

SCHOOL PSYCHOLOGY PROGRAM HANDBOOK

**DEPARTMENT OF COUNSELING
AND SCHOOL PSYCHOLOGY**

COLLEGE OF EDUCATION

**UNIVERSITY OF NEBRASKA at KEARNEY
KEARNEY, NE 68849**

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The Graduate Catalog, on-line at <http://aaunk.unk.edu/gradcatalogs/current/Default.asp> has information that graduate students need to know that is not included in this handbook. This handbook is intended to supplement the Graduate Catalog and faculty advising and does not replace the need for familiarity with the Graduate Catalog or regular contact with the student's faculty advisor.

I. INTRODUCTION

WELCOME

Welcome to School Psychology at the University of Nebraska at Kearney. We, the faculty, are excited to be here and commend you for choosing one of the most rapidly growing branches of applied psychology. We hope that our passion for this profession is contagious and you quickly become as enthusiastic and committed to this profession as we are. School Psychology at UNK is dynamic, cutting edge, challenging, compassionate and of the highest quality. That's why you are here. You have shown through the admissions process that you share with us these same attributes and that you have the potential of becoming a passionate, professional school psychologist capable of serving children, families, schools, communities, and your profession with dignity, respect, and with the highest competency.

Our Education Specialist (Ed.S.) program is approved by the Nebraska Department of Education (NDE) and has been recognized as an approved program by the National Association of School Psychology (NASP) since 1996. Our program was the first in the world to be internationally accredited by the International School Psychology Association (ISPA). As such, you can be assured that your professional knowledge, skills, and dispositions will meet or exceed the standards set forth in the NASP Standards of School Psychology Training and Practice. This program enables you to meet the NDE certification requirements to practice in the state of Nebraska, and assures that you will meet the requirements for National Certification as a School Psychologist (NCSP). In fact, you will meet all NCSP requirements once you graduate and obtain a passing score on the NCSP PRAXIS II Exam. Over 90% of our students pass the exam the first time they take it. Most states recognize the NCSP credential, thus, paving the way for employment opportunities across the country. In fact, our interns and graduates (100% of whom have been successfully employed upon graduation) have enjoyed employment opportunities across Nebraska as well as many other states (e.g. Kansas, Iowa, South Dakota, Florida, California, Arizona, Indiana, Hawaii, Colorado, Wyoming).

Again, welcome to our program and UNK. This is a warm and friendly university that is glad you're here. You have a supportive faculty and student body anxious to get acquainted with you and ready to embrace your involvement in the program. The opportunities are here. Now it's up to you.

Sincerely,

The School Psychology Faculty

THE DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY
UNIVERSITY OF NEBRASKA AT KEARNEY

The Department of Counseling and School Psychology offers professional training programs for graduate students working to complete Masters Degrees in School Counseling, Clinical Mental Health, Student Affairs, or the Specialist Degree in School Psychology. These programs meet the entry-level educational requirements for licensure by the Nebraska Department of Health and Human Services in mental health practice, and for endorsement by the Nebraska Department of Education in School Psychology and School Counseling.

The Department offers new challenges and opportunities for students interested in these fields. The focus of each program is student-centered with the goal of enabling students to develop their own unique professional style. Program graduates are working successfully in a wide range of important settings, such as: elementary and secondary schools, educational service units, college counseling centers, college student affairs divisions, private counseling agencies and practices, mental health centers and hospitals, and churches.

The Department promotes a field-based practitioner model of training that utilizes a collaborative approach, promoting the development of the clinical, consultative and cooperative skills necessary for graduates to work successfully in the profession. Interaction with practicing professionals and direct work with outstanding faculty are the focus of these educational experiences. Our success is related to three significant strengths: *our students*--- we attract outstanding graduate students; *our faculty*--- the eight department faculty members offer a wide range of interests and expertise; *our mission*--- involves working together to become even more effective at being useful to our clientele.

II. SCHOOL PSYCHOLOGY PROGRAM

HISTORY OF PROGRAM

The School Psychology program at UNK can trace its roots back to the early 1960's. Under the leadership of Dr. Halvin Johnson, endorsement programs for elementary and school counseling were created, expanded and extended to include a sixth year endorsement in school psychology. The specialist degree in School Psychology was approved in 1975. Dr. Max McFarland initiated the accreditation process, which resulted in provisional program accreditation in 1994 and full accreditation in 1996 by the National Association of School Psychologists (NASP). The UNK School Psychology Program is one of approximately 145 Education Specialist programs nationwide which meet the rigorous accreditation standards set forth by this organization of practicing professionals. Dr. Teara Archwamety joined the faculty in 1977, and the Scholarly Study research component was formalized under his guidance. In fall 1998, Dr. Jean Ramage joined the faculty. She has a long history of involvement with School Psychology, having served as the NASP President and as the Executive Manager for Governmental and Professional Relations. In fall 1999, the program grew with the addition of its first full-time clinical faculty. Theresa McFarland, Ed.S., brought years of practitioner experience in School Psychology, Special Education Administration, Speech Pathology, Special Education, and Early Childhood. Dr. Tammi Ohmstede joined the faculty in the fall of 2008, providing expansion to the program in the areas of child development and early childhood mental health. She assumed duties as the Program Director in May 2013. Dr. McFarland, Dr. Archwamety, and Dr. Ohmstede were instrumental in preparing the UNK school psychology program for international accreditation. In 2011, the school psychology program at UNK became the first internationally accredited program by the International School Psychology Association (ISPA). This international accreditation helped Dr. Carmelo Callueng find his place on faculty within the school psychology program in January, 2013. Dr. Callueng served in the role as graduate lecturer and brought expertise in the area of applied research until August 2016. Danielle Nguyen, an alumni of the program began in the graduate lecturer position in August, 2016 after working four years as a school psychologist for Gothenburg Public Schools. Dr. Jennifer Joy joined the faculty in

the school psychology program at UNK in August, 2017 and brings with her experience from working as a school psychologist and teaching at the university level in Colorado.

Historically, graduates who have completed their School Psychology degrees at UNK have had no difficulty in finding employment in their chosen field. The program's belief in a collaborative-consultative model of decision-making and problem solving has resulted in pioneering practices within the State of Nebraska. Under the leadership of the faculty and former students, this model has been implemented in districts across the state, revolutionizing the way school psychology is practiced. Faculty believe school psychologists must become more effective allies to general education, minimizing their gatekeeper role to special education and maximizing their unique talents across many disciplines. Such a shift will focus on preventative problem solving rather than on the traditional test and placement focus of the past.

OVERVIEW OF PROGRAM

The School Psychology program is a 72-hour Educational Specialist Degree program within the College of Education and is administered through the Department of Counseling and School Psychology. The program emphasizes comprehensive training in one of the fastest growing branches of psychology. To provide students with the knowledge, skills, dispositions and experiences necessary to meet the demands of the profession, the School Psychology Program has adopted an ecological training approach. In the ecological approach, the student practitioner learns to collect and interpret data from a variety of sources in order to meet the needs of the individual within the school system. As a component of this approach, students are taught to be skilled at problem solving, consultation, interviewing, observation, assessment, and intervention development.

The School Psychology Program encourages the integration of experience and skills with knowledge of psychology and education to prepare graduates to serve as education team members, psychoeducational consultants, and mental health service providers. Acting in this role, the school psychologist is concerned with promoting teacher effectiveness, creating a positive classroom environment, and influencing education philosophy in the school system to enhance student learning potential. At the end of the student's training, a 1200-hour internship is required to provide the student with the opportunity to implement and practice his/her skills. The School Psychology program at UNK strives to provide the most current and comprehensive practitioner training within the mid-states region of the country. Graduates are eligible for endorsement as a School Psychologist in Nebraska and have enjoyed high levels of professional employment in this state as well as many others.

CONCEPTUAL FRAMEWORK OF PROGRAM

The ultimate goal for the University of Nebraska at Kearney School Psychology Training program is to enhance competencies, i.e., academic, cognitive, and socioemotional, for all children. Our training is based upon two foundations in our field, i.e., a knowledge base in educational and psychological principles/foundations and application of the scientific method. Resting on these dual foundations are discipline-specific competencies developed during school psychologists' professional training and applied experiences to deliver school psychological services at three levels, i.e., universal, targeted, and intensive with the major outcomes of school psychological services enhancing the capacity of the system to meet the needs of all children, thus developing competencies for all children, i.e., maximizing positive student outcomes.

PROGRAM MISSION STATEMENT

The mission of the School Psychology program at the University of Nebraska at Kearney is to train professional school psychologists to support schools through advocacy and leadership to enhance the mental health and educational competence of all children (NASP, 2000).

INTEGRATION OF PROGRAM WITH GRADUATE COLLEGE AND COLLEGE OF EDUCATION

The University of Nebraska at Kearney is a public, residential university, committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship and public service (UNK Mission, 2012). Its vision is to achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic, multicultural society.

This vision was used to guide the development of the Unit's (COE) mission and conceptual vision: The mission of the College of Education is to prepare, inspire, and support our students to become caring, reflective, and competent professionals in a democratic, multicultural society. This preparation shall be realized through our tradition of outstanding teaching, relevant research and meaningful community engagement (COE Mission, 2007).

The above conceptual framework captures/reflects the essence of the role and mission of the Department of Counseling and School Psychology (CSP) which promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school psychology, clinical mental health counseling, school counseling and student affairs. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The UNK College of Education's Conceptual Framework is a shared vision across all departments in the College that identifies technology, diversity and a commitment to leadership to sustain a social and political democracy as critical content areas of student mastery. The ten desired outcomes for students listed below are believed to be necessary to prepare students to work effectively with persons in family, school, and community environments. These outcomes provide direction for programs, courses, teaching, and student performance and are reflected in the objectives on all course syllabi and area assessed. Graduates can:

1. Understand the relationship among the philosophy that guides the education process in a democratic society, the College of Education, their specific discipline, and the behaviors they utilize in their classrooms.
2. Understand the central concepts, tools of inquiry, instructional technology, and standards of the discipline(s) they teach and are able to create learning experiences that make these aspects of subject matter meaningful for all students.
3. Understand how cultural background influences student learning and development and are able to provide technology-enhanced and other learning opportunities that support the intellectual, social, and personal development of diverse learners.
4. Understand different learning styles and are able to develop a variety of instructional opportunities, including the use of technology, that are adapted to diverse learners.
5. Be reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
6. Understand and use both formal and informal assessment strategies to evaluate professional standards and ensure the continuous intellectual, social and physical development of the learner.
7. Be skilled in the democratic process of collaborative decision-making.
8. Understand the strengths and needs of their students and possess the necessary skills to work effectively with individuals and groups from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

9. Have knowledge of family and school influences that affect student wellness, learning, and achievement, and be able to form partnerships among parents, educators, and the community in the best interests of their students.
10. Understand the school as a democratic system and work with individuals and groups to facilitate structures and policies that create and maintain school as a safe, caring, and inviting place for members of the school community.

COMMITMENT TO DIVERSITY

As America's schools become increasingly diverse, NASP reaffirms its commitment to promote inclusive educational environments that respect and respond to differences in race, culture, ethnicity, and language (NASP, 2008). The UNK School Psychology program embraces NASP's commitment to enhance the learning and mental health of all children and youth. As such, instructional content is rooted in developing an awareness of and respect for the dignity and worth of all people. Training goals are founded on respect for the dignity and worth of all people, with a commitment to appreciating and responding to human diversity. Issues in diversity may be related to cognitive ability, developmental differences, ethnicity, language, learning style, race, religion, sexual orientation, or socioeconomic status. Respect for human dignity and diversity is a professional work characteristic and core value that students are encouraged to internalize during their training.

Additionally, the program is committed to supporting students from all backgrounds. It is the policy of the University of Nebraska at Kearney not to discriminate on the basis of sex, handicap, race, color, religion, age, marital status, or national or ethnic origin in its educational programs. See the Graduate Catalog for more information on this topic. A Director of Affirmative Action/Equal Opportunity has been appointed by the Chancellor to monitor the University's equal opportunity policy.

PHILOSOPHY OF PROGRAM

The following philosophical statements reflect the beliefs of the School Psychology Faculty in the Department of Counseling and School Psychology concerning the training and function of the Professional School Psychologist. This conceptualization is the basic foundation for the training objectives of the school psychology program.

- School Psychologists exemplify compassion for human uniqueness at the individual, family, and organizational levels, and act upon this uniqueness in ways that preserve and enhance the dignity of all individuals.
- School Psychologists should be educated in the scientist/practitioner model. The primary emphasis of the UNK School Psychology Program is based upon empirically-based practitioner knowledge and skills. This enables the School Psychology Program graduates to effectively serve in public schools and related settings.
- School Psychologists should have a comprehensive and holistic approach to data based decision-making. This ecological perspective focuses on the bi-directional interactions between a child and the ecosystems in which he/she functions, e.g., family, peer group, classroom, school, community, and related systems. Professional networking enables School Psychologists to facilitate decision-making, which is developmentally sensitive and capitalizes on human strengths.
- School Psychologists should use a collaborative, consultative process in decision-making and problem solving. School Psychologists need to be skilled in facilitating the group process of team decision-making, so that parents and educators are empowered to bring their collective expertise to bear on decisions. School Psychologists should be able to delineate follow-up measures to assure the accountability of the process.

- School Psychologists should be effective consultants who can empower the professional/parent relationship. This empowerment will facilitate the ownership by all parties of decisions that are made. It is essential that School Psychologists develop interpersonal relationships, communication, listening, and related skills.
- School Psychologists' intervention efforts should focus on the prevention of children's educational difficulties, thereby enhancing the mental health and education potential of ALL children.
- School Psychologists should be agents of systemic change. This means facilitating school and district wide changes that enhance the education of ALL children.
- School Psychologists should not only be critical consumers of research, but capable of creating and generating research and program evaluation for improvement of service at both indirect and direct and/or system levels.
- School Psychologists should be capable of clear, accurate, and competent dissemination of information on a variety of topics in a number of diverse settings. This may be information concerning a child's case, decision-making procedures, or system-level continuing education or professional development activities.
- School Psychologists should be trained for and committed to adhere to legal, ethical, and professional standards in order to safeguard and insure the human rights and dignity of the individual.
- School Psychologists should be competent in problem solving skills, i.e., able to comprehensively assess to identify children at risk, assess to create effective evidence-based interventions, and assess to monitor student progress and efficacy of interventions.

PROGRAM OBJECTIVES, NASP/ISPA STANDARDS, STUDENT OUTCOMES, COURSE MATRIX (KNOWLEDGE AND SKILLS)

The aforementioned belief statements, and the program foundations in which they are anchored, serve as the framework guiding the development of emerging leadership service delivery hallmarks for the profession of School Psychology. "It is the responsibility of graduate training programs in school psychology to provide students with the building blocks for 'effective practice'." (Ysseldyke, Dawson, Lehr, Reschly, Reynolds, & Tezrow, 1997, p. 6). These standards of School Psychology training and practice include:

- Data based decision-making and accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

The following chart reflects the Standards of School Psychology Training and Practice as they relate to the Ed.S. Program student outcomes, objectives and courses required within the program.

Program Objectives	NASP Standard / ISPA Standard	Student Outcomes Listed for NASP Standards	Primary Courses to Address
1. Interpersonal and Collaborative Skills	NASP Standard 3: Consultation and Collaboration ISPA Goal 5: Interpersonal Skills Standard: 5.1 Self-Awareness and reflexivity Standard 5.2 Interviewing Standard 5.3 Consultation	<ul style="list-style-type: none"> • Ability to work effectively with people and agencies • Ability to listen, adapt, tolerate ambiguity and be patient in difficult situations • Understand the importance of consultation • Ability to communicate well and disseminate information to diverse audiences • Understand the vital role of collaboration • Good problem solving skills • Function as a ‘change agent’ 	CSP 855 Techniques of Counseling CSP 906 Infant/Preschool Assessment CSP 921 Interventions Practicum CSP 922 Problem Solving Assessment to Practicum CSP 957 Problem Solving Consultation CSP 992 Internship
	NASP Standard 6: Family-School Collaboration ISPA Standard 2.4: Home-School-Community Collaboration	<ul style="list-style-type: none"> • Knowledgeable of child and adolescent development, normal and abnormal • Refers to principles and research related to family systems, strengths, needs, and culture when identifying strategies/processes for assessments and interventions • Demonstrates skills of promoting effective family/school collaboration • Identifies evidence-based strategies to support family influences on children’s learning, socialization, and mental health • Integrates assessment data with other data from team members in order to identify effective services and programs throughout the integrated multidisciplinary team decision making process. 	CSP 805 Child and Adolescent Development and Interventions CSP 906 Infant/Preschool Assessment CSP 921 Interventions Practicum CSP 922 Problem Solving Assessment to Practicum CSP 957 Problem Solving Consultation CSP 992 Internship
2. Diversity Competence	NASP Standard 7: Diversity in	<ul style="list-style-type: none"> • Able to understand the potential bi-directional 	CSP 800 Advanced Educational Psychology

	<p>Development and Learning</p> <p>ISPA Standard 3.1 Role and Functions of School Psychologists Nationally and Internationally Standard 3.2 Working with Children and Families from Culturally Diverse Communities</p>	<p>influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors on development and learning</p> <ul style="list-style-type: none"> • Able to work effectively with individuals from a variety of diverse backgrounds by considering individual characteristics, strengths and needs • Ability to recognize when, where, and how issues of diversity are manifest • Understand implications of diversity • Understand how diversity affects design and implementation of appropriate and effective instruction • Able to recognize and respond to effects of diversity • Ability to modify and/or adapt their practice to those being served • Evaluate the nature and extent of their own biases, e.g., culture, ethnicity, race, gender, disability, social class, sexual orientation, language and more 	<p>CSP 856 Multicultural Counseling</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 960: Globalization of School Psychology</p> <p>CSP 992 Internship</p>
<p>3. Legal, Ethical Practice, Social Responsibility, and Professional Development</p>	<p>NASP Standard 8.2: Legal, Ethical and Professional Practice</p> <p>ISPA Goal 4: Professional Practice of School Psychologists</p> <p>Standard 4.1 Legislation that Impacts on Education Policy and Practice Standard 4.2 Ethical Issues in Professional Practice Standard 4.3 Report Writing</p>	<ul style="list-style-type: none"> • Understands all appropriate legal, ethical, and professional standards pertaining to the practice of school psychology in both field experience (pre-graduation) and professional post graduation contexts • Understand the history and foundations of their profession; are aware of major factors/influences which have impacted the development of the professions and proactively create and advocate for empirically based, effective service delivery model(s) that protect and preserve the rights of children and 	<p>CSP 908 Orientation to School Psychology</p> <p>CSP 901 Professional Issues Seminar</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 990 Pre-Internship Seminar</p> <p>CSP 992 Internship</p>

