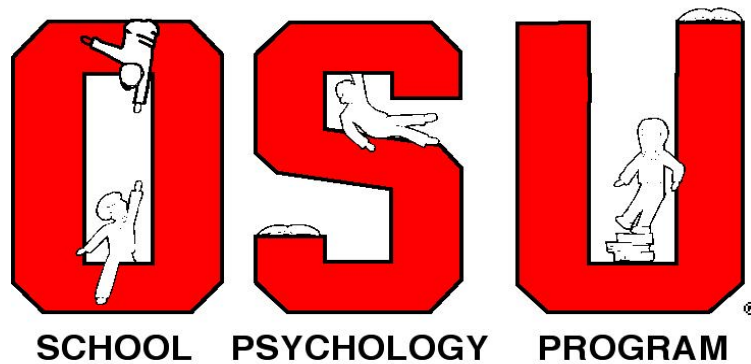


School Psychology Program

The School of Physical Activity and Educational Services

The Ohio State University



Doctoral Handbook Autumn, 2004

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School of Physical Activity and Educational Services

School Psychology Program

Mission Statement

The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Program Philosophy

Throughout the 20th century and into the 21st century, a societal emphasis has been placed on schools to provide a better future for children through a life-long educative process. In their professional roles, school psychologists are sensitive to the needs of a culturally diverse community, value the importance of children to the future of society, and advocate on the behalf of children. As an integral part of human services available to children, adolescents, adults, and families, school psychologists function across multiple settings with a focus on educational institutions. School psychologists address diverse referral issues with varied services such as consultation, counseling and other social-emotional interventions, academic and behavioral interventions, psychoeducational assessment, inservice education, administrative services, research and evaluation.

The primary distinction that separates school psychology from other areas of professional psychological is the combining of education and psychology in the study and delivery of services to children, youth, families, and learners of all ages. The additional focus of education to this area of psychology stems from the assumption that “schools play a primary nurturing and socializing role” in the lives of all individuals. School psychologists focus on the natural ecologies of children, youth, families, learners, and persons involved in schooling; and the process of schooling in multiple settings. Because of the training in both education and psychology, school psychologists are in a unique position to coordinate educational, psychological, and behavioral health services to learners across the life span.

The school psychology program at The Ohio State University (OSU) is guided by a transtheoretical framework, a model of training, and a specialty focus. The transtheoretical framework permeates the entire program including coursework, practica experience, and mentoring relationships with faculty, and provides a shared mission for the students and faculty. The specific framework used as the overarching philosophy to the program is the ecological model based on both the works of Bronfenbrenner (ecological model) and Bandura (reciprocal determinism) and it focuses on the multiple systems in which children exist. In addition, current research in the areas of child neuropsychology, cognitive neuroscience, and developmental psychopathology provides a foundational understanding of the ways in which genetic, biological, and environmental factors play a role in the lives of children. While students are trained in school psychology practice through a specific framework, they are also exposed to numerous psychological theories (i.e. behavioral, cognitive, socio-cultural, constructionistic, humanistic, social learning) that offer a balance between a shared mission and a more comprehensive approach to training. This perspective recognizes the complex interaction of person variables within and across multiple systems. The following premises are used as a foundation for this transtheoretical perspective and a visual diagram of this model is also included.

- The client, usually the child, is both the center of and an active participant in the ecological model. These variables (e.g. biological and genetic make-up, internal representations of psychological constructs, metacognition) demonstrate that to some extent behavior is under the control of the child and that the child possesses the ability to rationally reflect on and modify his/her interaction with the environment.
- The child resides in multiple systems that have both direct and indirect influences. The microsystem includes immediate environments such as home, school, and community. Larger systems such as the cultural and political context of the community (e.g., exosystem and macrosystem) influence the child’s microsystem indirectly.

- A reciprocal relationship exists between child and system. The child acts on his/her environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the child resides influence the psychosocial development, adjustment and educational experiences and performance of the child.
- Psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the child, the multiple contexts, and the interaction between the child and context. This information guides the practice of psychology including prevention, assessment and intervention services.
- Additionally, psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

