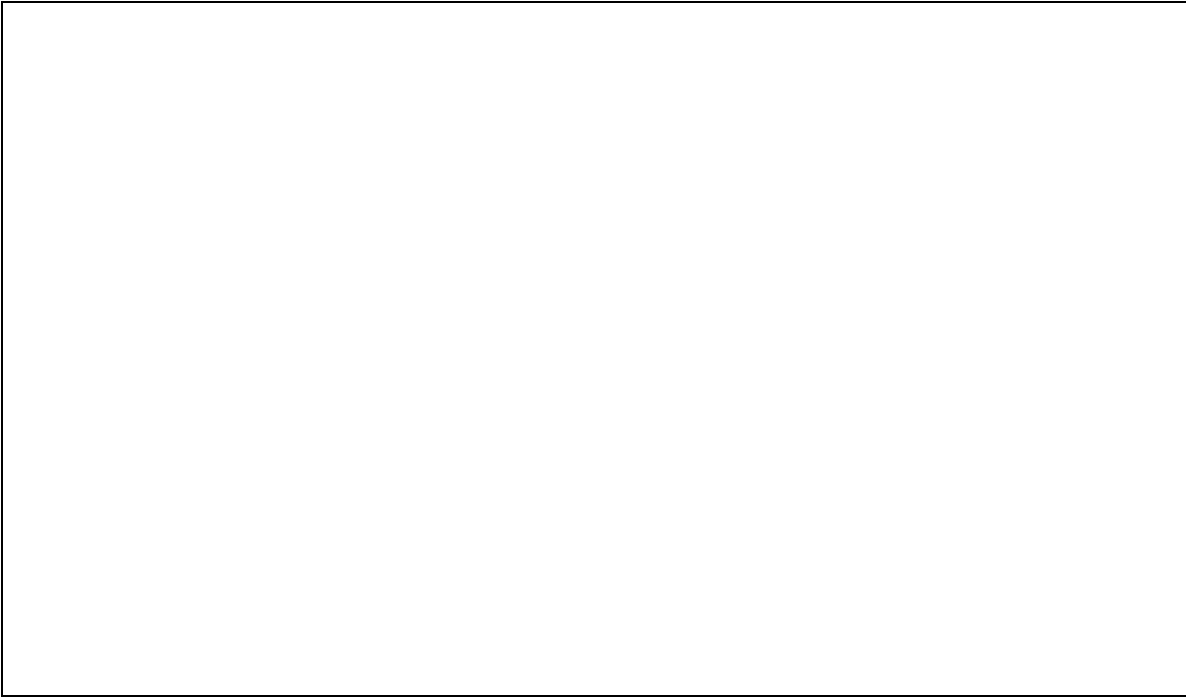
- a. In the event of an academic grievance, the student must first appeal to his or her instructor or committee chair for a resolution of the matter and must do so in writing and within sixty days following the end of the semester or summer session during which the dispute arises. (If the grievance involves a suspension for academic deficiency, the student appeals directly to the appropriate academic dean.)
- b. If an academic grievance is not satisfactorily resolved with the instructor or committee chair, the student may appeal to the chair of the academic department in which the complaint or dispute is centered. A written summary of the pertinent issues of the grievance must form part of the appeal. In addition, a student may include other faculty or staff members or any other informed individual who might act as advocates in support of his or her appeal.

c. If the academic grievance is still unresolved, after an appeal to the chair of the department, the student may forward the written appeal (plus any other additional material) to the appropriate college dean with a request to have the case heard by the College Academic Review Panel. Within 15 days of receiving the appeal the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the grieving student and to other relevant parties, including the departmental chair and the faculty member(s) against whom the grievance is directed. During the panel hearing(s) all parties involved in the original grievance will be required to appear in person before the Panel in order to answer questions. At this/these hearing(s) the grieving student may request either oral or written statements from relevantly informed advocates. (The inclusion of these in-person at the hearing(s) will be at the discretion of the Panel.) Under no circumstances will advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grieving student, may act only in an advisory capacity and may not be a directly active participant in the proceedings.

d. If a resolution of an academic grievance by the Review Panel is not accepted, on the written request of the student the grievance will be forwarded to the relevant dean for review and adjudication. The dean will receive all documents pertaining to the dispute from the academic Review Panel and the dean will inform the student, the instructor and/or committee chair, and the administrators participating in the appeals process of the decision and the disposition of the matter within two weeks of receipt of the appeal.

e. If the matter remains still unresolved, a final appeal may be made to the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will receive all documents pertaining to the dispute from the academic dean. The Office of the Vice President for Academic Affairs will inform the student, the instructor and/or committee chair, and the administrators participating in the appeals process of the decision and the final disposition of the matter within two weeks of receipt of the appeal.