		<p>families as well as the rights of all parties with whom they work</p> <ul style="list-style-type: none"> • Take responsibility for continuing professional development • Understands and adheres to all appropriate legal, ethical, and professional standards pertaining to the practice of school psychology in both field experience (pre-service) and professional (post-graduate) contexts • Able to recognize their limitations of competency and not exceed them • Work with others to provide opportunities for continuing professional development for teachers and related service personnel • Be involved in public policy 	
4. Data-based Decision Making and Accountability	<p>NASP Standard 2: Data-Based Decision Making and Accountability</p> <p>ISPA Standard 2.1: Evidence-Based Decision Making and Accountability</p>	<ul style="list-style-type: none"> • Define current problem areas, strengths, and needs at the individual, school, and system levels • Able to collaborate with school personnel to help in the design and implementation of system-wide assessment practices • Utilizes problem solving model to collect relevant data to: identify students considered to be at risk, create effective evidence-based interventions, monitor student progress, and monitor effectiveness of evidence-based interventions • Demonstrates skills in assessment and evaluation methods to evaluate the instructional environment and identify factors that enhance or impede learning/behavioral change for students 	<p>CSP 905 Behavioral Problem Solving Assessment</p> <p>CSP 907 Academic Problem Solving Assessment</p> <p>CSP 920 Cognitive Problem Solving</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 992 Internship</p>

5. Research and Evaluation	<p>NASP Standard 8.1: Research and Program Evaluation</p> <p>ISPA Goal 6: Research Methods</p> <p>Standard 6.1 Research Design and Implementation</p> <p>Standard 6.2 Analysis and Interpretation of Research Findings</p>	<ul style="list-style-type: none"> • Understands research design and statistical/measurement processes in order to become a critical and competent consumer of research • Understands research design and statistical/measurement process skills necessary to create and conduct effective research to add to the professional body of knowledge • Understands research design and statistical/measurement process skills to effectively conduct program evaluation at the individual ($n = 1$) and system levels • Demonstrates the skills of disseminating empirically determined outcomes within the schools, community, and profession in which they serve • Understands research design and processes in order to become a critical and competent consumer of research 	<p>CSP 802 Research Methods in Psychology and Education</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 991 Scholarly Study</p> <p>CSP 992 Internship</p>
6. Systems Thinking	<p>NASP Standard 5.1 School Structure, Organization, and Climate</p> <p>ISPA Standard 2.3: School and Systems Organization, Policy Development and Implementation</p>	<ul style="list-style-type: none"> • Able to facilitate the formation of collaborative partnerships among family, school, and community • Knowledgeable of family, school, and community influences that effect the student's wellness and learning outcomes • Able to work effectively with collaborative partnerships to facilitate structures and policies that create and maintain 	<p>CSP 901 Professional Issues Seminar</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 957 Problem Solving Consultation</p> <p>CSP 990 Pre-Internship Seminar</p> <p>CSP 992 Internship</p>

		<p>schools as “safe, caring, and inviting places” for members of the school community</p> <ul style="list-style-type: none"> • Understands the school as a system 	
	<p>NASP Standard 5.2 Prevention, Wellness Promotion, and Crisis Intervention</p> <p>ISPA Standard 2.2: Prevention, Mental Health Promotion, and Crisis Intervention</p>	<ul style="list-style-type: none"> • Able to facilitate the development and implementation of preventative and corrective strategies at the systems-level for schools and agencies servicing children, youth, and families • Within a three-tiered service delivery model the school psychologist is able to facilitate the development and implementation of preventative and corrective strategies to improve and enhance student learning • Able to develop and implement preventative and corrective programs in order to maximize children’s cognitive/academic skill development at the individual child, group, and systems level • Able to facilitate the implementation of a broad array of empirically based interventions 	<p>CSP 908 Orientation to School Psychology</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 990 Pre-Internship Seminar</p> <p>CSP 992 Internship</p>
<p>7. Effective Instruction and Development of Cognitive and Academic Skills</p>	<p>NASP Standard 4.1 Interventions and Instructional Support to Develop Academic Skills</p> <p>ISPA Standard 1.1 Cognition and Learning Standard 1.3 Individual Differences</p>	<ul style="list-style-type: none"> • Able to develop and implement preventative and corrective programs in order to maximize children’s cognitive/academic skill development at the individual child, group, and systems level • Able to develop challenging but achievable cognitive/academic goals for ALL children • Able to facilitate the implementation of a broad array of empirically based interventions 	<p>CSP 800 Advanced Educational Psychology</p> <p>CSP 805 Child and Adolescent Development and Interventions</p> <p>CSP 907 Academic Problem Solving Assessment</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p>

		<ul style="list-style-type: none"> • Able to facilitate the monitoring of student progress toward these goals and efficacy of interventions • Within the three-tiered model the school psychologist is able to develop and implement preventative and corrective programs in order to maximize children's cognitive/academic skill development at the individual child, group, and systems level • Able to apply learning theory and cognitive strategies to the instructional process • Knows and is able to facilitate the implementation of a broad array of empirically based instruction and interventions 	CSP 992 Internship
8. Wellness, Mental Health, and Development of Life Competencies	<p>NASP Standard 4.2 Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>ISPA Standard 1.2 Social and Emotional Development</p>	<ul style="list-style-type: none"> • Within the three-tiered model the school psychologist is able to develop and implement preventative and corrective programs in order to maximize children's behavioral, affective, adaptive and social skill competencies • Knowledgeable about development principles relating to social, emotional, and adaptive domains • Identifies and applies empirically based principles of behavior change in the development of interventions and instruction • Collaborates with school personnel to create instructional environments that reduce alienation, and foster the expressions of appropriate behavior as well as environments in which all members of the school community treat one another with respect and dignity 	<p>CSP 800 Advanced Educational Psychology</p> <p>CSP 805 Child and Adolescent Development and Intervention</p> <p>CSP 905 Behavioral Problem Solving & Assessment</p> <p>CSP 921 Interventions Practicum</p> <p>CSP 922 Problem Solving Assessment to Practicum</p> <p>CSP 992 Internship</p>

		<ul style="list-style-type: none">• Able to develop and implement preventative and corrective programs in order to maximize children's behavioral, affective, adaptive, and social skill development at the individual, group and systems level• Able to facilitate the monitoring of student progress toward these goals and efficacy of interventions	
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PROFESSIONAL DISPOSITIONS

The UNK School Psychology Program is dedicated to the development of professionals ready to serve children, families, and educators. The Program's commitment to this endeavor is rooted in the Dispositions embraced by the College of Education:

- Collaboration – the ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
- Reflection – the ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.
- Responsibility – the ability to demonstrate responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.

School Psychology students will develop and maintain *professional dispositions/work characteristics* consistent with educational training and their personal and professional role by:

- Maintaining effective working relationships with faculty, staff, supervisors, colleagues, families, and students
- Understanding, respecting, and appreciating human diversity; demonstrating multicultural competence; and advocating for social justice
- Demonstrating flexibility, tolerance for opposing viewpoints, and patience in difficult situations
- Remaining current with professional standards and services
- Acquiring and portraying personal traits necessary for providing professional services
- Meeting professional obligations in a timely and responsible manner
- Understanding and incorporating the Student Code of Conduct and the Academic Integrity Policy of the University
- Providing services with integrity and in an ethical, legal, moral, and professional manner
- Valuing and committing to lifelong learning and service by increasing knowledge, developing new skills, and setting and achieving goals for personal improvement

III. ADMISSION PROCESS

ADMISSION TO GRADUATE COLLEGE

Degree Seeking

Individuals interested in pursuing a graduate degree at the University of Nebraska at Kearney should apply online at <http://www.unk.edu/academics/gradstudies/admissions/>. All degree-seeking applicants must:

1. Submit a formal application for admission electronically and pay the application fee, if applicable;
2. Request directly from any University or College attended previously, an official transcript of all undergraduate and graduate course work to be sent to the Graduate Admissions office;
3. Comply with departmental admission requirements as a part of the online application process.

When all materials are complete, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicant files meeting the requirements for admission to graduate study will be forwarded to the appropriate department for their consideration and recommendation. Following receipt of the

departmental recommendation, the Office of Graduate Studies and Research will notify the applicant of the action taken and admission status.

Non-Degree Seeking

An individual with a bachelor's degree from a regionally accredited institution who is not seeking a graduate degree may enroll in graduate courses and receive credit as a non-degree student. Applicants for non-degree status need to submit an application for admission, the application fee and official transcripts sent directly from the institution that granted their undergraduate degree.

A student wishing to change from non-degree status to a degree program must file a new application for admission and adhere to all requirements specified for degree-seeking students. No more than 12 credit hours earned in non-degree status may be applied to a graduate degree program. International students are not eligible to enroll under non-degree status.

ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM

When admitted as a degree student, the applicant will be placed in one of the following categories:

1. Unconditional (Full) Admission: This status will be granted to the applicant who satisfies all of the following conditions:
 - a. Application for admission has been filed;
 - b. Official transcripts of all college work have been received by the Office of Graduate Studies, verifying a baccalaureate degree from a regionally accredited college or university;
 - c. All other Departmental requirements for full admission to a degree program have been met. This might include but is not limited to: academic performance, an interview, a portfolio or performance, grade point average, and/or letters of recommendation.
2. Conditional (Provisional) Admission: A student who has completed the admission process as described above but has been granted conditional/provisional status, is encouraged to continue in his/her studies. When this is the case, the School Psychology Committee will set standards that must be met before full admittance will be considered. The Committee will review the application after the student has completed twelve - twenty hours (It is the responsibility of the advisor of the student with provisional status to bring the reconsideration before the School Psychology Committee.) At that time, one of following decisions will be made:
 - a. Provisional admittance will be continued
 - b. The student will be granted full admission based upon successful completion of the Application for Candidacy
 - c. Admission is denied

Transfer Credit

A total of nine (9) graduate credits (with a grade of at least a “B”) earned at another accredited college or university may be applied to the Program of Study as transferring credits. These must be individually evaluated and approved by the School Psychology Program Committee and approved by the Office of Graduate Studies and Research before they can be applied to a Master's Degree program. The 9 hour limitation does not apply to graduate course work completed at any campus of the University of Nebraska. A waiver may be provided at the discretion of the advisor, subject to approval by the School Psychology Program Committee. A class syllabus and official transcript must be provided for the class(es) which the student wishes to have waived.

A Master’s degree may count for up to 36 hours of credit; however, the student may be required to either make up practica hours or test out of counseling and/or assessment skills-based courses.

Required Use of UNK Student E-Mail Account

To ensure that all transactions are received and responded to in a timely manner, students are required to use their UNK student e-mail account to correspond with faculty, submit assignments and materials, request information, etc. For more information on how to access your UNK student e-mail account from an off-campus location, please contact the UNK Help Desk at 308-865-8363.

IV. ACADEMIC ADVISING

Upon acceptance into the program (full or provisional admission status), the student will be assigned an advisor. Students are responsible for making contact with their advisor. When notified of acceptance into the program, it is suggested that new students immediately make appointments with their advisors to discuss their Program of Study and their progress. Not seeking timely advising could result in delays in completing a program of study. The advisor is responsible for assisting the student in completing a Program of Study, submitting the reservation form for clinical courses, submitting the Application for Candidacy request, and assisting the student in satisfying the requirements of the program and the Graduate Catalog. Even so, the student is still responsible for knowing the guidelines, deadlines and other information found in this Handbook and the Graduate Catalog. Students are encouraged to keep regular contact with their advisor to avoid unnecessary delays in completing their program of study. Students need to take advantage of early registration since class sizes are often limited. To maintain accurate student records, students need to notify the Department secretary of any change of name, address, phone number or place of employment. Lists are maintained so that the student and graduate may be notified of workshops, follow-up studies, etc.

RESIDENCY REQUIREMENTS

The Department has established a residency requirement for the purpose of ensuring that the Education Specialist degree reflects continuity while allowing continued employment of the students in their major field. The preferred option is Option I. In Option I, students must accrue eighteen (18) hours in residence at UNK over two consecutive course-offering periods, (excluding internship hours). If Option I is not possible, the student may request from his/her major advisor, Option II. Option II requires that the student take 18 semester hours, (excluding internship), accrued across three consecutive offering periods. The residency requirement must be met after admission to the program and prior to internship. The program values employment experiences of its students and offers flexibility in meeting these requirements.

PREREQUISITES

The Specialist program is designed for students entering with a bachelor's degree in teacher education or psychology. As such, all students must have taken human learning and evaluation, and child growth and development or child and adolescent psychology (or their equivalents) prior to full admission. In consultation with their advisor, the student will select the number of hours and specific courses to make up any prerequisite deficiencies.

Course requirements and prerequisites may vary for students entering with a master's degree. A student with a master's degree in psychology, counseling or education should meet with his or her advisor to develop a specific plan of study. Students may have to "check out" of their counseling skills and practicum if they wish to waive these classes. A course syllabus and official transcripts will be required for classes that the student may wish to waive, based on classes the student has already taken. Please note that only nine (9) credit hours from a non-degree program can be accepted.

DEGREE AUDIT

The Office of Graduate Studies and Research will send a Degree Audit via My Blue to each student who is conditionally or unconditionally admitted to a graduate degree program. A Degree Audit is an analysis of a student's progress toward meeting degree requirements. The Audit provides a summary of institutional requirements and program requirements. This Degree Audit will serve as a student's approved program of study and will be sent along with his/her admission notification letter. Students may view their Degree Audit at any time by logging into their student account at the following web address: <https://myblue.nebraska.edu>.

Admission to a Master's or Specialist's Degree Program does not necessarily mean Admission to Candidacy for the degree. Requests for changes in a student's program of study must be submitted to the School Psychology Committee by the student's advisor and approved prior to student enrollment in the substituted course(s).

GRADUATE STUDENT COURSE LOAD

Nine hours per academic semester constitutes a full-time class load, with 12 hours constituting the recommended maximum class load. Permission of the advisor, Graduate Program Committee Chair or Department Chair, and Dean of Graduate Studies and Research are required to take more than 12 hours. Approval will not be granted for enrollment in more than 15 graduate hours.

During the 12-week summer term, a student may enroll in a maximum of 6 hours per each four-week segment, a maximum of 9 hours per each eight-week segment, and no more than 12 graduate hours for the entire twelve-week session.

SUGGESTED COURSE SEQUENCE

Program completion takes approximately two to three years of coursework and one year of internship. The number of years of coursework may vary according to course availability and the individually-developed Program of Study. See your advisor about the length of time you will need to schedule in your classes.

The following schedule represents a recommended program for a student who is not working or only working part-time while attending school. Please do not think that you have to go through the program in only three years. Student learning and growth are enhanced when time is taken to work at one's own pace and proper attention is given to the material that is being learned. However, the residency requirement must be met and you must complete the program within ten years of the date of admission to the program.

Note: Classes listed by course number and title; numbers in parentheses represent credit hours

First Year

<u>Summer 1</u>	<u>Fall 1</u>	<u>Spring 1</u>
CSP 800 Advanced Educational Psychology (3)	CSP 802 Techniques of Research (3)	CSP 805 Child & Adolescent Development & Interventions (3)
CSP 856 Multicultural Counseling (3)	CSP 907 Academic Problem Solving Assessment (3)	CSP 905 Behavioral Problem Solving Assessment (3)
	CSP 908 Orientation to School Psychology (3)	CSP 920 Cognitive Problem Solving Assessment (3)
	CSP 991 Scholarly Study (3)	CSP 991 Scholarly Study
<i>Total Credits = 6</i>	<i>Total Credits = 12</i>	<i>Total Credits = 12</i>

Things to Do

- Complete background check through One Source
- Take PRAXIS I Exam
- Join the National Association of School Psychologists (NASP), the Nebraska School Psychologists Association (NSPA), the Graduate Association of School Psychologists (GRASP), and other professional organizations
- Review provisional admittance (if applicable)
- Order State Department of Education materials from those states in which you might want to practice
- Review Graduate Catalog
- Review School Psychology Student Handbook
- Form graduate committee for scholarly study
- Submit scholarly study proposal (must defend proposal prior to practicum placement)

Note: Student membership in NASP, NSPA, and GRASP are required of all students in the program.

Second Year

<u>Summer 2</u>	<u>Fall 2</u>	<u>Spring 2</u>
CSP 855 Techniques of Counseling (3)	CSP 921 Interventions Practicum (3)	CSP 901 Professional Issues (3)
CSP 906 Infant/Preschool Assessment (3)	CSP 922 Assessment Practicum (3)	CSP 921 Interventions Practicum (3)
CSP 957 Problem Solving Consultation (3)	CSP 990 Pre-Internship Seminar (3)	CSP 922 Assessment Practicum (3)
		CSP 960 Globalization of School Psychology (3)
<i>Total Credits = 9</i>	<i>Total Credits = 9</i>	<i>Total Credits = 12</i>

Things to Do

- Have advisor file an Application for Candidacy for you
- Complete Scholarly Study and present to graduate committee
- Become student member of ISPA
- Create and submit internship application and resume to University Internship Supervisor
- Apply for internships
- Apply for provisional endorsement of teaching or special services certificate
- Take National Certification in School Psychology Exam, i.e., PRAXIS II (required)

Third Year

<u>Summer 3</u>	<u>Fall 3</u>	<u>Spring 3</u>
	CSP 992 Internship (6)	CSP 992 Internship (6)
	<i>Total Credits = 6</i>	<i>Total Credits = 6</i>

Things to Do

- Ensure all internship paperwork is completed (activity plan, contract, work agreement)
- Ensure Provisional Certificate is obtained
- Check Degree Audit with Advisor for Accuracy
- Apply for Graduation
- Complete Oral Comprehensive Exams
- Submit Final Scholarly Study for Signatures and Printing

February: Deadline to apply for graduation

May: Commencement

Note: The School Psychology program committee convenes for neither oral comprehensive exams nor scholarly study proposals during the summer session.

SPECIAL PERMISSION CLASSES

The clinical sequence class, CSP 855-Techniques of Counseling, is a restricted-enrollment class that requires seat reservation. A green reservation form for this class should be completed by the student and the advisor at the point of admission. Students will be issued a special permit by the department chair for enrollment in the reserved semester and will be able to register online via My Blue.

Other clinical courses, i.e., CSP 907 – Academic Problem Solving Assessment, CSP 920 - Cognitive Assessment, CSP 905 - Behavioral Problem Solving Assessment, CSP 921 – Interventions Practicum, and CSP 922 – Assessment Practicum, have prerequisites that must be completed prior to enrollment. Students must complete the clinical course(s) for which they are currently enrolled prior to registering for and taking the next clinical course. All clinical coursework must be completed prior to beginning practicum. Please consult the Graduate Catalog for more specific information regarding these courses and their prerequisites.

SPECIAL COURSE FEES

School Psychology training includes attaining mastery of several standardized assessment tools. Special fees have been assigned to those courses in which these instruments are taught to cover the cost of protocols and other required materials. The specific courses include: CSP 905 – Behavioral Assessment, CSP 907 – Academic Assessment, and CSP 920 – Cognitive Assessment. The fees are assigned to the student's overall fee statement during the semester in which enrolled.