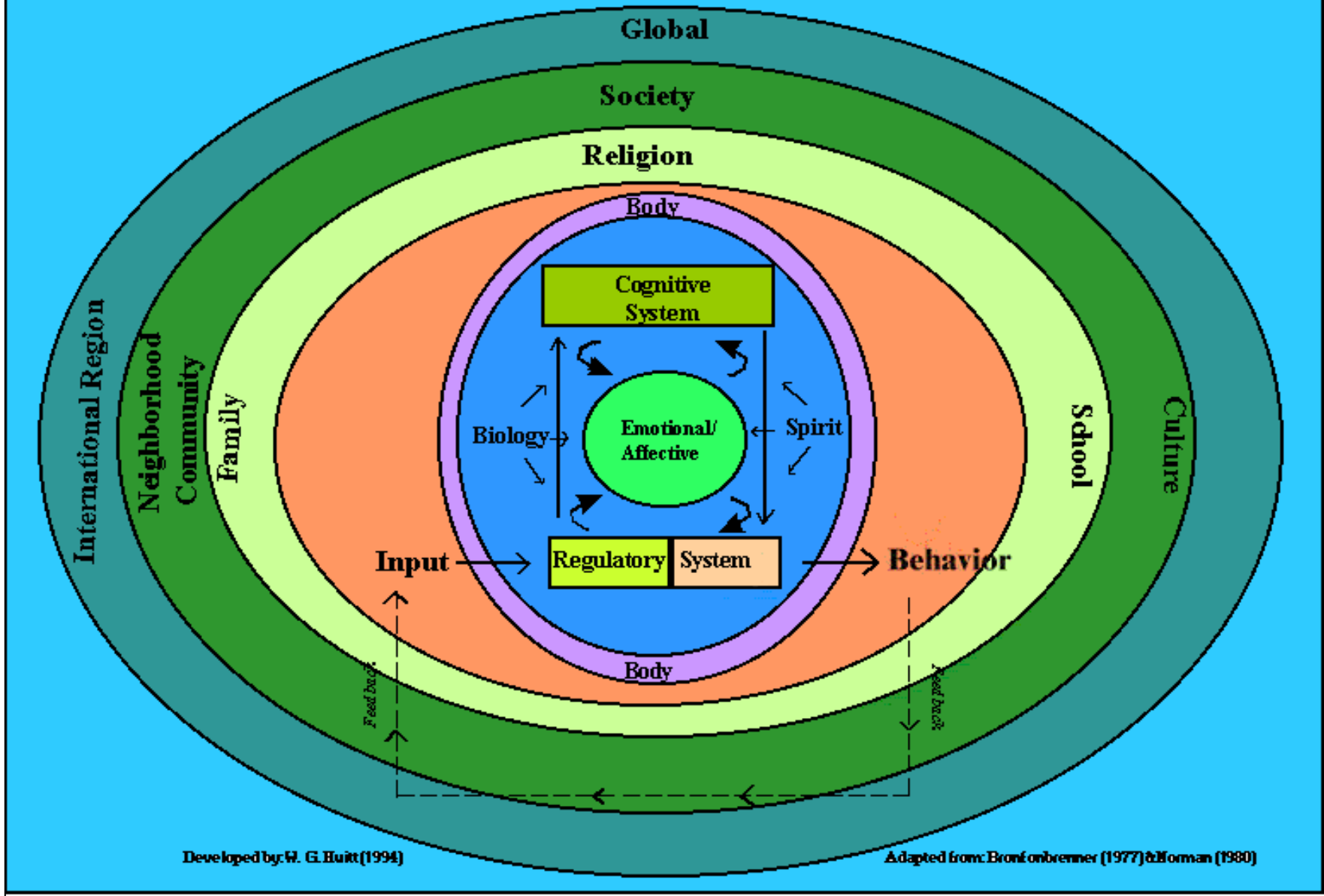
The scientist-practitioner model of training was used as a guide in creating six program goals, four that are practice-oriented, one that is research-oriented and one that focuses on the acquisition of professional skills. The practice goals include acquiring foundational knowledge in psychology and education, understanding the importance of individual differences in psychological service delivery, linking assessment to intervention skills, and developing professional interpersonal skills. These practice goals cut across the multiple needs of learners to provide a balanced approach to training psychologists. As increasing demands are placed on school personnel to meet the holistic needs of children, comprehensive psychological services that address the academic, behavioral, and social-emotional needs of children need to be provided in the school setting. The school psychologist is in a prime position to provide these services and bridge the psychological and educational worlds of children. However, these services are best provided when guided by ethical and professional standards of behavior.

In addition to intersecting the practice goals with learner needs, the research goal cuts across each of the practice goals to entirely reflect the scientist-practitioner model of training. All students are taught to use the scientific model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the efficacy of and need for change in interventions. These clinical decision-making skills are applied to the development of academic, behavioral, and social-emotional interventions.