APPROVED: Bobby K. Marks, President



**GRADUATE
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS**

**Graduate Association of School Psychologists
(G.A.S.P.)**

CONSTITUTION

Article I

The name of this organization shall be known as the Graduate Association of School Psychologists, or G.A.S.P.

Article II

Purpose and Objectives

- Purpose
 - It is the mission of the Graduate Association of School Psychologists to support the personal and professional development of its members through the promotion of community, leadership, professionalism, academic excellence, and interpersonal skills in order to enhance the mental health and educational competence of the youth community.

- Objectives
 - To cultivate an accepting and professional environment that encourages the free exchange of ideas, resources, and experiences, as well as promotes cooperative interactions among its members.
 - To encourage the academic success of its members by creating an open line of communication between faculty and students.
 - To create a social support network for school psychology students in which they, with the guidance of faculty members, can address any questions or concerns relating to their program. This allows for collaboration and discussion of topics related to the field of school psychology as well as to academic life at Sam Houston State University.
 - To serve as a forum for faculty, interns, and students to discuss current trends in school psychology as well as allow the opportunity to address any upcoming programmatic changes or concerns a student or faculty member might have regarding the program.
 - To encourage fellowship among its members by providing opportunities for social activities.
 - To advance students' multicultural competency and proficiency in the delivery of psychological services to the community.
 - To encourage ethical conduct in the school psychology profession and academic integrity in educational pursuits and activities.

Article III
Membership

Membership into the Graduate Association of School Psychologists shall consist of and is open to any School Psychology Program graduate student at Sam Houston State University Student.

Article IV
Meetings

Meeting times and locations are to be announced.

- Two members shall constitute a quorum for purposes of conducting the organization's business.

Article V
Officers

1. President shall:

- Lead regular and executive meetings of the G.A.S.P organization
- Coordinate group activities
- Communicate with officers and advisors on all matters

2. The Vice-President shall:

- Lead meetings in the absence of the president
- Assist the president in the coordination of group activities

3. The Secretary shall:

- Record minutes at all business meetings
- Maintain necessary correspondence with group members
- Submit report of officers and advisor(s), including their names and addresses by the twelfth class day of each semester to the Student Activities Office
- Submit changes to officers positions to the Student Activities Office

4. Treasurer shall:

- Keep record of organizations revenue and disbursements
- Assure accuracy and maintenance account information
- Prepare monthly reports for the faculty advisor and other officers

5. Other Officers

- May be established by the organization to meet programmatic needs of its members
- These offices may be either appointed or elected offices.

Article VI
Committees

The following standing committees shall exist:

1. Fund raising
2. Membership
3. Programming
4. Publicity
5. Other
 - May be established by the organization to meet needs

Article VII
Elections

1. The term of office for all positions is for one academic year.
2. Elections will be held each spring semester during the month of April.
3. Voting will consist of officers being elected based on a majority vote.

Article VII
University Registration/Recognition

At the beginning of each Fall, Spring, and Summer Semester, this organization shall submit an updated report with the names and addresses of its officers and advisor(s). This report shall be summated to the Student Activities Office (Suite 328 of the Lowman Student Center) no later than the twelfth class day. Changes in officers that occur during the semester must be reported promptly. If this organization fails to abide by this policy, this organization must resubmit the “Student Organization Registration Application” to the Student Activities Office and subsequently go before the Student Organizations’ Board for consideration to once again become an officially recognized student organization.

Article IX
Amendments

1. This constitution shall be amended by a majority vote of the membership.
2. A copy of all constitutional changes and amendment will be submitted to the Student Activities Office as described above.