PROFESSIONAL RESOURCES/REQUIRED TEXTS

The textbooks required in the School Psychology courses will be utilized across the curriculum from the beginning of your program to the end. These books are required not only as they will be extremely beneficial for you in completing your coursework, but were also chosen as you will be referencing them in your professional practice after completion of this program. It is in your best interest to purchase all texts so that they are readily available when you need to reference them.

The Department has a list of references and resources including books, periodicals, and video recordings at the reserve desk in the library, which are available for student use. This list is updated each semester. With a student ID, the student may check out materials from this list to be used in the library only. Copies of the list are available to the student.

APPLICATION FOR CANDIDACY

A student who wishes to become a candidate for the Specialist's Degree will file an application for Admission to Candidacy with the Dean of Graduate Studies and Research. The form for such application is available in the Office of Graduate Studies and Research or via the web at: <http://www.unk.edu/acad/gradstudies/index.php?id=947>. The requirements for Admission to Candidacy are the following:

1. Satisfactory completion of departmental requirements for admission to a degree program and for Admission to Candidacy.
2. The successful completion of at least twenty-four (24) hours of University of Nebraska at Kearney graduate course work with a grade of B- or better in all clinical courses taken at that point.
3. Admission to Candidacy must come prior to registration for the last twenty-four semester hours required for graduation. A student may be refused Admission to Candidacy for the degree if a

previous college record, performance on qualifying criteria, or the quality of graduate work indicates inability to satisfactorily pursue graduate study.

Application for Admission to Candidacy must be made prior to completion of the 48th hour of graduate study. Candidacy is initiated by the student through the advisor. This process serves as a student progress review. The Department will recommend candidacy based on the evaluation of:

- A. Satisfactory completion of admission to graduate school study, to the Department, and Departmental approval of the Program of Studies
- B. Satisfactory performance on Annual Reviews and Application for Candidacy Review process

APPLICATION FOR GRADUATION

During what is expected to be the final semester of a student's program of study, the student must file a formal application for graduation in the Registrar's Office. Deadlines for filing for graduation occur early in each semester or session and are listed in the Academic Calendar, or contact the Registrar's Office for exact dates. A fee will be assessed at the time a student applies for graduation. If all degree requirements are not completed prior to the commencement date, the student must reapply for graduation for the next academic semester. The student will again pay the graduate application fee in order to receive his or her diploma.

Commencement ceremonies are performed following each semester. Participation is encouraged, although is not mandatory. All academic requirements must be completed and financial indebtedness paid to the University prior to the posting of the degree and release of transcripts.

TIME ALLOWED TO COMPLETE THE PROGRAM

A student is allowed ten years from the date of admittance to complete coursework and graduate, subject to meeting residency requirements. Students who take longer to complete their programs may be required to retake certain classes.

CONTINUING PROFESSIONAL DEVELOPMENT REQUIREMENT

School Psychologists must take ethical responsibility for their own continuing professional development (CPD). Moreover, CPD is required for continued National Certification as a school psychologist. We believe that as students in this program, such CPD involvement can enhance and broaden your knowledge and skills, i.e. training experiences, beyond what are possible in coursework. Additionally, these activities enhance your orientation to the profession and enable you to network with the very profession you aspire to enter.

This program requires you to accrue 300 CPD hours between the time of your admission and your graduation. Ample opportunities will be provided to you at low to no cost, including partner school staff development, partner school projects, and monthly Professional Development Seminars on campus. Additionally, you are strongly encouraged to attend state (NSPA) and national (NASP) conferences. The opportunities abound—it is your responsibility to participate. (See Appendix D for brochure)

V. PERFORMANCE-BASED ASSESSMENT OF STUDENT PROGRESS

OBJECTIVES

Our School Psychology training program employs systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and uses the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers (NASP, 2001).

ASSESSMENT COMPONENTS

Your performance, professional conduct, and progress toward mastery of the NASP Standards of School Psychology Training and Practice are monitored:

- 1) in every course via the outcome objectives and evaluation criteria.
- 2) by your performance on competency exams in the areas of a) Measurement, b) Professional Ethics, Law and Professional Standards; these exams are given at scheduled times during and at the end of your program prior to your approval for internship.
- 3) annually by faculty, typically at the end of the academic year (see Annual Performance Review form in Appendix B).
- 4) at the time of Application for Candidacy (see pg 23).
- 5) at the time of Application for Internship (see Internship Application Process in Appendix C).
- 6) during and at the end of the Practica and Internship experiences (see Practicum and Internship Evaluation forms in Appendix B and C).
- 7) by your taking the Praxis National Certification in School Psychology Exam prior to graduation.
- 8) by your completion of the Scholarly Study requirements which include:
 - a) submitting three copies of your research manuscript suitable for publication
 - b) submitting a proposal for professional presentation to the National Association of School Psychologists (NASP).
 - c) making a professional presentation of your research at the national, state, and/or University conference.
- 9) by your performance on the Comprehensive Exams at the end of your program

VI. ACADEMIC PROGRESS AND ETHICAL CONDUCT POLICIES

ACADEMIC HONESTY

All students are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

1. Cheating: Unauthorized collaboration or use of external information during tests;
2. Assisting a fellow student in committing an act of cheating;
3. Falsely obtaining, distributing, using or receiving test materials;
4. Submitting work as one's own when it has been prepared by another person;
5. Improperly altering any academic record;
6. Plagiarism: Intentional appropriation of the work without crediting the source.

In cases of alleged academic dishonesty, the instructor shall attempt to discuss the matter with the student and explain the sanction(s) which he/she plans to impose. In the event that the student challenges the

allegation of academic dishonesty, or is not satisfied with the sanction(s) imposed by the instructor, the student may file an appeal according to the approved appeal policies of the UNK Graduate College.

ACADEMIC PROGRESS

Per the training standards set forth by the National Association of School Psychologists (NASP, 2010), the faculty in the Department of Counseling and School Psychology have the responsibility of monitoring student progress in the areas of professional knowledge, skills and personal competencies/dispositions, to set standards, and to evaluate students in an on-going manner. Some courses are didactic and knowledge-based while others require the application of knowledge and skills. Clinical coursework in School Psychology is sequential in nature and includes the following courses:

CSP 855 Techniques of Counseling	CSP 921 Interventions Practicum
CSP 905 Behavioral Problem Solving Assessment	CSP 922 Assessment Practicum
CSP 906 Infant/Preschool Assessment	CSP 992 Internship
CSP 907 Academic Problem Solving Assessment	
CSP 920 Cognitive Problem Solving Assessment	

These courses are competency based, i.e. certain skills and knowledge must be demonstrated with the appropriate personal competencies/dispositions in a consistent manner. Students must receive at least a grade of B or above and display personal competencies/dispositions that reflect the NASP ethics code in order to progress to the next course in the sequence. The student is allowed two opportunities to successfully complete each course. If the student cannot successfully complete a course after two attempts, he/she will be dismissed from the program.

COURSE FAILURE

If a student admitted to a Graduate Degree Program at UNK fails a course, s/he will be notified by the Dean of Graduate Studies and Research that s/he will be placed on academic probation, regardless of her/his cumulative GPA, and will remain on probation until the course is retaken with a satisfactory grade. The failed course must be retaken at the earliest opportunity. Failure to earn an acceptable grade while on probation will automatically result in academic suspension and the student will not be allowed to matriculate and must reapply for admission should s/he wish to reenter a graduate program. Upon the department receiving Graduate Office notification of academic probation, the student must meet with the School Psychology Committee. The School Psychology Committee decision may be more restrictive than the Graduate Office policy (e.g. may require successful completion of the failed course before any additional CSP coursework is taken). The Chair of the Committee will notify both the student and the Dean of Graduate Studies and Research in writing of the Committee decision and recommend that the student contact his or her advisor for further instructions. Failure of clinical coursework, as outlined in the Academic Progress Policy, may result in immediate dismissal from the program.

INCOMPLETES

CSP 991—Scholarly Study, CSP – 921 School Psychology Interventions Practicum, CSP – 922 School Psychology Assessment Practicum, and CSP 992—Internship are the only courses for which a grade of “Incomplete” is routinely awarded as a part of how the courses are structured. For all other CSP coursework, it is at the discretion of the instructor whether a student who does not complete course requirements within the grading period will be awarded an “Incomplete” as a course grade. A grade of “Incomplete” is not allowed unless circumstances beyond the student’s control result in inability to complete course requirements. It is the student’s responsibility to meet with the instructor of record to determine the requirements necessary to complete the course. If the course is not completed within a year, the “Incomplete” grade will turn to an “F.” In that eventuality, in order to receive credit for the course, the student must reregister for the course, pay tuition, and fulfill the requirements outlined by the instructor of record. At that point, the instructor of record may require the student to attend all class sessions and complete all course requirements to receive credit. If a student does receive a grade of

“Incomplete” in a clinical course, the student may not proceed to the next clinical course in the program sequence until the course requirements are met and the grade of record is a B- or better.

ETHICAL CONDUCT

Academic performance is not the only criterion for graduation. Students are expected to maintain the highest standards of ethical conduct pertaining to academic coursework, professional practice, and research activity as outlined in the *NASP Principles for Professional Ethics* (NASP, 2010). Any breach in ethical conduct, shall be subject to disciplinary action, regardless of the student’s prior or current academic performance (UNK Graduate Catalog).

School Psychology faculty adhere to the ethical guidelines of NASP regarding supervision of students which states:

1. School psychologists who supervise interns are responsible for all professional practices of the supervisees. They assure children and other clients and the profession that the intern is adequately supervised as designated by the practice guidelines and training standards for school psychologists.
2. School psychologists who conduct or administer training programs provide trainees and prospective trainees with accurate information regarding program sponsorships/endorsements/accreditation, goals/objectives, training processes and requirements, and likely outcomes and benefits.
3. School psychologists who are faculty members in colleges or universities or who supervise clinical or field placements apply these ethical principles in all work with school psychology trainees. In addition, they promote the ethical practice of trainees by providing specific and comprehensive instruction, feedback, and mentoring.
4. School psychology faculty members and clinical or field supervisors uphold recognized standards of the profession by providing training related to high quality, responsible, and research-based school psychology services. They provide accurate and objective information in their teaching and training activities; identify any limitations in information; and acknowledge disconfirming data, alternative hypotheses, and explanations.
5. School psychology faculty members and clinical or field supervisors develop and use evaluation practices for trainees that are objective, accurate, and fair.

It is the policy of the Department, pursuant to the ethical guidelines stated above, to refer students with personal and/or mental health issues to the University Counseling Center or other appropriate community resource.

BACKGROUND CHECK POLICY

UNK Counseling and School Psychology students are required to complete a background check process upon entering the program. The purpose of this check is to evaluate the background of students with respect to their ability to work with children and successfully meet certification requirements. Many practicum and internship sites are now requiring that a background check be completed. Candidates will be responsible for completing the on-line process required to initiate the background check: (www.onesourcebackground.com; go to Quick Links at lower right, choose Student Login, select UNK, and then 'Counseling and School Psychology') and pay the background check fee which is currently \$26.75 (fee is subject to change). Payments will be made directly to the vendor.

The background checks MUST be completed upon entry into the program directly following the initial meeting with the advisor and prior to seeing any students or clients for observations, assessments, or counseling sessions. If it has not been completed a delay in the clinical course sequence will result. An additional background check may be requested by the practicum and/or internship sites prior to the start of these field-based experiences.

To complete the background check process, candidates will be asked to access the vendor's website where they will provide information regarding current/previous addresses (for the past 7 years), social security number, birth date, previous names/aliases, driver's license number, telephone number and email address. This data will be electronically stored in a secured server maintained by the vendor. CSP will request the vendor to conduct or "run" the background check. The vendor will then use the data the student has provided to conduct a variety of database searches (listed below). If a student has a copy of a previous background check, it cannot be submitted in lieu of the established UNK CSP student background check. Internship or other placements may also request additional background checks according to their agency, school, or site policies.

The vendor contracted to conduct the UNK Counseling and School Psychology background checks is One Source – The Background Check Company. Many counseling agencies, Nebraska school districts, and state entities also use this vendor to conduct background checks on prospective employees, interns, and student teachers. One Source will be conducting a background check that is similar to those used by non-profit organizations and many K-12 school districts.

Once the database searches are completed, the vendor will forward each background check report to the department coordinator. Students who have violations will be instructed to work with their advisor and licensing division or Teacher Certification Office to resolve any issues that might interfere. Licensure/Certification is the responsibility of the Department of Health and Human Services or Nebraska Department of Education, and while UNK will assist graduates in applying, it is ultimately between the student and DHHS or NDE. The student may have to meet with DHHS licensure officers or NDE certification officers to clarify the situation prior to applying for licensure or certification. Licensure or Certification is NOT necessary for graduation from the UNK Counseling and School Psychology program.

The UNK College of Education screening criteria is determined by the standards set by the Nebraska Department of Education in Rule #20 and #21 and is outlined below. Students who have an offense that may preclude them from receiving a license/certification will be:

- contacted immediately by their UNK Advisor.
- asked to meet with UNK staff to review and discuss the background report.
- referred to the DHHS or NDE for further clarification regarding licensure/certification eligibility.
- required to inform current or future educational placement, determine fitness relative to site's policy and possibly withdraw.

In such incidences, districts/organizations where placement may have previously been arranged will be informed that the student did not meet the UNK requirements for the educational placement. Students who have an offense which would not preclude them from receiving a license but had not previously been reported to the Counseling and School Psychology Department via the Rule #20 and #21 self-disclosure form will be:

- contacted immediately by their UNK Advisor.
- asked to meet with UNK staff to review and discuss the background report.
- referred to the DHHS or NDE office for further clarification regarding licensure/certification eligibility.
- informed that they may a remediation plan and/or face removal from program for withholding necessary information.

Subsequent Violation Following the Background Check

In addition to the required background check, a student in the CSP program must notify their advisor in writing within 48 hours if any of the following events occur:

- Any arrest or citation in lieu of arrest of the student, not including a Class C misdemeanor traffic offense
- Any criminal case filed against the student
- Any criminal conviction, including a Class C misdemeanor traffic offense
- Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)

Failure to notify your advisor of any situation described above within 48-hour time period may result in disciplinary action by the School Psychology or Counselor Education Program Committees, which may include dismissal from the CSP program.

REMEDIATION PLAN

The faculty members on the School Psychology Committee are responsible for the monitoring of student progress within classes and through each student's program of study. Thus, whenever a faculty member has concerns about student attributes of knowledge, skills and/or dispositions; a Remediation Plan is developed and the student is informed. The Remediation Plan will be based on the individual needs of the student. The student, in collaboration with his/her advisor, is responsible for the completion of the remediation plan as outlined.

AFFIRMATIVE ACTION/APPEALS PROCESS

The appeal process concerning general academic matters related to student programs is outlined in the Graduate Catalog. Initially, the appeal may be submitted to the student's advisor. If denied, the appeal may be submitted to the School Psychology Committee. If denied, an appeal may be made to the UNK Graduate Council. Normally, this will be the final appeals body. In all cases, appeals should be made in writing to the appropriate advisor, committee or council. For more information, see the Graduate Catalog. Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures of the college through which the grade was awarded. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor and then the Department through which the course was offered (consult with the Department chairperson). If the matter is not resolved, the student may file an appeal in writing to the UNK Dean of Graduate Studies and Research, who will record the appeal. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. This appeal must be the student's written statement specifying the reason(s) for the appeal, including documentation of coursework pertinent to the course under appeal. Since awarding grades in courses occurs at the individual campus level, the decision of the campus committee on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.

GPA REQUIREMENT

Graduate students are expected to maintain a high standard of work. The following minimal standards should be obtained by all students taking graduate courses at the University of Nebraska at Kearney:

1. In all cases, graduate students shall maintain a GPA of at least a "B" (3.0).
2. Grades below a "C" (2.0) (C- or below) will not apply to a degree program.
3. Individual departments may specify more stringent grade requirements.

The range of acceptable grades for graduate work is any grade at the level of C (2.0) or above. However, should a student's cumulative Grade Point Average (GPA) fall below a 3.0, that student will automatically and immediately be placed on academic probation. Probation provides a one-semester opportunity to bring the GPA up to 3.0 or above. Only by express direction of the department may this probationary term be extended. If an extension is granted, the student will become ineligible for scholarships or assistantships administered by the Graduate Office.

Failure to suitably raise the GPA or to satisfactorily pass a course or courses with acceptable grades while on probation will automatically result in academic suspension. Students on academic suspension will not be allowed to matriculate, and must reapply for admission should they wish to re-enter a graduate program.

GRADUATE STUDENT TERMINATION/APEALS

Failure to suitably raise the GPA or to satisfactorily pass a course or courses with acceptable grades while on probation will automatically result in academic suspension. Students on academic suspension will not be allowed to matriculate, and must reapply for admission should they wish to re-enter a graduate program.

GRIEVANCES

There may be occasions when a student believes her/his academic work or conduct has been unfairly or inadequately evaluated by the faculty. A student has the right to submit a complaint or grievance about any aspect of their program. Usually such differences of opinion can be amicably resolved between the student and instructor. Students are encouraged to discuss concerns with faculty, particularly their faculty chair. Conversations will typically clear up most complaints/grievances. If not, there are procedures established to encourage a satisfactory resolution of academic grievances by a formal procedure.

Please review information regarding appeal of grades policy and procedures located at the following internet link:

<http://aaunk.unk.edu/gradcatalogs/current/ac/acgrappl.asp>

For appeals of general academic matters, review the following internet link:

<http://aaunk.unk.edu/gradcatalogs/current/ac/acappl.asp>

VII. CERTIFICATION

NEBRASKA DEPARTMENT OF EDUCATION (NDE)

School Psychology students must obtain a satisfactory score on the Praxis Core tests to qualify for teacher certification in Nebraska. Upon passing the PRAXIS I – Core Academic Skills for Educators (Reading = 156, Math = 150, Writing = 162), the completion of all coursework, and once offered an internship position within the state of Nebraska, students are eligible to apply for an alternative teaching permit, i.e., one year non-renewable, to be added to a Teaching Certificate issued by the Nebraska Department of Education. Upon graduation, students can apply for full endorsement. Students must obtain a passing score of 147 on the PRAXIS II (School Psychology Test, 5402) in order to become certified in the state of Nebraska. Applications for certification are initiated in Teacher Certification Office (COE Building C128, 308-865-8266).

NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST (NCSP)

Graduates from the UNK School Psychology program will be eligible to apply to become a Nationally Certified School Psychologist (NCSP) provided they receive a passing score of 147 on the PRAXIS II Series Test 5402: School Psychology. The details outlining criteria for the certification as well as the application forms can be found on the NASP website www.nasponline.org/certification/becoming_NCSP.aspx

VIII. COMPREHENSIVE EXAMS

OBJECTIVES

Students are able to integrate standards of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and others.