Throughout the program, a developmental balance between knowledge and skills is maintained. The doctoral programs begins with coursework that focuses on students acquiring the knowledge and beginning skills necessary to practice with structured guidance and field-based assignments. Students then complete practica refining their clinical and leadership skills and applying psychological research and theory to practice. Finally, professional autonomy is developed with supervision while on internship.

Finally, the faculty shares a common goal of training school psychology students to meet the needs of children in urban settings with a focus on early intervention. This specialty focus, although integrated heavily throughout coursework, is actually an added area of training that all students in the school psychology program receive. The OSU program is committed to preparing school psychologists to work in not only suburban and rural areas but to also acquire a better understanding of the psychological and educational dynamics related to stressors in urban settings. Recognizing that children in urban areas experience additional challenges related to population density (e. g., poverty, family and community violence), the urban specialty focus allows students to understand issues of poverty in particular and how these issues influence the lives of children in any setting.

SYSTEMS MODEL OF HUMAN BEHAVIOR



Developed by: W. G. Huit (1994)

Adapted from: Bronfenbrenner (1977) & Moman (1980)

Doctoral Program Description

The School Psychology Doctoral Program at The Ohio State University is a full-time program that is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) in association with the National Association of School Psychologists (NASP). The Doctoral Program is also accredited by the Ohio Department of Education, and the faculty is currently preparing to obtain accreditation from the American Psychological Association. With a doctoral degree in school psychology, students have access to numerous credentials including licensure as a professional psychologist.

In order to complete the Ph. D., students are expected to complete four to five years of coursework including the dissertation and one year of internship. These requirements are based on students who have not completed a master's degree in school psychology or some related field. The doctoral internship cannot be substituted with a prior master's internship or previous work experience. However, the number of hours for doctoral practica can be reduced based on previous training and/or work experience. Also a thesis or equivalent research project completed in a previous graduate program may substitute for a research requirement upon approval of the faculty.

Typically, doctoral students enroll for 12-15 quarter hours each term during the first three years. Depending on the requirements remaining for the student to complete, the student will most likely enroll for fewer hours during the dissertation year and the internship year. The Ph. D. must include a minimum of 135 quarter hours with 12 hours in research methodologies. Students can typically apply 45 hours from the Master's Degree towards their doctoral coursework leaving a minimum of 90 quarter hours. The typical number of hours that students in The OSU School Psychology Doctoral Program complete is between 90-105 quarter hours beyond that of the Master's Degree or approximately 170-184 hours including the master's degree total.

The doctoral program builds on the practitioner focus of the master's program and seeks to prepare school psychologists whose main contributions will be through research and academic careers, perhaps as future trainers of school psychologists and/or future leaders in the field of school psychology. Although students in the master's and doctoral program may be expected to acquire similar knowledge and skills, the level of skill or amount of knowledge to be obtained may differ. For example, master's students are expected to acquire a basic understanding of psychiatric disorders and the DSM-IV, however, doctoral students are expected to acquire an advanced level of skill in these areas. Also, some of the doctoral objectives are not found at all in the master's program. Examples of these include objectives related to research, leadership, supervision skills, and practice in non-school settings. Doctoral students are trained in more advanced design and statistical techniques to meet the "scientist as producer" model of the program. Clinically, doctoral students are also trained to develop skills as case managers, clinicians in comprehensive school and mental health settings, and supervisors of others who provide educational and psychological services to children, adolescents, and families. All doctoral competencies that are somehow different from the master's program have been given an asterisk for demarcation.

Certification and Licensure

All doctoral students are encouraged to obtain the following credentials. The only credential that requires a Ph D. is licensure as a professional psychologist. Certification and licensure is to some degree coordinated with the program in that the program faculty must document certain types of training experiences that must be completed before a graduate can apply for certification and/or licensure. However, guidelines set forth by a state Department of Education or a Board of Health or Psychology are completely independent from guidelines created by the program. Therefore, obtaining these credentials is the sole responsibility of the student and is not part of the requirements of the program.

State Department of Education Certification: Students who plan to work in the school setting are required to become certified by the department of education of the state in which they plan to practice. Students who do not plan to work in a school setting, especially those who are pursuing academic careers, are also encouraged to obtain this certification in their state. Students will receive information about this process while in the program or they can contact the State Department of Education for the state in which they plan to live.