EXAMINATION PROCESS

In the final spring semester, the student will submit and present three comprehensive case evaluations, two individual and one systems level, that have been developed throughout the internship experience. Via these cases, the student must demonstrate that he or she is able to integrate standards of knowledge and applied professional skills necessary for effective services that result in measurable positive outcomes in each NASP Standard regarding the educational and mental health needs of children and youth (NASP, 2010). These cases will be presented to School Psychology program faculty and peers during the last semester of internship. (see Appendix E for Case Study Rubric)

The second component of the comprehensive exams involves the presentation of student's research. School psychologists must possess the knowledge base, skills, and dispositions necessary to effectively disseminate information to diverse audiences (NASP, 2010). This professional presentation may be made at a national, state, and/or UNK-level Research Symposium.

PRAXIS EXAMS

The Praxis I (Core Academic Skills for Educators) Exam is to be taken by students within the first year of their program, prior to beginning practicum. Students are expected to score at or above the following on the Praxis I Exam:

Reading	156
Mathematics	150
Writing	162

Praxis Core tests include objective response questions, such as single-selection multiple-choice questions, multiple-selection multiple-choice questions, and numeric entry questions. The Praxis Core Writing test also includes two essay sections. The Praxis Core tests are delivered on computer and may be taken either as three separate tests on separate days or as one combined test. Individual scores will be reported for reading, mathematics and writing on both the individual and the combined tests. If you take the Praxis Core tests separately, each session lasts two hours. If you take the combined test, the entire session lasts five hours. Each session includes time for tutorials and the collection of background information.

The Praxis II (Praxis Series Test 5402: School Psychology) Exam is to be taken by students at the end of the second year of their program. Students are expected to score at or above 147 on the PRAXIS School Psychology exam, which is the minimum score is set by NASP for National Certification and NDE for certification in the state of Nebraska. Educational Testing Service (ETS) administers this examination. The School Psychology PRAXIS II is a two-hour and twenty minute multiple choice exam. Students must register for the PRAXIS II exam by April of their practicum year and take the test as needed prior to and during the internship year. Also, students must have their scores reported to the UNK School Psychology program prior to graduation. Additional information is available on this website: <http://www.ets.org/Praxis> Students who do not obtain a score of 147 or better will be required to meet with the school psychology program committee to discuss a possible remediation plan for areas of need identified by their performance on the PRAXIS II exam.

IX. RESEARCH / SCHOLARLY STUDY

Scholarly Study Seminar (CSP 991) is designed to provide background and assistance in the design and formulation of a research project, case study, or program evaluation. Face-to-face class meetings will include presentations on selecting and narrowing topics of study, development of proposal, data collection and analysis, computer applications, and writing the study.

OBJECTIVES

1. To help students formulate their specific research questions for their educational specialist degree scholarly study.
2. To help students design individual research projects for their Scholarly Study proposal.
3. To help students analyze the data from their Scholarly Study proposals.
4. To help students finish writing their Scholarly Studies

IRB TRAINING/CERTIFICATION

UNK has provided a formal guarantee (Assurance of Compliance) to the U.S. Department of Health and Human Services (HHS) that it will follow procedures which will assure the protection of all human subjects involved in research. This guarantee applies to all human subject research conducted by anyone on the premises of any University campus, and to research conducted elsewhere by faculty, students, staff

or other representatives of the University. In order to comply with this assurance, the University of Nebraska has established an institutional committee competent to review research projects that involve human subjects. Under the provisions of the HHS Regulations for Protection of Human Subjects (45 CFR 46), this committee has been designated as the Institutional Review Board (IRB) and consists of representatives from UNK, University of Nebraska Medical Center, University of Nebraska at Omaha, and University of Nebraska-Lincoln. The primary function of the IRB is to assist the investigator in the protection of the rights and welfare of human subjects. The ethical premise upon which the IRB is based is the necessity for others who are independent of the research to share the responsibility for determining the standards for ethical conduct of human subject research. Investigators, however, carry primary responsibility for assuring that research protocols meet the standards established by federal regulations and the IRB. No student research should be undertaken without IRB approval. For further information, contact your advisor or study supervisor.

All researchers and advisors must complete the CITI On-line Training course prior to IRB review. Students are required to complete the CITI On-line Training course during their first semester of CSP 991- Scholarly Study. Once the training is successfully completed, the researcher/advisor will be awarded a completion certificate. The certificate will also go on file with the UNK IRB. The student can then begin to conduct their research study.

More information and forms can be located at the following website:

<http://www.unk.edu/acad/gradstudies/irb/index.php?id=3003>

GRADUATE FACULTY COMMITTEE

Each student will organize a Graduate Committee. This committee is designed to (1) review the Scholarly Study proposal and final presentation and (2) conduct the comprehensive examination prior to completion of the program. The committee consists of the student's advisor and a minimum of two other faculty, one of whom may be from outside of the CSP Department. The advisor acts as a chair of the committee and the other two members are chosen by the student and advisor together. It is the student's responsibility to invite faculty to be on the committee and to have appropriate forms signed and filed in the student's program file. The student is encouraged to consider faculty from other departments who may have a special interest in or knowledge about the student's project.

The student must obtain the Proposed Supervisory Committee form and have all committee members sign it. The form is available on-line at the following website address:

<http://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/ThesisGdlnsFinal08.pdf>

PROCESS FOR COMPLETION

- Define areas of study
- Develop proposal (introduction, method, data analysis, and reference sections)
- Gain approval of the proposal (includes defending the proposal and IRB approval)
- Gather and analyze data
- Submit NASP proposal for presentation
- Complete first draft of the complete study**
- Complete final draft
- Complete oral examination
- Present poster or paper at NASP, NSPA conference or UNK Research Symposium**
- Submit three journal ready manuscripts to graduate office one month prior to graduation

**Students must complete first draft of scholarly study before being allowed to begin an internship.

EVALUATION CRITERIA (PROPOSAL AND COMPLETED STUDY)

The CSP 991 Scholarly Study Syllabus and Student Handbook which contains information regarding the evaluative measures employed throughout the process.

OWNERSHIP OF DATA/AUTHORSHIP OF MANUSCRIPT

The scholarly and professional relationships among students, staff, and faculty shall be characterized by principles of integrity and honesty that reflect credit on themselves, their profession, the Graduate College, the Undergraduate Colleges, and the University of Nebraska at Kearney as a whole.

The prevailing professional standards in the several academic disciplines, where such standards have been formalized, generally constitute acceptable principles governing conduct in the dissemination of material resulting from joint research and writing and artistic efforts. However, the absence of such formalized standards does not relieve individuals from the obligations to conduct themselves ethically and within the following guidelines with regard to professional and ethical behavior.

Misconduct in research, writing, and artistic endeavors is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific, artistic, and academic professional communities. Misconduct includes, but is not limited to, the following four categories of fraud or deviance in professional, artistic, and academic behavior: Falsification of Data; Plagiarism; Abuse of Confidentiality; and Deliberate Violations of Regulations.

Unless otherwise specified in policies established by the University or colleges, or in agreements signed by the parties involved, materials developed exclusively by a student as part of the activities of a course (including thesis or dissertation) are the student's property and their final disposition remains the student's prerogative. Should materials so developed result in publication or other dissemination, the authorship or other credit shall be determined by the student. However, if the course activities were funded by a grant or contract awarded for the work to be performed, then these rights belong to the awardee as noted in the following paragraph.

Unless otherwise specified in policies established by the University or colleges, or stipulated by a grant or contract, data and materials collected or produced by a person while participating in a project funded by a grant or contract shall be the property of, and under the control of, the person(s) to whom the grant or contract was awarded. Should such data or materials result in publication or other dissemination, the authorship or other credit shall be determined by the awardee.

In cases where a grant or contract is awarded to a director of a project, stipulating that substantial work is to be performed by a specified student or staff member, the parties (project director and student, staff, or faculty) may sign a statement assigning rights in a fashion deviating from the above.

Individuals collaborating on research or artistic projects in circumstances not specifically addressed by the above provision are encouraged to discuss, at an early stage, how decisions will be made concerning the use and dissemination of the work, ownership of data and other products of the work, priority in authorship, and other such issues as applicable, and they may wish to formalize their understanding and agreements in writing.

Any claim that these guidelines have been violated should be pursued through the policies and procedures of the Regents of the University of Nebraska, the University of Nebraska at Kearney, the Faculty Senate of the University of Nebraska at Kearney, and such individual college policies and procedures as may apply.

INTERNATIONAL COLLABORATIVE RESEARCH INITIATIVE

The International Collaborative Research (ICR) Initiative has been developed by the School Psychology Graduate Program and the Department of Counseling and School Psychology at the University of Nebraska at Kearney. Its mission is to coordinate/orchestrate the collaboration of research projects between the graduate students and faculty in the UNK College of Education and our international counterparts. This initiative supports the College of Education, Graduate College, and departmental missions and student outcome objectives related to scholarly inquiry and productivity. Moreover, the initiative has enabled us to expand and formalize research with international partners. Partnerships currently exist with Lithuania and Taiwan. (See <http://www.unk.edu/academics/csp/icr.php> for additional information).

X. FINANCIAL AID

Graduate students at UNK are eligible to apply for assistance through the Financial Aid Office at UNK. Requirements regarding qualification for assistance and a description of application procedure are found in the UNK undergraduate catalog, or can be attained at the Financial Aid Office. Scholarships are also available to graduate students. For further information, write or phone the Financial Aid Office, UNK, Kearney, NE 68849, telephone 308-865-8520.

GRADUATE ASSISTANTSHIPS

Graduate assistantships, offered in several departments, provide ten-month stipends and are available on a competitive basis to candidates admitted to a degree program. Tuition waivers of up to 60 hours (excluding internship) are also provided to full time graduate assistants. Office space is often available, as is access to computerized word processing equipment. The graduate assistant will be expected to have a workload of twenty (20) hours per week and enroll full time. Interested students should visit the UNK employment website at <http://unkemployment.unk.edu>. The website will list all open Graduate/Research Assistantships, as well as provide instructions for completing the application process.

The general duties of students assigned to assistantships in School Psychology include assistance with clinical courses, assistance with provision of services to partner schools, preparation of workshops, research assistance and attendance at School Psychology Committee meetings.

See the Graduate Catalog for more information: <http://aaunk.unk.edu/gradcatalogs/current/fi/figa.asp>

SCHOLARSHIPS

The Department of Counseling and School Psychology awards scholarships to students on an annual basis. Graduate students must apply for all scholarships during the month of February. Information and applications are available on the financial aid webpage (http://www.unk.edu/offices/financial_aid/) and must be submitted by March 1st. For additional information on these scholarships, contact the Financial Aid Office (contact information located at the beginning of this section).

XI. FACULTY

FULL-TIME FACULTY- SCHOOL PSYCHOLOGY

Tammi Ohmstede, Ph.D., NCSP, Oklahoma State University, *Associate Professor*, (Graduate Faculty), School Psychology Program Chair. Special Interests: early childhood service delivery, behavioral parent training, parent and teacher consultation, and data-based decision making using a problem-solving approach for children experiencing academic and social behavioral difficulties

Danielle Nguyen, Ed.S., NCSP, University of Nebraska at Kearney, *Graduate Lecturer*. Special Interests: multi-tiered systems of supports, special education law and ethics, collaborative consultation and intervention services.

Jennifer Joy, Ph.D., NCSP, University of Northern Colorado, *Assistant Professor*, (Graduate Faculty), Special Interests: preschool social competence and school readiness, play based assessment and intervention, behavioral assessment, consultation and intervention, early literacy, and mindfulness.

FULL-TIME FACULTY- COUNSELOR EDUCATION

David D. Hof, Ed.D., LMHP, LIMHP, LPC, University of South Dakota, *Professor*, (Graduate Faculty). Special Interests: Career Counseling, Accreditation Process, Counseling High Risk Adolescents, Sex Offender Counseling.

Grace Mims, Ph.D., LPC-SD, LMFT-SD, NCC, ACS, Southern Illinois University at Carbondale, *Professor*, (Graduate Faculty), Counseling and School Psychology Department Chair. Special Interests: Group, Family and Multi-Cultural Counseling, Ethics.

Matthew Mims, Ed.D., LPC-SD, NCC, University of South Dakota, *Associate Professor* (Graduate Faculty), Counselor Education Program Chair. Special Interests: Multi-Cultural Issues, Acculturation of Immigrants, Sexuality Issues, Corrective Feedback.

Doug Tillman, Ed.D., University of South Dakota, *Assistant Professor*. Spirituality, Theories of Counseling, Clinical, Multicultural Counseling, and Group Counseling

Tina Chasek, Ed.D., University of South Dakota, *Assistant Professor*. Addiction Counseling, Research Design, Statistics, and Clinical Supervision.

Marissa Fye, (ABD), Kent State University, *Assistant Professor*, School Counseling Coordinator.

ADJUNCT FACULTY

Max McFarland, Ed.D., NCSP, University of South Dakota, *Professor Emeritus*. Experience: School Psychology Program Graduate Faculty; School Psychologist (birth – 21 years)

Anne Marie Stott, Ed.S., NCSP, University of Nebraska-Kearney, *Clinical Faculty*. Experience: School Psychologist (birth – 21 years); Guidance Counselor (K – 3rd grade).

Theresa McFarland, Ed.S., NCSP, University of Nebraska- Kearney, *Clinical Faculty*. Experience: School Psychologist (birth – 21 years); Special Education Director; Speech-Language Pathologist; Special Education Teacher.

Jody Lieske, Ph.D., University of Nebraska – Lincoln, *Clinical Faculty*. Experience: Licensed Psychologist (specializing in children and adolescents in primary care setting).

Angie Kovarik, Ed.S., NCSP, University of Nebraska-Kearney, *Clinical Faculty*. Experience: School Psychologist (birth – 21 years); Guidance Counselor (K – 3rd grade).

XII. AFFILIATED PROFESSIONAL AND STUDENT ORGANIZATIONS

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP)

Membership in NASP provides opportunities for professional and career enhancement. Networking with school psychologists from across the nation, conventions providing professional development, employment opportunities, and more are offered through NASP membership. Student rates are available. Students are required to join this organization. www.nasponline.org

NEBRASKA SCHOOL PSYCHOLOGISTS ASSOCIATION (NSPA)

This organization, like NASP, offers many growth opportunities for the student of school psychology. It addresses many issues at the state and national level and operates as an advocate of school psychologists in this state. Student rates for membership are reasonable. Students are required to join this organization. <http://www.nspaonline.org/>

GRADUATE ASSOCIATION OF SCHOOL PSYCHOLOGY (GrASP)

The objective of this organization is to create an informative, educational, and social atmosphere for graduate students in the school psychology program at UNK. The intent of this association is to establish mentors for the incoming students and support for all members; to facilitate national and state organizational memberships; to encourage professional development and to support camaraderie among school psychology students. Students are required to join this organization. <http://www.unk.edu/academics/csp/grasp.php>

INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION (ISPA)

The major aims of this Association are to: (1) promote the use of sound psychological principles within the context of education all over the world; (2) promote communication between professionals who are committed to the improvement of the mental health of children in the world's schools; (3) encourage the use of School Psychologists in countries where they are not currently being used; (4) promote the psychological rights of all children all over the world; and (5) initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children and families. Students are required to join this association during the second year of their program. <http://www.ispaweb.org/>

APPENDIX A: PARTNER SCHOOLS

The UNK School Psychology proactively seeks professional partnerships with entities throughout Nebraska. Such affiliations allow for an exchange of ideas and experiences between UNK School Psychologists in training and community educators, practitioners, and other community organizations. Beginning in your first semester, and throughout your program of study, you will have the opportunity to participate in a myriad of field-based experiences, e.g., DIBELS/AIMSweb assessment, progress monitoring, teacher training, interventions development and implementation, program evaluation. You will also participate in on-going field experiences during your practicum and internship courses (see Appendices B and C, respectively).

**Please note: Field experiences outside the scope of Practica and Internship may count for CPD hours

DEMOGRAPHICS/ EXPERIENCES OFFERED

The following is a partial list of partnership sites that the UNK School Psychology Program/students have assisted:

School	Location	Grades/Populations Served	Services Provided
Lexington Public Schools	Lexington NE	PreK-5 84% minority populations, including Latino and Sudanese. 77% free and reduced lunch	DIBELS benchmark assessment & monitoring Summer School Program Evaluation Consultation Early Learning Academy Screening & Consultation Collaborative Research Memorandum or Agreement
Shelton Elementary School	Shelton NE	K-4 77% white 42% free and reduced lunch	DIBELS benchmark assessment
Amherst Public Schools	Amherst NE	K-12 96% white 33% free and reduced lunch	DIBELS benchmark assessment Teacher Development and Training Consultation Curriculum Evaluation
Minden Public Schools	Minden NE	K-5 90% white 47% free and reduced lunch	AIMSweb benchmarking assessment Teacher Training & Consultation Curriculum Evaluation
Gibbon Public Schools	Gibbon, NE	K-6 55% white 54% free and reduced lunch	DIBELS benchmark assessment & progress monitoring
Wood River Public Schools	Wood River, NE	K-12 73% white 56% free and reduced lunch	Social Emotional Programming

APPENDIX B: PRACTICA

OVERVIEW OF CSP 921 - SCHOOL PSYCHOLOGY INTERVENTIONS PRACTICUM

CSP 921 addresses cognitive/academic/behavioral/social-emotional/mental health interventions at the individual and system levels. This practicum is six credit hours. Three credit hours are taken in the fall and the subsequent three credit hours are taken the following spring semester. Pre-requisites for CSP 921—School Psychology Interventions Practicum—include having taken CSP 855-Techniques of Counseling, CSP 905 – Behavioral Problem Solving Assessment, and CSP 957 – Problem Solving Consultation. Students will need to have earned a grade of B- or better in these courses, a grade of C+ or lower will necessitate that the student re-take the pre-requisite course prior to being allowed to register for CSP 921.

OVERVIEW OF CSP 922- PROBLEM SOLVING ASSESSMENT PRACTICUM

In CSP 922, students develop skills in diagnostic testing, ecological psychoeducational evaluation, survey-level benchmark assessments, team problem solving, and leading student-centered team meetings. This practicum is six credit hours. Three credit hours are taken in the fall and the subsequent three credit hours are taken the following spring semester. Pre-requisites for CSP 922-Problem Solving Assessment Practicum include the following, CSP 907—Academic Problem Solving Assessment and CSP 920—Cognitive Problem Solving Assessment. Students must earn a grade of B- or better in these courses, a grade of C+ or lower will necessitate that the student re-take the course(s) prior to being allowed to register for CSP 922.

APPLICATION

Students are expected to make application one semester prior to when they wish to begin their practicum experience. Practicum students will identify their areas of interest as well as intended goals during the application process. The completed application is forwarded to the UNK Practicum Supervisor who then makes the necessary arrangements. Students will be notified of their practicum placements. (See pg. 41) In most cases, students complete CSP 921 and CSP 922 simultaneously. (See p. 40 for application) Upon assignment to the practicum site, the student will collaborate with the site supervisor(s) to solidify his/her short-term and long-term goals regarding the internship experience. These are subject to approval by the university supervisor as well as field-based administration.

PRACTICUM CONTRACT

Students will complete a contract that outlines their intentions regarding schedules, obligations, professional conduct and desired outcomes. They will obtain signatures from their site supervisors prior to submitting the contract to the university supervisor. (See p. 39 for contract)

FIELD SITES/PARTNER SCHOOLS

Practicum Placements (2014-2017)

2016-2017

Minden Public Schools	Minden, NE
Lexington Public Schools	Lexington, NE
Educational Service Unit (ESU) #1	Wakefield, NE
Educational Service Unit (ESU) #10	Kearney, NE
Educational Service Unit (ESU) #11	Holdrege, NE
Kearney Public Schools	Kearney, NE
Central NE Support Services Program	Grand Island, NE

2015-2016

Minden Public Schools	Minden, NE
Educational Service Unity (ESU) #10	Kearney, NE
Educational Service Unit (ESU) #11	Holdrege, NE
Kearney Public Schools	Kearney, NE
Educational Service Unit 7	Columbus, NE
Central NE Support Services Program	Grand Island, NE
Sandhills Educational Services	Broken Bow, NE
Lincoln Public Schools	Lincoln, NE
Papillion La-Vista Public Schools	Papillion, NE
Millard Public Schools	Millard, NE

2014-2015

Minden Public Schools	Minden, NE
Lexington Public Schools	Lexington, NE
Gothenburg Public Schools	Gothenburg, NE
Educational Service Unity (ESU) #10	Kearney, NE
Educational Service Unit (ESU) #11	Holdrege, NE
Kearney Public Schools	Kearney, NE
Educational Service Unit (ESU) #9	Hastings, NE
Hastings Public Schools	Hastings, NE
Central NE Support Services Program	Grand Island, NE
Lincoln Public Schools	Lincoln, NE

SUPERVISION

Each CSP 921 and 922 practicum student is assigned to a site-based supervisor who holds a valid NDE certificate as a school psychologist or, in a non-school setting, is a licensed psychologist or licensed social worker. All sites and supervisors must be cleared by the faculty (practicum and program coordinators). The site supervisor provides one hour of planned, face-to-face, individualized supervision each week. Site supervisors model professional activities and also directly observe the practicum student in the school setting, providing feedback and suggestions for improvement. Practicum students attend and meet with the university faculty and peers for group supervision and feedback during the scheduled practicum class on a weekly basis.

Documenting Supervision: Supervision must be documented in the student’s weekly time log. On-site supervision should be scheduled, face-to-face, and individualized. All records, official forms, reports, case notes, and work completed by the practicum student must also be signed by the supervising school psychologist.

Site-Based Supervisor’s Evaluation of Student Performance: Supervisors of practicum students will complete a formal evaluation (see p. 56) at the end of Fall and Spring semesters to document student progress, however if problems or difficulties arise during the semester, the supervisor will communicate concerns with the designated UNK faculty supervisor teaching practicum. If the supervisor has concerns regarding the student s/he should discuss the problem with the practicum student or intern, specifying expectations, then call the university supervisor to discuss the issue and develop appropriate remedial measures. In addition to the formal Fall and Spring evaluations, practicum students are also evaluated by the university-based practicum faculty during Spring term as they complete their final course work and assignments prior to internship.

Field-based supervisors are responsible to double-check the scoring on all practicum student protocols. It is essential that the supervisor co-signs all written reports, case notes, paperwork provided to the parent, and any paperwork that becomes a part of the school’s permanent records. The supervision time each week is an ideal time to accomplish these supervisory tasks.

Students should be introduced and referred to as the “School Psychology Practicum Student.” This should be clearly indicated on all of the student’s work (reports, case notes, and other papers the student signs).

PRACTICUM TIME LOG

Students maintain a time log documenting their daily activities. The site supervisors review and sign weekly time logs; the time logs are reviewed by the university supervisor as needed and at the end of each semester. During each week of practicum, students should average 2 full days within the school setting (i.e. 400 hours over the academic year).

OUTCOMES

Student progress in Practicum is measured in multiple ways, i.e., course-specific objectives (see pg.41) as well as supervisor evaluations of professional knowledge, skills, and dispositions (see pg. 58)

The following objectives reflect those of CSP 921 and CSP 922; some overlap will occur do to the nature of individual cases:

Program Competency <i>(NASP Standard; COE Desired Outcomes)</i>	PRACTICUM OBJECTIVES
Data-based decision making and accountability <i>(NASP 2; COE 1, 5, 6; ISPA 2.1)</i>	<p>Plan psychosocial/psychoeducational evaluations around the referral concerns</p> <ul style="list-style-type: none"> ◊ Review student cumulative folder ◊ Review results of any previous evaluations for consistency with current concerns, prior services, progress made ◊ Thoroughly review information on request for assistance form(s) ◊ Conduct interviews with teachers, parents and others as appropriate to clarify concerns ◊ Develop hypothesis and determine if other areas of concerns should be addressed <p>Use assessment methods other than standardized tests</p> <ul style="list-style-type: none"> ◊ Conduct systematic observations of student ◊ Employ structured, semi-structured and informal interviewing techniques with students, teachers, and parents ◊ Employ direct assessment of academic skills and behavioral performance (e.g., CBA work samples, FBA)
Data-based decision making and accountability <i>(continued)</i>	<p>Demonstrate proficiency in test administration consistent with levels of training</p> <ul style="list-style-type: none"> ◊ Become familiar with each test before administration ◊ Read manual, review protocol, determine what the test purports to assess ◊ Establish adequate rapport and determine that the student is prepared mentally and physically for the assessment ◊ Follow standardized administrative format ◊ Demonstrate appropriate fluency with test administration <p>Develop appropriate scoring and interpretation skills</p> <ul style="list-style-type: none"> ◊ Demonstrate accurate scoring and interpretation of test data in relation to referral problem and environmental factors ◊ Analyze and synthesize information from all multidisciplinary team members in order to integrate data for meaningful interpretation ◊ Demonstrate accurate analyses and interpretation of score profiles
Consultation and collaboration <i>(NASP 3; COE 2, 3, 4, 9; ISPA 5.1, 5.2, 5.3)</i> Home/School/Community collaboration <i>(NASP 6; COE 3, 7; ISPA 2.4)</i>	<p>Demonstrate appropriate social, interpersonal, and collaborative skills</p> <ul style="list-style-type: none"> ◊ Establish rapport and communicate effectively with other professionals, students, families and caregivers ◊ Communicate effectively with university and site supervisors and administrators ◊ Demonstrate appropriate listening skills and interpretation of nonverbal communication ◊ Communicate at appropriate level (avoids jargon when inappropriate) ◊ Be cognizant and tolerant of social and environmental contexts ◊ Demonstrate sensitivity to the needs of others ◊ Seek assistance at appropriate times and in appropriate ways ◊ Demonstrates flexibility and adaptiveness to a wide variety of situations ◊ Show receptivity to feedback regarding interpersonal skills ◊ Demonstrate confidence as a professional in working with others ◊ Engage in behaviors that promote collaboration with educators and parents
Consultation and collaboration Home/School/Community collaboration <i>(continued)</i>	<p>Develop participation and leadership skills for Student-focused team meetings, parent conferences, and IEP meetings</p> <ul style="list-style-type: none"> ◊ Be cognizant of intended audience and uses appropriate language ◊ Actively observe/note the function of the school psychologists as a professional and team member ◊ Participate collaboratively during SAT, IEP, team meetings and parent conferences as appropriate <p>Demonstrate the ability to write psychological and psychoeducational reports</p> <ul style="list-style-type: none"> ◊ Describe all instruments in a coherent manner, stating their purpose and average range

	<p>of scores</p> <ul style="list-style-type: none"> ◇ Present and explain assessment results/interpretation in a manner that is understandable to the intended audience ◇ Include only pertinent information <p>Demonstrate consultation skills appropriate to the level of training and experience</p> <ul style="list-style-type: none"> ◇ Facilitate problem identification in individual and team consultation ◇ Assist in identification of baseline and data collection procedures ◇ Demonstrate knowledge and skills in problem analysis leading to intervention design ◇ Demonstrate knowledge of potentially effective interventions to address identified concerns ◇ Recognize and respond to resistance ◇ Maintain contact with and support consultees during intervention implementation as appropriate
<p>Effective instruction and the development of cognitive/academic skills (NASP 4.1; COE 1, 4, 5, 6; ISPA 1.1, 1.3)</p> <p>Socialization and development of life skills (NASP 4.2; COE 2, 3, 4, 6; ISPA 1.2)</p>	<p>Demonstrate understanding of critical instructional elements</p> <ul style="list-style-type: none"> ◇ Become familiar with educational standards and curricula at various stages and educational performance levels ◇ Recognize elements in instructional environments that facilitate and impede learning <p>Fully participate in the referral to intervention process for students experiencing difficulties with cognitive or academic functioning, socialization, or life skills</p> <ul style="list-style-type: none"> ◇ Obtain copies of, reads and applies federal, state, and local guidelines and forms ◇ Become familiar through participant observation with all special education, remedial and alternative services within the school and district ◇ Participate in SAT team functioning at the referral, ongoing coordination of the evaluation, intervention design and implementation and decision making stages ◇ Demonstrate knowledge of evidence-based interventions and program evaluation techniques ◇ Design intervention appropriate for referral problem and context ◇ Provide supports for implementation of indirect interventions ◇ Use objective measurement techniques to monitor interventions ◇ Use data effectively to evaluate interventions and modify as necessary
<p>Student diversity in development and learning (NASP 7; COE 1, 5, 6; ISPA 3.1, 3.2)</p>	<p>Gain experience with a wide variety of students and their concerns</p> <ul style="list-style-type: none"> ◇ Work with children from a variety of racial, ethnic, cultural, and socioeconomic groups ◇ Work with children of different age groups and with a broad range of educational abilities ◇ Engage in a variety of types of psychological services <p>Demonstrate awareness and sensitivity to individual differences</p> <ul style="list-style-type: none"> ◇ Identify ways that children's backgrounds, characteristics and experiences may affect performance ◇ Demonstrate sensitivity to individual and family differences in interactions ◇ Demonstrate inclusive language and actions in interactions with colleagues, children, and families ◇ Consider diversity issues in planning and conducting assessments and interventions
<p>School and system organization, policy development, and climate (NASP 5.1; COE 1, 2, 4, 7; ISPA 2.3)</p>	<p>Demonstrate knowledge of and adherence to the model, philosophy and guidelines of the agency/school setting in which the practicum is being completed</p> <ul style="list-style-type: none"> ◇ Demonstrate introductory level knowledge about the operations, schedule and policies of the agency in which the practicum is being completed ◇ Adhere to policies and procedures of practicum setting ◇ Identify systematic factors that relate to service delivery and instruction ◇ Demonstrate awareness of factors in leading and managing change <p>Demonstrate knowledge of organizational climate</p> <ul style="list-style-type: none"> ◇ Identify factors associated with organizational climate ◇ Observe variables in practicum setting that are indicative of organizational climate

<p><i>Prevention, crisis intervention, and mental health</i> (NASP 5.2; COE 2, 3, 4, 9; ISPA 2.2)</p>	<p>Demonstrate knowledge of preventive processes and programs</p> <ul style="list-style-type: none"> ◇ Participate in building level intervention teams to solve student and classwide concerns ◇ Demonstrate familiarity with district and school policies and norms for supporting staff at the “pre-referral” level ◇ Gain experience in identifying primary and secondary prevention programs for various student concerns <p>Develop applied experience with crisis prevention and management</p> <ul style="list-style-type: none"> ◇ Review district/agency crisis plans ◇ Debrief crisis management process with supervisor ◇ Become familiar with crisis prevention programs <p>Develop applied experience with mental health services in schools</p> <ul style="list-style-type: none"> ◇ Demonstrate appropriate understanding of typical versus atypical behaviors for students at various ages ◇ Demonstrate knowledge of evidence-based interventions for various child disorders and concerns ◇ Demonstrate ability to implement, facilitate and evaluate evidence-based interventions for various child disorders and concerns ◇ Demonstrate familiarity with guidelines for referral to outside agencies ◇ Maintain accurate, thorough and professional records in an ethical and confidential manner
<p><i>Research and program evaluation</i> (NASP 8.1; COE 5, 7, 8; ISPA 6.1, 6.2)</p>	<p>Apply statistical principles in conducting assessments and evaluations</p> <ul style="list-style-type: none"> ◇ Accurately interpret and summarize data from assessments and observations ◇ Use objective measurement techniques to monitor interventions <p>Demonstrate basic understanding of program evaluation</p> <ul style="list-style-type: none"> ◇ Review existing program evaluation reports in school or agency setting ◇ Develop understanding of program evaluation techniques
<p><i>School Psychology practice and development</i> (NASP 8.2; COE 1, 5, 6; ISPA 4.1, 4.2, 4.3)</p> <p><i>School Psychology practice and development</i> (continued)</p>	<p>Show appropriate development of professional identity as a school psychologist</p> <ul style="list-style-type: none"> ◇ Demonstrate awareness of and commitment to comprehensive service delivery ◇ Participate in local, regional, and national professional organizations ◇ Demonstrate active interest in learning new approaches, techniques, and procedures ◇ Demonstrate commitment to expansion and development of professional skills during practicum <p>Develop a working knowledge and application of professional ethical standards and conduct as set forth in the principles for professional ethics (NASP)</p> <ul style="list-style-type: none"> ◇ Maintain as primary goal success and promotion of quality of life for students, families, and school personnel ◇ Communicate priority of protecting the rights and welfare of students as appropriate ◇ Recognize the strengths and limitations of training and experience, plan for experiences when appropriate, ask for information and assistance when necessary and refrain from engaging in inappropriate activities ◇ Show respect and tolerance for all aspects of diversity/individual differences in professional decision making ◇ Maintain responsibility for own professional and ethical standards and follow recommended procedures when conflict occurs; try to solve problems informally when possible ◇ Provide appropriate informed consent/assent with students and families\ ◇ Maintain confidentiality of student information when appropriate ◇ Collaborate respectfully with other professionals and refers to others for services outside range of competencies
<p><i>School Psychology practice and development</i></p>	<p>Demonstrate appropriate personal temperament interpersonal skills, and professional behavior</p> <ul style="list-style-type: none"> ◇ Demonstrate stable social/emotional functioning in regard to professional practice

<i>(continued)</i>	<ul style="list-style-type: none"> ◇ Handle frustration and ambiguity appropriately ◇ Be reliable and punctual in meeting deadlines and completing tasks ◇ Dress professionally as appropriate to the setting demands ◇ Show adequate organizational, planning and record keeping skills for workload and expectations ◇ Demonstrate respect and genuine concern for others ◇ Seek assistance when appropriate
<p><i>Information technology</i> <i>(NASP 8.2; COE 9, 10; ISPA 4.1, 4.2, 4.3)</i></p>	<p>Demonstrate proficiency in personal and professional use of technology</p> <ul style="list-style-type: none"> ◇ Use e-mail with appropriate facility, frequency, and decorum ◇ Use computer scoring software with accuracy ◇ Use word processing programs for writing reports ◇ Produce and use templates to facilitate report writing ◇ Create spreadsheet applications for data management ◇ Employ graphing programs to produce graphic displays of data ◇ Demonstrate familiarity with computer search strategies ◇ Use WWW and electronic databases to locate data-based information ◇ Demonstrate ability to evaluate web based sources

Application for Field-Based Experience in School Psychology

CSP 921 Practicum CSP 922 Practicum CSP 899P (Special Topics)

Requested Semester/Year: Fall ____ Spring ____ Summer ____

Date of Application: ____ / ____ / ____

Application for all experiences **should be submitted to the Practicum Supervisor by midsemester prior** to the semester for which the experience is requested. **A current background check is mandatory and should be completed at the time application is made**

(Please print or type)

STUDENT'S

NAME: _____

ADDRESS: _____ PHONE: _____

UNIVERSITY

SUPERVISOR: _____

REQUESTED

LOCATION: _____

REQUESTED GRADE/AGE

LEVEL: _____

GOAL AREAS FOR PRACTICUM (List areas you would like to develop through practicum experience in order of preference; e.g., first priority number as 1)

Assessment

Cognitive
 Achievement
 Social/Emotional
 Functional/Behavioral
 Curriculum-Based

Intervention

Academic
 Individual Counseling
 Group Skills
 Behavioral
 Mental Health
 Prevention

Consultation

Teacher
 Parent
 Community
 Training/in-service

SPECIAL CONSIDERATIONS (Please note any additional interest areas or constraints)

Clinic or school setting:

Population characteristics:

Distance/transportation:

Days Available (must be full days or two half-days):

SPECIFIC GOALS (Please list further criteria you would like considered in your placement):

Prior Experience (Please indicate skills you will bring to this site in terms of previous practica, clinical work, employment, professional experience, volunteer experience, course work, and personal traits such as bilingual skills)

STUDENT'S SIGNATURE

UNIVERSITY SUPERVISOR

FOR USE BY UNIVERSITY

NAME OF ASSIGNED SCHOOL/AGENCY

NAME OF ON-SITE SUPERVISOR

GRADE/LEVEL(S) ASSIGNED

NAME OF ON-SITE SUPERVISOR

SIGNATURE OF SCHOOL OFFICIAL

4. Interviewing/Consultation/Observational data-gathering (including informal and systematic observations).
5. The facilitation of multidisciplinary (MDT) meetings and/or consultation opportunities, e.g., SAT, RTI, etc.
6. The delivery of empirically-based primary, secondary, and tertiary prevention/intervention services.
7. The delivery of empirically-based mental health services, to include individual, small group, and classroom-based counseling.
8. Crisis prevention and response procedures (e.g., PREPaRE).

I will maintain a log of my experiences to be reviewed by my on-site and university-based supervisors. During and at the end of the semester, I will be evaluated by my site and university supervisors relative to my attendance, active participation, and demonstration of increased knowledge and professional skills.

My University supervisor(s) will meet with me a minimum of one time per week. (List name and contact information):

Name: _____

Phone: _____

E-Mail: _____

My Site supervisor(s) will meet with me one day each week at the site. (List name and contact information):

Name: _____

Phone: _____

E-Mail: _____

Finally, my signature attests to my commitment to the ethical and professional standards that guide the practice of School Psychology, as outlined by the National Association of School Psychologists (NASP). I understand that the work I perform on my practicum site is of a confidential nature and is not to be discussed outside of the parameters of the practicum site and university.

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Site Principal: _____ Date: _____

UNK Supervisor: _____ Date: _____

Your signature authorizing acceptance of this student also will acknowledge that the institution(s) to which the student is assigned for placement is in full compliance with the Civil Rights Act and does not discriminate on the basis of sex, race, creed, national origin or handicapped condition.

**The original of this document will be returned to the University supervisor; the practicum student will deliver a copy to the Site supervisor.*

PRACTICUM SITE ACTIVITIES

CSP 921 Interventions Practicum:

- Develop and/or deliver classroom intervention/guidance activities (facilitate or co-facilitate with school psychologist or school counselor)
- Engage in problem solving collaborative consultations regarding individual and/or classwide concerns
- Attend and engage in building-level response to intervention meetings
- Assist with activities involved with gathering information to complete functional behavioral and functional academic assessments
- Complete a minimum of one Functional Behavioral Assessment (baseline to progress monitoring)
- Complete a minimum of one Functional Academic Assessment (baseline to progress monitoring)
- Develop, implement and evaluate individual behavioral and academic intervention plans
- Develop, implement and evaluate small group academic intervention plans
- Develop, implement and evaluate small group behavioral/social psychoeducational groups
- Design and implement activities in recognition of National School Psychology Awareness Week
- Successfully complete evidence-based crisis prevention and intervention training curriculum, i.e., PREPaRE; and/or
- Other intervention activities as determined by the on-site and/or university supervisor

CSP 922 Assessment Practicum:

- Complete three-year re-evaluation(s) and write results up in a psychoeducational report
- Complete initial evaluation(s) to determine student eligibility for special educational services; a psychoeducational report will be written
- Complete classwide screening for behavior, reading, or math problems (with planned follow-up)
- Engage in problem-centered collaborative consultation(s) regarding individual or classwide concerns
- Attend student-focused team meeting(s)
- Serve as primary facilitator of MDT(s)
- Develop and conduct staff development presentation appropriate to practicum site (may be offered at alternative location if unable to present at practicum site)
- Demonstrate knowledge and skills regarding AIMSweb (including data entry and analysis, generating reports, and interpreting results)
- Demonstrate proficiency with Nebraska School Districts Student Record System (SRS); and/or
- Other assessment activities as determined by the on-site and/or university supervisor

Note: the above list outlines the general expectations for the practicum student; see course syllabus for more detailed information. Additionally, the above list is subject to change upon recommendation of site and/or university supervisors.

**University of Nebraska at Kearney
School Psychology Program
Evaluation of the Efficacy of School Psychology Practicum Services**

School Psychology Practicum Student: _____

School Psychologist Practicum Supervisor: _____

Date: _____

The goal of the practicum experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal levels of competence to emerging to a level of competence necessary to be successful on internship.

Please rate overall level of student knowledge and skills in delivery of school psychological services according to the following definitions for the rating scale below:

Scoring Guide:

1 = **Does not demonstrate competence**: Student does not demonstrate the basic behaviors or steps associated with the skill or the student demonstrates the skill at a level that is ineffective for the student/condition.

2 = **Demonstrates minimal competence**: Student demonstrates the skill at a very basic level, but a significant level of supervision is necessary in order for the skill to be effective.

3 = **Demonstrates emerging competence**: Student demonstrates all aspects of the skill. The skill would be effective at a minimal level without supervision. Supervision is required to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill.

NASP Standard 2: Data Based Decision Making and Accountability

		Importance	Performance Fall	Performance Spring
1.	Uses appropriate multiple methods for gathering data and diagnostic information (i.e., interviews, observations, formal testing, etc.) and gathers data across multiple settings (i.e., classroom, home, etc.) and from several sources (i.e., teachers, parents, peers)	1 2 3	1 2 3	1 2 3
2.	Makes recommendations that follow logically from the assessment results and benefit students' educational needs.	1 2 3	1 2 3	1 2 3
3.	Follows up to see if recommendations are effective.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 3: Interpersonal Consultation and Collaboration

		Importance	Performance Fall	Performance Spring
1.	Encourages and facilitates participation in team meetings by using appropriate communication skills and valuing and respecting input from parents, teachers, and other team members.	1 2 3	1 2 3	1 2 3
2.	Establishes effective collaborative relationships with parents, teachers, and other school personnel	1 2 3	1 2 3	1 2 3
3.	Assists individuals, families, groups and systems in developing, implementing and evaluating services and programs.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 4a: Effective Instruction and Development of Cognitive/Academic Skills

		Importance	Performance Fall	Performance Spring
1.	Recognizes individual learning styles as well as biological, cultural, and social influences on cognitive/academic performance.	1 2 3	1 2 3	1 2 3
2.	Is knowledgeable about different evidenced-based academic instructional and intervention strategies.	1 2 3	1 2 3	1 2 3
3.	Demonstrates skills in utilizing data to monitor progress and the effectiveness of cognitive/academic interventions.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 4b: Socialization and Development of Life Competencies

		Importance	Performance Fall	Performance Spring
1.	Recognizes individual learning styles as well as biological, cultural, and social influences on behavioral and social/emotional functioning.	1 2 3	1 2 3	1 2 3
2.	Is knowledgeable about different evidenced-based behavioral intervention strategies.	1 2 3	1 2 3	1 2 3
3.	Demonstrates skills in utilizing data to monitor progress and the effectiveness of behavioral interventions.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 5a: School Structure, Organization, and Climate

		Importance	Performance Fall	Performance Spring
1.	Demonstrates awareness and understanding of the organization and operation of the school system.	1 2 3	1 2 3	1 2 3
2.	Familiar with district and community resources to assist students and families.	1 2 3	1 2 3	1 2 3
3.	Knowledgeable about district assets and limitations related to effective and supportive learning environments for children.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 5b: Prevention, Wellness Promotion, and Crisis Intervention

		Importance	Performance Fall	Performance Spring
1.	Demonstrates awareness and understanding of district crisis prevention and intervention plan related to crisis intervention at all three levels (primary, secondary, tertiary)	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 6: Home/School/Community Collaboration

		Importance	Performance Fall	Performance Spring
1.	Involves parents and families in meetings, curricula development, problem solving, and development of intervention strategies.	1 2 3	1 2 3	1 2 3
2.	Recognizes family-identified needs and resources as being important and considered within the decision-making process.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 7: Student Diversity in Development and Learning

		Importance	Performance Fall	Performance Spring
1.	Provides a nonjudgmental, non-threatening environment for all students, parents and teachers.	1 2 3	1 2 3	1 2 3
2.	Demonstrates skills to provide school psychological services that promote effective functioning for all children, families and schools with diverse characteristics (i.e. cultural, ethnicity, language, socioeconomic status, etc.)	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 8a: Research and Program Evaluation

		Importance	Performance Fall	Performance Spring
1.	Demonstrates skills to evaluate and apply research as a foundation for service delivery.	1 2 3	1 2 3	1 2 3
2.	Effectively designs n=1 or multiple baseline research to determine efficacy of interventions.	1 2 3	1 2 3	1 2 3
3.	Understands measurement and statistics in sufficient depth to evaluate assessment measures and evidence-based intervention practices.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 8b: Legal & Ethical Practice for Professional Development

		Importance	Performance Fall	Performance Spring
1.	Is knowledgeable of and practices in accordance with appropriate ethical and professional standards (i.e., NASP Standards for Provision of School Psychological Services, NASP Code of Ethics, etc.)	1 2 3	1 2 3	1 2 3
2.	Is knowledgeable of and practices in accordance with IDEA	1 2 3	1 2 3	1 2 3
3.	Is knowledgeable of and practices in accordance with Section 504	1 2 3	1 2 3	1 2 3
4.	Is knowledgeable of and practices in accordance with FERPA	1 2 3	1 2 3	1 2 3
5.	Is knowledgeable of and practices in accordance with state legal standards.	1 2 3	1 2 3	1 2 3
6.	Is knowledgeable of and practices in accordance with appropriate ethical and professional standards as they pertain to culturally diverse populations.	1 2 3	1 2 3	1 2 3

Comments: _____

School Psychology Practicum Student Signature: _____

Field Supervisor Signature: _____

STUDENT EVALUATION – PROFESSIONAL CONDUCT
(DISPOSITIONS)

Student Name: _____

Date: _____

Evaluator Name: _____

Check One:

CSP Faculty Supervisor Teacher Parent Other _____

Scoring Guide: Rate the Student using the following scale

1 = Positive Disposition: Not Evident

2 = Satisfactory

3 = Positive Disposition: Highly Evident

<u>Disposition</u>	<u>Performance</u> <u>Fall</u>			<u>Performance</u> <u>Spring</u>		
	1	2	3	1	2	3
1. Social awareness of own behavior	1	2	3	1	2	3
2. Warm and friendly	1	2	3	1	2	3
3. Asks for more information	1	2	3	1	2	3
4. Creatively brainstorms and invents options	1	2	3	1	2	3
5. Provides constructive feedback	1	2	3	1	2	3
6. Invites others to talk	1	2	3	1	2	3
7. Willing to build on the previous ideas of others	1	2	3	1	2	3
8. Assertive, not aggressive	1	2	3	1	2	3
9. Intent to understand	1	2	3	1	2	3
10. Responds to support rather than solve	1	2	3	1	2	3
11. Awareness of feelings of others	1	2	3	1	2	3
12. Reflects feelings of others	1	2	3	1	2	3
13. Displays a sincere interest in people	1	2	3	1	2	3
14. Willing to consider/take multiple perspectives	1	2	3	1	2	3
15. Open and can suspend judgment	1	2	3	1	2	3
16. Engages in conversation	1	2	3	1	2	3
17. Listens to others	1	2	3	1	2	3

<u>Disposition</u>	<u>Performance</u>			<u>Performance</u>		
	<u>Fall</u>			<u>Spring</u>		
18. Sensitive to values of others	1	2	3	1	2	3
19. Punctual	1	2	3	1	2	3
20. Professional presentation of self	1	2	3	1	2	3
21. Effective communication skills	1	2	3	1	2	3
22. Effective interpersonal relations	1	2	3	1	2	3
23. Ethical responsibility	1	2	3	1	2	3
24. Respect for human diversity	1	2	3	1	2	3
25. Adaptability	1	2	3	1	2	3
26. Initiative	1	2	3	1	2	3
27. Dependability	1	2	3	1	2	3
28. Personal stability	1	2	3	1	2	3

Please add any additional comments to the back of this sheet

APPENDIX C: INTERNSHIP

OVERVIEW

Pre-requisites:

1. All coursework must be completed prior to the Internship application being approved.
2. The student must have earned a B- or better in Practica courses (CSP 921 & CSP 922). A grade of C+ or lower in either course will necessitate that the student retake the course(s) prior to Internship.
3. A score of 98% or higher is required on the Comprehensive Competency exams in order to apply for internship.
4. A “Ready for Internship” recommendation from faculty evaluation is required at the end of Spring semester of the practicum year.

Each School Psychology student is required to complete a 1200-hour internship (full-time one year or half-time for two years) under the supervision of a licensed or certified school psychologist. At least 600 of the 1200 clock hours must be logged within a school setting.

Purpose of Internship

The school psychology intern is expected to serve as a competent evaluator, consultant, researcher, counselor, and interventionist not only of students with exceptional needs, but also of regular education students. This means that the intern is capable of integrating the skills gained from the school psychology program, with the amount of time in regular education environment equaling that of special education. These skills include systems level consultation, assessment, sensitivity towards all involved in conferences, follow-up of individuals, counseling, preventative programs, preschool/kindergarten screening, serve as a liaison for school and community services, research, and ethical practice.

Process

1. All necessary materials will be handed out by the UNK Internship Supervisor during the Pre-Internship Seminar course. Students are to complete the Internship Application (including the resume) and return it to the **UNK Internship Supervisor**. Be sure to keep a copy for yourself since you will be sending this material to prospective sites (after receiving approval from UNK Internship Supervisor).
2. Apply to sites for the internship position. After accepting a position, become acquainted with your field supervisor.
3. You and your field supervisor need to collaboratively complete the “Activity Plan”. This plan must be approved by the UNK Internship Supervisor before the Internship Contract and Work Agreement can be signed. Make two copies. Give the UNK Internship Supervisor the original, give one copy to you field supervisor, and keep one copy for yourself.
4. The “School Psychology Internship Contract—Rules and Regulations” is to be completed and signed by the field supervisor, the UNK Internship Supervisor and you before the first day of the internship and before you will be allowed to register for the internship credit. Make two copies. Give the original to the UNK Internship Supervisor, give one copy to your field supervisor, and keep one copy for yourself.
5. The “Internship Work Agreement” should also be completed, signed (by the intern and field supervisor) and returned to UNK Internship Supervisor before your first day of employment and before registering for internship credit. Make two copies. Give the UNK internship Supervisor the original, give one copy to your field supervisor, and keep one copy for yourself.
6. The field supervisor must provide to the UNK Internship Supervisor a letter assuring a minimum of two (2) hours of direct contact supervision per week (at district cost) for the duration of the internship experience.

7. The field supervisor must provide to the UNK Internship Supervisor a copy of his/her state (and national if applicable) certificate and/or license.
8. Submit a copy of the field site employment contract. Such a contract should not be signed until the above items 1-7 are completed and approved by the University Internship Supervisor.

NOTE: If you plan to complete your internship out of state, contact that state's Education Department and learn of their requirements for school psychology interns. The regulations may vary from state to state as to the criteria for certification.

Evaluation Criteria for Internship

Several evaluations of Intern professional knowledge, skills, and dispositions will be conducted during the internship. Multiple methods will be used to gather data from multiple sources and from multiple perspectives. Evaluation will be completed by field supervisor, teachers, and administrators. Evaluation data will be collected by the University Supervisor throughout the Internship (formative) and at the end of the Internship (summative) via site visits and/or video conference meetings with the interns and field supervisors. These evaluation data and performance logs will be reviewed by the University Supervisor, field supervisor, and Intern when the University Supervisor visits on site or via videoconferencing.

The intern will be evaluated on:

- Data Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical and Professional Practice

IDENTIFICATION OF GOALS/DESIRED INTERNSHIP EXPERIENCE

Prior to making application for a school psychology internship experience, you must complete a one page desired internship statement outlining your school psychology practice philosophy and your goals for your internship.

INTERNSHIP PLACEMENTS (2013-2017)

2016-2017

Educational Service Unit #1	Wakefield, NE
Educational Service Unit # 4	Auburn, NE
Educational Service Unit #7	Columbus, NE
Educational Service Unit #8	Neligh, NE
Educational Service Unit #16	Ogallala, NE
Lincoln Public Schools	Lincoln, NE
Nebraska City Public Schools	Nebraska City, NE
Central NE Support Services Program	Grand Island, NE
Greeley Public Schools	Greeley, CO
Juneau School District	Juneau, AK
Gaston County School District	Gastonia, NC

2015-2016

Kearney Public Schools	Kearney, NE
Lincoln Public Schools	Lincoln, NE
Central Nebraska Support Services Program	Grand Island, NE
Educational Service Unit #1	Wakefield, NE
Educational Service Unit #2	Freemont, NE
Educational Service Unit #7	Columbus, NE
Educational Service Unit #8	Neligh, NE
Educational Service Unit #15	Trenton, NE
Educational Service Unit #16	North Platte, NE
Alief Independent School District	Alief, TX
Greeley Public Schools	Greeley, CO

2014-2015

Lexington Public Schools	Lexington, NE
Gering Public Schools	Gering, NE
Columbus Public Schools	Columbus, NE
Lincoln Public Schools	Lincoln, NE
Educational Service Unit #1	Wakefield, NE
Educational Service Unit #7	Columbus, NE
Educational Service Unit #15	Trenton, NE
Unified School District #457	Garden City, KS
Southwest/West Central Service Cooperative	Marshall

2013-2014

Kansas City Public Schools (USD 500)	Kansas City, KS
Educational Service Unit #1	Wakefield, NE
Educational Service Unit # 2	Fremont, NE
Educational Service Unit # 8	Neligh, NE
Central Nebraska Support Systems Program (CNSSP)	Grand Island, NE
Unified School District 443	Dodge City, KS

APPLICATION FOR INTERNSHIP

Department of Counseling and School Psychology
University of Nebraska at Kearney
School Psychology

Date: _____

Name: _____

Address: _____

Telephone: Home: _____

Work: _____

Program of Study Approval Date: _____

Advisor: _____

Anticipated Date of Graduation: _____

Term Internship Will Begin:

() Fall _____ () Spring _____ () Summer _____
(year) (year) (year)

Internship Plan Option (circle one):

1. Full time for one academic year (6 credit hours per semester)
2. Half time over two consecutive years (3 credit hours per semester)

Suitability for Internship*

3 Above Expectation	2 Meets Expectation	1 Below Expectation				
1.	Progress Toward mastery of each of NASP Domains of School Psychology Training and Practice:					
2	Data Based Decision Making and Accountability	3	2	1		
3	Consultation & Collaboration	3	2	1		
4.1	Interventions & Instructional Support to Develop Academic Skills	3	2	1		
4.2	Interventions & Mental Health Services to Develop Social and Life Skills	3	2	1		
5.1	School-Wide Practices to Promote Learning	3	2	1		
5.2	Preventive & Responsive Services	3	2	1		
6	Family-School Collaboration	3	2	1		
7	Diversity in Development & Learning	3	2	1		
8.1	Research & Program Evaluation	3	2	1		
8.2	Legal, Ethical, & Professional Practice	3	2	1		
2.	Annual Performance Reviews	3	2	1		
3.	Competency Exams/Dispositions					
a.	Measurement	3	2	1		
b.	Professional Practice, Ethics, & Law	3	2	1		
c.	Dispositions	3	2	1		

***Note:** A rating of 1 on Items 1, 2 or 3 necessitates that the student meet with the School Psychology Graduate Faculty committee and develop/submit an improvement plan to remediate the area(s) of concern.

I. **Desired intern experience:**

Describe as specifically as you can what experiences you would like during the internship.

II. **Desired Intern Location:**

Specify your first, second, and third choice for internship location and the contact person:

1st: _____
2nd: _____
3rd: _____

III. **Resume:**

Include (a) your educational background and degrees; (b) your work experience; (c) your career goals; (d) other items you believe will be important.

INTERNSHIP CONTRACT

UNIVERSITY OF NEBRASKA AT KEARNEY
DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY

SCHOOL PSYCHOLOGY INTERNSHIP CONTRACT RULES AND REGULATIONS

The following are statements of structure providing the rules, regulations, and conditions of school psychology internships:

I. Internship

Purpose of Internship:

The mission of the National Association of School Psychologists (NASP), by which our program is accredited, is to “promote educationally and psychologically healthy environment for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning” (NASP Mission Statement).

As such, the internship experience must assure that our school psychology interns have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the standards of professional preparation and practice outlined in the training objectives of our program. These standards and the specific knowledge, skills and dispositions outcomes related to each standard can be found in the Accountability/Efficacy of School Psychological Service Delivery Evaluation Survey attached to this contract. The internship experience must assure opportunities for the intern to develop competencies in each of these areas.

- A. The internship should be a planned, organized, and structured experience for the intern designed to enhance knowledge and skills and develop a professional identity as a school psychologist.
- B. A minimum of 1200 clock hours are required (i.e. full-time for one academic year or half-time for two academic years) with at least 600 (of the 1200) clock hours logged within a school setting. Additionally, the internship experience shall provide a balanced exposure to regular and special education programs. The activities that will be included in this "balanced exposure" experience will be determined by the intern and field internship site personnel so that it will reflect site specific opportunities. This plan then must be written and submitted to the University Supervisor for approval prior to the internship contract being signed (see Activity Plan in this packet). The plan should not include more than 50 evaluations per school year (i.e. in which the intern has primary responsibilities). Should more than 50 evaluations occur or if evaluations are occurring at such a pace that will exceed 50 evaluations, the intern and field supervisor are required to contact the university coordinator to discuss the internship plan.
- C. The Department of Counseling and School Psychology, having provided the academic experiences for competency, will limit its supervision of internship experiences to (1) insuring the broad variety of School Psychology experiences, (2) visiting the intern in the setting or via video conference, and (3) acting as an intermediary for all situations.
- D. The internship placement agency shall agree to provide appropriate support for the internship experience which shall include:
 1. Period of the appointment

2. Terms of compensation
 3. Schedule of appointments consistent with that of agency school psychologists (e.g. calendar, participation in in-service meetings, etc.)
 4. Provision for participation in continuing professional development activities
 5. Expense reimbursement consistent with policies pertaining to agency school psychologists
 6. An appropriate work environment including adequate supplies, materials, secretarial services, and office space.
 7. Release time for internship field supervisor(s)
 8. A commitment to the internship as a training experience
- E. The Internship site, University program, and Intern shall adhere to the NASP Principles of Professional Practice/Ethics.

II. Intern

- A. The intern will have successfully completed all courses prior to the internship.
- B. The intern will keep a log of regular education, special education and supervision hours worked which must be signed by the field supervisor weekly. The completed log will be filed with the University of Nebraska at Kearney Department of Counseling and School Psychology.
- C. The intern will attend monthly Professional Development Seminars at UNK (i.e., one day each month).
- D. The intern and the field supervisor will meet with the UNK Internship Coordinator at least once a semester.
- E. The intern will evaluate the efficacy of his/her school psychological service delivery.
- F. The intern will evaluate the internship field supervisor and the internship site at the end of the internship experience.

III. Internship Field Supervisor

- A. The internship field supervisor should possess a valid credential as a school psychologist for that portion of the internship that is in a school setting and should have demonstrated his/her ability to perform effectively as a psychologist in the schools as well as be able to function in supervisory capacity. That portion of the internship which appropriately may be in a non-school setting shall require supervision by an appropriately credentialed psychologist.
- B. The School Psychologist serving as an internship field supervisor will file: (1) a copy of his/her School Psychology credential or his/her State License to Practice Psychology, and (2) a letter of intent stating the amount of supervisory time available to the intern (minimum of two hours per week is required).
- C. The Intern Field Supervisor has at least three years experience as a School Psychologist, is employed as an employee or consultant with the District, and is present in the District for at least 20 hours per week.
- D. The School Psychologist serving as an internship field supervisor will provide the intern with a broad variety of School Psychology experiences including such activities as assessment and evaluation, diagnosis, consultation, counseling, interventions,

remediation and prescriptive learning, and referral to resource agencies. The intern should, however, work upon the real demands made upon the institution in which he/she is functioning as an intern.

- E. The School Psychologist serving as an internship field supervisor will check and initial the log of work completed by the intern weekly and will complete the evaluation form furnished by the University of Nebraska at Kearney at the beginning and again at the end of the internship.
- G. The intern and the field supervisor will meet with the UNK Internship Coordinator at least once a semester.

IV. Agreement

- A. Amendments or additions to the above that apply to this specific agreement (if none, insert the word none).

We have read the above and accept them as the rules and regulations for the internship

of _____ at _____
 (Name of Intern) (Internship Site)

for _____ semester hours and _____ clock hours.

Contract Beginning Date: _____ Contract Ending Date: _____

 Intern

 Internship Field Supervisor

 University Internship Coordinator

ACTIVITY PLAN

Assuring a balanced exposure (approximately 50/50 time balance) to regular education and special programs (use the standards measured on the Accountability/Efficacy of School Psychological Services Delivery Evaluation Survey to guide your development of the activity plan). Activities could include: consultation, assessment linked to intervention, functional behavioral/academic analysis linked to intervention, prevention, program evaluation, counseling, involvement in Response to Intervention process; $n = 1$ case study research, etc:

1. Regular education programs/activities with which the intern will be involved/exposed:

2. Special education programs/activities with which the intern will be involved/exposed:

Note: the above involvement must be documented on the Internship Time Log on a weekly basis.

We agree to the above activity plan in order to assure a balanced exposure to regular and special education programs.

Intern

Date

Field Supervisor

Date

University Internship Coordinator

Date

INTERNSHIP WORK AGREEMENT

Date: _____

I, _____ understand and agree to fulfill the responsibilities
 (Name of Intern)

designated on the attached program. I understand the necessity of confidentiality and agree to hold in confidence the information I receive about clients while an intern at

 (Name of Institution/Agency)

I understand the policies and procedures of _____
 (Name of Institution/Agency)

as well as those established by the UNK Department of Counseling and School Psychology.

I understand I am responsible on a daily basis to _____

and administratively to _____ while at _____

_____. I will notify _____
 (Contact Person at Internship Site)

if I will be absent. _____ will be responsible for my final
 (Internship Field Supervisor)
 evaluation.

 (Internship Student)

 (Field Supervisor)

SCHOOL PSYCHOLOGY INTERNSHIP SUMMARY SHEET

Dates of Internship: _____ to _____

Total hours logged: _____

_____ % of time involved with Regular Education Activities _____ (total hours)

_____ % of time involved with Special Education Activities _____ (total hours)

Intern

Field Supervisor

University Supervisor

SCHOOL PSYCHOLOGY INTERNSHIP WEEKLY LOG

NAME _____

SUPERVISOR _____

Week of: (Enter Week)

		Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL	SPED	REGULAR ED
Assessment	Review Files						0		
	Interviews						0		
	Observation						0		
	Formal Testing						0		
Writing	Reports/Notes						0		
	Other Writing						0		
Intervention	Academic						0		
	Behavioral						0		
	Systemic						0		
Consultation	Teacher						0		
	School Staff						0		
	Parent						0		
	Other						0		
Organization	Prep Forms/Materials						0		
	Telephone Contacts						0		
	Complete Log						0		
	Other						0		
Meetings	Pre-Referral Team Meeting						0		
	IEP Meeting						0		
	MDT Meeting						0		
	Other						0		
Training	Presenter						0		
	Attendee						0		
Supervision	Professional Supervision						0		
	Peer Supervision						0		
	Internship Day						0		
		0	0	0	0	0	0	0	0
Daily Total							TOTAL	SPED	REGULAR ED

Please indicate the number of students worked with in each of the following categories:

White	Non-White	Non-Free/Reduced Lunch	Free/Reduced Lunch	Non ELL	ELL

0-3 years	3-5 years	Elementary	Middle School	High School

Autism	Behavior Disorder	Deaf-Blindness	Developmental Delay	Hearing Impairment	Mental Handicap	Multiple Impairments

Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech-Language Impairment	Traumatic Brain Injury	Visual Impairment

University of Nebraska at Kearney
School Psychology Program
Evaluation of the Efficacy of School Psychology Internship Services

School Psychology Internship Student: _____

School Psychologist Internship Supervisor: _____

Date: _____

The goal of the internship experience is to prepare students to function as a professional school psychologist. When evaluating competencies in each area, consider skills on a continuum from minimal levels of competence to emerging to a level of competence necessary to be successful at an independent level of practice.

Please rate overall level of student knowledge and skills in delivery of school psychological services according to the following definitions for the rating scale below:

Scoring Guide:

1 = **Demonstrates minimal competence**: Student demonstrates the skill at a very basic level, but a significant level of supervision is necessary in order for the skill to be effective.

2 = **Demonstrates emerging competence**: Student demonstrates all aspects of the skill. The skill would be effective at a minimal level without supervision. Supervision is required to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill.

3 = **Demonstrates internship competence**: Student demonstrates all aspects of the skill and supervision is **not** needed to ensure skill effectiveness.

NASP Standard 2: Data Based Decision Making and Accountability

		Importance	Performance Fall	Performance Spring
1.	Uses appropriate multiple methods for gathering data and diagnostic information (i.e., interviews, observations, formal testing, etc.) and gathers data across multiple settings (i.e., classroom, home, etc.) and from several sources (i.e., teachers, parents, peers)	1 2 3	1 2 3	1 2 3
2.	Makes recommendations that follow logically from the assessment results and benefit students' educational needs.	1 2 3	1 2 3	1 2 3
3.	Follows up to see if recommendations are effective.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 3: Interpersonal Consultation and Collaboration

		Importance	Performance Fall	Performance Spring
1.	Encourages and facilitates participation in team meetings by using appropriate communication skills and valuing and respecting input from parents, teachers, and other team members.	1 2 3	1 2 3	1 2 3
2.	Establishes effective collaborative relationships with parents, teachers, and other school personnel	1 2 3	1 2 3	1 2 3
3.	Assists individuals, families, groups and systems in developing, implementing and evaluating services and programs.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 4a: Effective Instruction and Development of Cognitive/Academic Skills

		Importance	Performance Fall	Performance Spring
1.	Recognizes individual learning styles as well as biological, cultural, and social influences on cognitive/academic performance.	1 2 3	1 2 3	1 2 3
2.	Is knowledgeable about different evidenced-based academic instructional and intervention strategies.	1 2 3	1 2 3	1 2 3
3.	Demonstrates skills in utilizing data to monitor progress and the effectiveness of cognitive/academic interventions.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 4b: Socialization and Development of Life Competencies

		Importance	Performance Fall	Performance Spring
1.	Recognizes individual learning styles as well as biological, cultural, and social influences on behavioral and social/emotional functioning.	1 2 3	1 2 3	1 2 3
2.	Is knowledgeable about different evidenced-based behavioral intervention strategies.	1 2 3	1 2 3	1 2 3
3.	Demonstrates skills in utilizing data to monitor progress and the effectiveness of behavioral interventions.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 5a: School Structure, Organization, and Climate

		Importance	Performance Fall	Performance Spring
1.	Demonstrates awareness and understanding of the organization and operation of the school system.	1 2 3	1 2 3	1 2 3
2.	Familiar with district and community resources to assist students and families.	1 2 3	1 2 3	1 2 3
3.	Knowledgeable about district assets and limitations related to effective and supportive learning environments for children.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 5b: Prevention, Wellness Promotion, and Crisis Intervention

		Importance	Performance Fall	Performance Spring
1.	Demonstrates awareness and understanding of district crisis prevention and intervention plan related to crisis intervention at all three levels (primary, secondary, tertiary)	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 6: Home/School/Community Collaboration

		Importance	Performance Fall	Performance Spring
1.	Involves parents and families in meetings, curricula development, problem solving, and development of intervention strategies.	1 2 3	1 2 3	1 2 3
2.	Recognizes family-identified needs and resources as being important and considered within the decision-making process.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 7: Student Diversity in Development and Learning

		Importance	Performance Fall	Performance Spring
1.	Provides a nonjudgmental, non-threatening environment for all students, parents and teachers.	1 2 3	1 2 3	1 2 3
2.	Demonstrates skills to provide school psychological services that promote effective functioning for all children, families and schools with diverse characteristics (i.e. cultural, ethnicity, language, socioeconomic status, etc.)	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 8a: Research and Program Evaluation

		Importance	Performance Fall	Performance Spring
1.	Demonstrates skills to evaluate and apply research as a foundation for service delivery.	1 2 3	1 2 3	1 2 3
2.	Effectively designs n=1 or multiple baseline research to determine efficacy of interventions.	1 2 3	1 2 3	1 2 3
3.	Understands measurement and statistics in sufficient depth to evaluate assessment measures and evidence-based intervention practices.	1 2 3	1 2 3	1 2 3

Comments: _____

NASP Standard 8b: Legal & Ethical Practice for Professional Development

		Importance	Performance Fall	Performance Spring
1.	Is knowledgeable of and practices in accordance with appropriate ethical and professional standards (i.e., NASP Standards for Provision of School Psychological Services, NASP Code of Ethics, etc.	1 2 3	1 2 3	1 2 3
2.	Is knowledgeable of and practices in accordance with IDEA	1 2 3	1 2 3	1 2 3
3.	Is knowledgeable of and practices in accordance with Section 504	1 2 3	1 2 3	1 2 3
4.	Is knowledgeable of and practices in accordance with FERPA	1 2 3	1 2 3	1 2 3
5.	Is knowledgeable of and practices in accordance with state legal standards.	1 2 3	1 2 3	1 2 3
6.	Is knowledgeable of and practices in accordance with appropriate ethical and professional standards as they pertain to culturally diverse populations.	1 2 3	1 2 3	1 2 3

Comments: _____

School Psychology Internship Student Signature: _____

Field Supervisor Signature: _____

INTERNSHIP STUDENT EVALUATION – PROFESSIONAL CONDUCT
(DISPOSITIONS)

Student Name: _____

Date: _____

Evaluator Name: _____

Check One:

 CSP Faculty Supervisor Teacher Parent Other _____

Scoring Guide: Rate the Student using the following scale

1 = Positive Disposition: Not Evident

2 = Satisfactory

3 = Positive Disposition: Highly Evident

<u>Disposition</u>	<u>Performance</u> <u>Fall</u>			<u>Performance</u> <u>Spring</u>		
	1	2	3	1	2	3
1. Social awareness of own behavior	1	2	3	1	2	3
2. Warm and friendly	1	2	3	1	2	3
3. Asks for more information	1	2	3	1	2	3
4. Creatively brainstorms and invents options	1	2	3	1	2	3
5. Provides constructive feedback	1	2	3	1	2	3
6. Invites others to talk	1	2	3	1	2	3
7. Willing to build on the previous ideas of others	1	2	3	1	2	3
8. Assertive, not aggressive	1	2	3	1	2	3
9. Intent to understand	1	2	3	1	2	3
10. Responds to support rather than solve	1	2	3	1	2	3
11. Awareness of feelings of others	1	2	3	1	2	3
12. Reflects feelings of others	1	2	3	1	2	3
13. Displays a sincere interest in people	1	2	3	1	2	3
14. Willing to consider/take multiple perspectives	1	2	3	1	2	3
15. Open and can suspend judgment	1	2	3	1	2	3
16. Engages in conversation	1	2	3	1	2	3
17. Listens to others	1	2	3	1	2	3

<u>Disposition</u>	<u>Performance</u>			<u>Performance</u>		
	<u>Fall</u>			<u>Spring</u>		
18. Sensitive to values of others	1	2	3	1	2	3
19. Punctual	1	2	3	1	2	3
20. Professional presentation of self	1	2	3	1	2	3
21. Effective communication skills	1	2	3	1	2	3
22. Effective interpersonal relations	1	2	3	1	2	3
23. Ethical responsibility	1	2	3	1	2	3
24. Respect for human diversity	1	2	3	1	2	3
25. Adaptability	1	2	3	1	2	3
26. Initiative	1	2	3	1	2	3
27. Dependability	1	2	3	1	2	3
28. Personal stability	1	2	3	1	2	3

Please add any additional comments to the back of this sheet

APPENDIX D: CONTINUING PROFESSIONAL DEVELOPMENT

SINGLE EVENT- PROFESSIONAL DEVELOPMENT FORM

To record single events of professional development, please go to the following hyperlink, scroll to the last page (page 12) and print as many copies as you need.

<http://www.nasponline.org/certification/New%20NCSP%20booklet.pdf>

<http://www.nasponline.org/certification/ActivityDocumentationForm.pdf>

PROFESSIONAL DEVELOPMENT SEMINAR SERIES

Department of Counseling and School Psychology Professional Development Workshop Series Schedule of Events for 2012-2013

DATE	TOPIC	PRESENTER
11/02/2012	Poverty Language Acquisition	Lexington Public Schools Barry McFarland, Asst. Superintendent Kristie Dugan, Instructional Coach Kim Ide-Stice, Instructional Coach
12/07/2012	Assessment of Young Children	Max McFarland, Ed.D Tami Ohmstede, PhD., NCSP
03/09/2013	Helping Babies from the Bench	Judge Douglas Johnson Dr. Mark Halv Amy Bunnell Joan Lubbers Kelli Hauptman Jennie Cole-Mossman
04/26/2013	Special Education Law	Karen Haase, J.D.

Department of Counseling and School Psychology Professional Development Workshop Series Schedule of Events for 2013-2014

DATE	TOPIC	PRESENTER
09/06/2013	Enhancing Competence in Diversity Using the Respectful Model	Dacia Moore
09/20/2013	Cojoint Behavioral Consultation (CBC): Teachers & Parents as Partners for Student Success	Dr. Susan Sheridan Ms. Amanda Witte
11/22/2013	Solution Focused Therapy in Schools	Dr. Douglas Tillman
04/25/2014	Special Education Law-Do's and Don'ts	Karen Haase, J.D.

Department of Counseling and School Psychology Professional Development Workshop Series Schedule of Events for 2014-2015

DATE	TOPIC	PRESENTER
09/26/2014	Special Education Issues and Expert Witness Special Education	Beth Wierda Lindy Foley Karen Haase, J.D.
04/24/2015	Ethical Issues in School-Based Mental Health Services	Carmelo Callueng, Ph.D.

**Department of Counseling and School Psychology
Professional Development Workshop Series
Tentative Schedule of Events for 2015-2016**

DATE	TOPIC	PRESENTER
09/25/2015	Special Education Issues	Kelly Wojcik Karen Haase, J.D.
10/26/2015	Play Therapy	Eric Davis, Ph.D.
11/13/2015	Preparing for Client Suicide	Douglas Tillman, Ph.D.
04/22/2016	Mental and Behavioral Health Supports for Student within a Multi-tiered Model	Carmelo Callueng, Ph.D.

APPENDIX E: MISCELLANEOUS FORMS

**University of Nebraska at Kearney
Department of Counseling and School Psychology
School Psychology Program**

Co-authorship Agreement Form

- (1) We the undersigned have read and understand policies of UNK, the Department of Counseling and School Psychology, and the APA Ethical Principles related to publication credit. http://www.apa.org/ethics/code2002.html#8_12
- (2) We agree upon authorship based upon our projections of contributions to the study.
- (3) We agree that, in the case of a scholarly study, if the student does not submit a manuscript based on the work within one year following their final defense, the student's advisor may prepare and submit a manuscript based on the student's scholarly study. This manuscript will still list the student as first author and the advisor as second author, as per APA's Ethical Principles.

The following represents our preliminary agreement on authorship of the study

Title: _____

Date: _____

Authors:

First Author: _____
Printed name
Signature

Second Author: _____
Printed name
Signature

Third Author: _____
Printed name
Signature

Fourth Author: _____
Printed name
Signature

Fifth Author: _____
Printed name
Signature

**University of Nebraska at Kearney
Department of Counseling and School Psychology
School Psychology Program**

CONSENT FORM FOR USE OF STUDENT WORK

I, the undersigned, hereby give permission to the UNK Department of Counseling and School Psychology (CSP), the UNK College of Education (COE), and the University of Nebraska at Kearney (UNK), or any of them, (collectively referred to as "UNK"), to use at their discretion for non-commercial, educational purposes any intellectual property which I generate in the course of my taking classes at UNK (the "Student Work"). Such Student Work may include completed class assignments, portfolios, lesson plans, inventions, and other forms of Student generated intellectual property. Possible UNK uses for the Student Work include, but are not limited to, evaluation and accreditation of University programs and activities, research, publications, scholarly presentations, the dissemination of the Student Work on CDs, websites or through other electronic means, public display, or use in classes as reference and sample materials or for other instructional purposes. I understand that I will continue to own the Student Work, and that I will be given proper attribution as the owner of the Student Work pursuant to my instructions specified at the bottom of this document.

I agree that I may withdraw my consent at any time without penalty or adverse effects. If I wish to withdraw consent, I will deliver written notice of withdrawal to my CSP program coordinator.

Student Name	Signature	Date
--------------	-----------	------

Witness Name	Signature	Date
--------------	-----------	------

(Check and initial one option)

Use my full name in association with my Student Work.

Use only my first name in association with my Student Work.

Do not use my name in association with my Student Work.

**ANNUAL PERFORMANCE REVIEW – SCHOOL PSYCHOLOGY
APPLICATION FOR CANDIDACY**

It is the student's responsibility to complete Section I and part E of Section II and submit this form to the CSP Department Secretary, by April 1.

SECTION I:

Date: _____ Faculty contributing to review: _____
 Student Name: _____
 Credit Hours Completed: _____
 Current GPA (grad only): _____

 Total number of CPD hours to date: _____ (Attach Log)

SECTION II:

3 Commendable	2 Acceptable	1 Needs Improvement	
A. Academic Progress	3	2	1
B. Professional Conduct (Obtain from all current faculty and field supervisors)	3	2	1
C. Continuing Professional Development Progress	3	2	1
D. Professional Involvement/Commitment to Training (GRASP, Partner School Involvement, etc.)	3	2	1
E. Other Considerations:	Yes	No	N/A
Presence of Incompletes	_____	_____	_____
Earned Grade(s) of B- or higher in	_____	_____	_____
CSP 855	_____	_____	_____
CSP 905	_____	_____	_____
CSP 906	_____	_____	_____
CSP 907	_____	_____	_____
CSP 920	_____	_____	_____
CSP 921	_____	_____	_____
CSP 922	_____	_____	_____

Overall Status:

_____ Need to develop and submit improvement plan
 _____ Acceptable
 _____ Commendable

Note: Any above rating at “1” necessitates an improvement plan. Any above course with earned grade of C+ or lower necessitates retaking the course.

Approval of Application for Candidacy requires:

1. An overall status rating of “Acceptable” or “Commendable”
2. Four or more of the courses, Section II-Part E (B- or higher)
3. Passed the Praxis I Core Academic Skills for Educators Exam

I have reviewed this evaluation with program faculty.

Student Signature

Faculty Signature

APPLICATION FOR CANDIDACY

Students must complete the application for candidacy after completing over one-third, but not more than two thirds of the program's required hours. The form is available at the following hyperlink:

http://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/Candidacy_1-13.pdf

APPLICATION FOR GRADUATION

Students will submit the application for graduation from their My Blue account. See the following link for deadlines and additional information for graduation.

http://www.unk.edu/offices/registrar/academic_policies_handbook/Graduation_Information.php

**University of Nebraska at Kearney
School Psychology Program**

**Scientific Problem Solving Model
Comprehensive Case Study
Evaluation Rubric**

The case study is evaluated on the following dimensions:

- I. Competency in using the problem solving process.
- II. Competency in using data for decision-making and accountability to demonstrate intervention leading to measurable positive change.
 - ◊ Dimensions I and II are scored through the 4 steps of the problem solving model (Part A)
- III. Use of technology in professional presentation.
 - ◊ Dimension III scored through Part B.
- IV. Overall evaluation of competency in service delivery in addressing both problem solving and data aspects.
 - ◊ Dimension IV represents the comprehensive evaluation of the case study. Cases receiving an overall evaluation of “below average” must be revised. If necessary, a new case study may be required.

Grading will follow these guidelines for Dimensions I, II, and III:

Above Expectation – The case study presentation addresses all aspects of the area in a comprehensive and logical way. Performance reflects advanced understanding and skill attainment. Score 3

Meets Expectation – The case study presentation addresses most aspects of the area in a developmentally appropriate way. Performance reflects adequate understanding and skill attainment. Score 2

Below Expectation – The case study presentation fails to address significant aspects of the area in a developmentally appropriate way. Performance reflects a need for improvement in understanding and/or skill attainment. Score 1

Grading for the overall evaluation (Dimension IV) is determined by adding the points awarded for Parts A and B as follows:

Above Expectation = 3 (38 – 45 pts, with no rating of 1 on any item)

Meets Expectation = 2 (30 - 37 pts, with no rating of 1 on any item)

Below Expectation = 1 (< 30 pts)

A) Step 1: Problem Identification/Clarification

	ABOVE EXPECTATION	MEETS EXPECTATION	BELOW EXPECTATION
A. OPERATIONALLY DEFINE THE REFERRAL PROBLEM			
	◇ Problem(s) defined in observable, measurable terms. Referral problem(s) analyzed. <i>Score: 3</i>	◇ Problem clearly defined and need stated. <i>Score: 2</i>	◇ Problem not well defined or problem not analyzed. <i>Score: 1</i>
B. PRELIMINARY DATA COLLECTION TO VERIFY THE PROBLEM			
	◇ Multiple, systemic data collected to verify the existence of a problem (baseline data). <i>Score: 3</i>	◇ Systematic data collected (baseline data). <i>Score: 2</i>	◇ Incomplete or not data collected. <i>Score: 1</i>
C. GENERATE HYPOTHESES			
	◇ Preliminary data systematically used to generate hypotheses (possible explanations for identified problems). <i>Score: 3</i>	◇ Some data used to generate hypotheses. <i>Score: 2</i>	◇ Hypotheses not presented or data not used. <i>Score: 1</i>
D. SPECIFY GOALS			
	◇ Detailed hypotheses testing plan developed. <i>Score: 3</i>	◇ Hypotheses testing plan developed. <i>Score: 2</i>	◇ Unclear plan to test hypotheses. <i>Score: 1</i>

Score Subtotal: _____

Step 2: Problem Analysis, Planning, and Development

	ABOVE EXPECTATION	MEETS EXPECTATION	BELOW EXPECTATION
A. FULLY INVESTIGATE THE REFERRAL PROBLEM			
	◇ Contextual factors (family, school situation, community, etc) and their possible impact on the problem are fully explored. <i>Score: 3</i>	◇ Contextual factors reviewed. <i>Score: 2</i>	◇ Contextual factors minimally reviewed. <i>Score: 1</i>
B. COLLECT DATA TO TEST THE HYPOTHESIS			
	◇ Multiple data systematically collected to examine each hypothesis. <i>Score: 3</i>	◇ Data collected to examine each hypothesis. <i>Score: 2</i>	◇ Data not collected to examine each hypothesis. <i>Score: 1</i>
C. DEVELOP INTERVENTIONS FROM CONFIRMED HYPOTHESES			
	◇ Confirmed hypotheses systematically used to plan detailed, sound interventions. <i>Score: 3</i>	◇ Confirmed hypotheses used to plan interventions. <i>Score: 2</i>	◇ Interventions not well planned. <i>Score: 1</i>

Score Subtotal: _____

Step 3: Implementation/Intervention

	ABOVE EXPECTATION	MEETS EXPECTATION	BELOW EXPECTATION
A. PREPARE SETTING AND MEMBERS TO IMPLEMENT PLAN			
	<ul style="list-style-type: none"> ◇ All stakeholders involved in intervention problem solving process. Collaborative efforts include family, school, and community where appropriate <p style="text-align: right;"><i>Score: 3</i></p>	<ul style="list-style-type: none"> ◇ Some stakeholders involved in intervention process. <p style="text-align: right;"><i>Score: 2</i></p>	<ul style="list-style-type: none"> ◇ Limited involvement of stakeholders. <p style="text-align: right;"><i>Score: 1</i></p>
B. DETERMINE CRITERIA FOR SUCCESSFUL OUTCOME			
	<ul style="list-style-type: none"> ◇ Observable, measurable criteria established based on problem analyses and case formulation. <p style="text-align: right;"><i>Score: 3</i></p>	<ul style="list-style-type: none"> ◇ Observable, measurable criteria established. <p style="text-align: right;"><i>Score: 2</i></p>	<ul style="list-style-type: none"> ◇ Criteria not established or are not measurable <p style="text-align: right;"><i>Score: 1</i></p>
C. DATA COLLECTION			
	<ul style="list-style-type: none"> ◇ Multiple data collection plan established to evaluate baseline, monitor progress during intervention, and outcome. <p style="text-align: right;"><i>Score: 3</i></p>	<ul style="list-style-type: none"> ◇ Limited data collected to evaluate baseline, monitor progress and outcome. <p style="text-align: right;"><i>Score: 2</i></p>	<ul style="list-style-type: none"> ◇ Data not collected at all three points. <p style="text-align: right;"><i>Score: 1</i></p>
D. IMPLEMENT THE INTERVENTION			
	<ul style="list-style-type: none"> ◇ A detailed discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity such that intervention may be replicated provided. <p style="text-align: right;"><i>Score: 3</i></p>	<ul style="list-style-type: none"> ◇ A discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity provided. <p style="text-align: right;"><i>Score: 2</i></p>	<ul style="list-style-type: none"> ◇ A discussion of the intervention as implemented lacks clarity and detail. <p style="text-align: right;"><i>Score: 1</i></p>
E. REVISE OR ADAPT THE INTERVENTION			
	<ul style="list-style-type: none"> ◇ Ongoing data used to revise, adapt or modify the intervention if changes are warranted with additional data collected post revisions. <p style="text-align: right;"><i>Score: 3</i></p>	<ul style="list-style-type: none"> ◇ Ongoing data used to revise adapt or modify the intervention if changes are warranted. <p style="text-align: right;"><i>Score: 2</i></p>	<ul style="list-style-type: none"> ◇ Ongoing data not used to revise, adapt or modify when changes appear to be warranted. <p style="text-align: right;"><i>Score: 1</i></p>

Score Subtotal: _____

Step 4: Evaluation, Outcome Determination, and Dissemination

	ABOVE EXPECTATION	MEETS EXPECTATION	BELOW EXPECTATION
A. EVALUATE THE GOALS AND HYPOTHESES			
	◇ Multiple data used systematically to determine that the goals have been met and the hypotheses tested. <i>Score: 3</i>	◇ Data used to determine that the goals have been met and the hypotheses tested. <i>Score: 2</i>	◇ Data not used to determine that the goals have been met and the hypotheses tested. <i>Score: 1</i>
B. EVALUATE INTERVENTION AND COMMUNICATE THE OUTCOME			
	◇ Data collected from a variety of sources to determine the perceptions and attitudes of stakeholders about the intervention and the outcome discussed. <i>Score: 3</i>	◇ Limited data collected to determine the perceptions and attitudes of stakeholders about the intervention and the outcome discussed. <i>Score: 2</i>	◇ Data not collected to determine the perceptions and attitudes of stakeholders about the intervention and the outcome not discussed. <i>Score: 1</i>

Score Subtotal: _____

B) Use of Technology in Professional Presentation

	ABOVE EXPECTATION	MEETS EXPECTATION	BELOW EXPECTATION
	◇ The presenter used media and (hard copy) handouts to compliment the presentation. Displayed a thorough knowledge of technical skills, e.g., power point, imbedding videos into presentation, hyperlinks, and more. Used most current version of a word processing software package; included transitions, text animation, & graphics. <i>Score: 3</i>	◇ The presenter used media and handouts to compliment the presentation. Displayed knowledge of technical skills; PowerPoint. <i>Score: 2</i>	◇ The presenter did not utilize media and handouts; or, if used, presenter needed support in usage of the technology. <i>Score: 1</i>

Score Subtotal: _____

Comments:

UNK College of Education: Requests for Reasonable Accommodation in Field Placements

The University of Nebraska Kearney (UNK) supports students with disabilities and encourages their full participation in all academic programs, including field placements of all kinds. “Field placements” for the purpose of this document include any practicum, field experience, clinical practice, internship, training, clinic or work experiences (or similar) conducted for academic credit. In accordance with Section II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, UNK’s Disability Services for Students is the designated office to work with students with disabilities to provide reasonable accommodation so they may enjoy the same benefits, experiences, and opportunities as persons without disabilities.

As in all academic programs at UNK, programs that provide field placements must assess students on the basis of their abilities rather than on their status as individuals with disabilities. Students with disabilities who are assigned to field placements must be able to perform the “essential functions” or meet the essential eligibility requirements of the experiences with or without reasonable accommodation. Pre-placement inquiries as to whether a person has a disability are not permitted; however, a field placement program must determine the essential functions or essential eligibility requirements of its own training program so that students can request reasonable accommodation if needed.

Site Selection

The selection of a field site is a key factor in providing an optimal environment for academic and professional development. It is important to choose a field site with an environment that maximizes the strengths of each student with a disability and can provide reasonable accommodation. Students, in collaboration with the Disability Services for Students office, are responsible for identifying the most critical factor(s) in determining an optimal placement. For example, a student with traumatic brain injury may need a setting that allows more time to become familiar with the site and routine before being expected to interact at the site. In addition, a reasonable accommodation may include identifying a specific site which meets a student’s accommodation needs, such as accommodations related to mobility, transportation, time of day, etc.

Application/Interview Process (If Applicable)

If an application or interview process is required prior to acceptance into a field placement, students with disabilities may request accommodations during the application/interview process. Should a student need a reasonable accommodation to participate in the application/interview process (a transcriber for any required interviews, for example), the student is responsible for making the accommodation request to the Disability Services for Students office as soon as reasonably practicable in order for arrangements to be made.

Request for Accommodation in Field Placements

Students with disabilities are not required to declare, nor may an institution inquire about, the presence of a disability unless they are seeking reasonable accommodation, as discussed below. In addition, students are not required to inform the field placement coordinator or other staff about their disabilities at any time before, during, or after the site selection process.

However, students with disabilities who will be requesting accommodation in field placements must be registered with the Disability Services for Students office. The Disability Services for Students office is responsible for managing an interactive process between the student and the University, including those who are directly involved in administratively facilitating the field placement (e.g., field placement coordinator, department faculty, or supervisors) and the field site (persons at the field site responsible for implementing reasonable accommodations). The process of providing reasonable accommodation should proceed in an individualized and systematic fashion.

Student Responsibilities

- First, make an appointment with Disability Services for Students, Phone 308-865-8214, E-mail unkdso@unk.edu, MSAB 163, as soon as reasonably practicable after you know that you will be taking a course that includes a field placement in order to discuss your accommodations.
- Second, attend a meeting with Disability Services for Students and the faculty member and/or others familiar with the field placement site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for that specific site.
- If you have an existing accommodation plan for accommodations in the classroom and you choose not to seek accommodations for field placements – that is your right to do. However, neither your grade nor performance in field placements can be reversed based on a late declaration of need for accommodation in field placements. You will be accommodated from the point in time that you request accommodation but no alterations will be made for performance before the request is made.

If a field placement site is unable or unwilling to make a requested reasonable accommodation or you do not believe your accommodation plan is adequate, contact Disability Services for Students immediately, Phone 308-865-8214, E-mail unkdso@unk.edu, MSAB 163, to facilitate resolution to the issue. The Disability Services for Students office will provide an informal grievance process, if necessary. If a site is unable or unwilling to make accommodations, UNK will work with you to provide alternatives for your field placement.

Disability Services for Students Staff Responsibilities

- Meet with the student to discuss possible accommodations for the student's field placement.
- Coordinate a meeting with the student and the faculty member and/or others familiar with the field placement site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for that specific site.
- Be available to accompany the faculty member and the student to visit the assigned site if requested by the student or the faculty member.
- Provide consultation services to the faculty, site personnel, and student during the field placement when adjustments to the accommodation plan may be required or questions arise concerning what is reasonable accommodation.

University Field Placement Staff and Faculty Responsibilities

- Add the following to any syllabus with field placements: "If you have a disability and use accommodations in the classroom, please make an appointment with Disability Services for Students, Phone 308-865-8214, E-mail unkdso@unk.edu, MSAB 163, as soon as reasonably practicable prior to the first day of your placement in the field to ensure that reasonable accommodations can be made for your field placement."

- Add the disability nondiscrimination statement to field placement agreements (if applicable).
- Ensure that all students that receive accommodations in the classroom are informed that they are eligible for accommodations in their field placements and that those accommodations may be very different than their classroom accommodations.
- Participate with Disability Services for Students in considering the specific needs of the student and the essential functions or essential eligibility requirements of the placement to determine what reasonable accommodation can be made and assist in developing an accommodation plan in consultation with the student and Disability Services for Students.
- Provide the details of reasonable accommodation only to those who need to know, including those at the field site, in order to facilitate the accommodation request, while also respecting the confidentiality rights of the student with a disability. Even if a student has disclosed information about his/her disability or medical condition, that information cannot be shared with others. It is appropriate to discuss only the accommodations that are necessary to help the student succeed in the field placement. Classroom accommodations ordinarily should not be shared with a site unless they relate to field accommodations. Remember that there are ramifications to the improper disclosure of a student's disability information, including the potential to impact future employment with the site.
- Monitor student progress and contact Disability Services for Students as necessary for advice in adjusting existing accommodations or providing new accommodation strategies.
- Discuss accommodation with the cooperating field site supervisors. If a supervisor seems unwilling or unable to respond to the University's legally mandated requirements, remember that ultimately UNK has the responsibility to accommodate the student, which may require an alternative placement for the student.
- If a student has any discrimination concerns, please advise the student to contact University of Nebraska Kearney, Mary Chinnock Petroski, Chief Compliance Officer, Title IX Coordinator, ADA/504 Coordinator, E-mail pertoskimj@unk.edu PH: (308) 865-8400, and/or provide the student information about [the ADA/504 Grievance Policy](#).

8/2017

School Psychology Student Handbook Acknowledgement Form

I, _____, a student in the School Psychology program at UNK, have received the School Psychology Program Handbook. I understand that it is my responsibility to read and comply with the expectations and policies contained in the handbook and any revisions made to it.

Student Signature

Date