NCSP Certification: The program encourages all students to become NCSP certified. You may apply for NCSP after you have completed internship. Applicants must achieve a passing score (660) on the National School Psychology Examination administered by the Educational Testing Service (Praxis). Test scores remain valid for three (3) years after the test. Test scores older than three (3) years are considered expired and would require the re-taking of the examination. You can download forms from the NASP website.

Licensed School Psychologist: In Ohio, nondoctoral students can become licensed as a school psychologist through the Ohio Board of Psychology. This licensure involves passing an exam (Praxis exam, written exam and oral exam on ethics) and obtaining three years of supervised clinical experience after completion of their nondoctoral internship. Students can obtain the necessary information from the Ohio Board of Psychology. In most states, licensure of this nature is only available for doctoral psychologists.

Licensed Professional Psychologist: All doctoral students are encouraged to become licensed as a psychologist in the state in which they plan to practice. Individuals interested in becoming licensed as a professional psychologist must have a doctoral degree in school, counseling, or clinical psychology, preferably from an APA-accredited institution (but not required). In addition, although an APA-accredited predoctoral internship is not required, it is recommended for individuals pursuing the licensure in professional psychology. Licensure usually involves passing a written and oral test and at least a year of full-time supervised clinical practice after completion of the doctorate degree. Graduates can choose to work under supervision until they complete the number of supervised hours needed. Alternatively, graduates may choose to complete a post doctoral internship if they will be looking for a non-clinical position such as academia. The post doctoral internship allows graduates to complete their supervised hours in a timely fashion before moving on with their career. This post doctoral internship is not a requirement, but post doctoral supervised hours are. Students can obtain the necessary information from the Department of Health or Board of Psychology in the state in which they plan to live. Once you obtain your license as a professional psychologist, it is not necessary to obtain licensure as a school psychologist in states where it is offered.

Competencies and Objectives Regarding the Program Goal of Acquiring Professional Knowledge and Identity

<u>Competency</u>	<u>Objective</u>
Develop an Understanding of the Roles, Functions, Settings of School Psychologists	<ul style="list-style-type: none"> ▪ Develop an understanding of the multiple roles that school psychologists assume when working in both school and nonschool settings ▪ Develop an understanding of multiple settings where school psychologists practice ▪ Develop an understanding of the multiple levels with which school psychologists work: individuals, groups, systems ▪ Develop a professional identity as a professional psychologist in general and a school psychologist specifically*
Develop Skills in Professional/Ethical Behavior	<ul style="list-style-type: none"> ▪ Develop an understanding of the ethical guidelines proposed by NASP and APA regarding the practice of professional psychology with a focus on service delivery in the schools* ▪ Develop an understanding of the standards of practice set forth by NASP and APA regarding the practice of professional psychology with a focus on service deliver in the schools* ▪ Develop an understanding that one's behavior and choices are a reflection of the training program and the profession of school psychology ▪ Develop skills in professional/ethical behavior that is reflected in all program activities, requirements, and assignments
Develop an Understanding About Legal Issues	<ul style="list-style-type: none"> ▪ Develop an advanced understanding of local, state, and federal laws, rules, and regulations that affect the practice of school psychology* ▪ Develop an advanced understanding of important court decisions that have shaped the practice of school psychology*
Understand the History of School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of major historical, events, persons, and issues ▪ Develop an understanding of how this history has shaped the profession of school psychology and the current practices in the field ▪ Develop an understanding of the history of psychology in general and the role that school psychology specifically plays in this history
Develop an Understanding of Professional Regulations	<ul style="list-style-type: none"> ▪ Develop an understanding of the major regulatory factors that influence the practice of school psychology ▪ Develop an understanding of the accountability methods used in the delivery of school psychological services
Participate in Professional Activities	<ul style="list-style-type: none"> ▪ Acquire knowledge regarding the mission, history, and publications of the profession's organizations ▪ Become involved in the profession's organizations and conferences ▪ Participate in other professional activities such as assisting with the training program's activities
Develop Leadership Skills	<ul style="list-style-type: none"> ▪ Develop an understanding of skills needed to train school psychologists and work in other leadership roles within school psychology* ▪ Develop skills in teaching at the college/university level* ▪ Develop an understanding of the need for school psychologists to obtain supervision skills* ▪ Develop skills to engage in leadership roles within the program and in other professional arenas*

Competencies and Objectives Regarding the Program Goal of Acquiring Foundational Knowledge

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of the Theory and Research Related to School Psychology	<ul style="list-style-type: none"> ▪ Develop an advanced understanding of common theories related to constructs being assessed (e.g., personality, social-emotional functioning, behavioral functioning, intelligence, achievement)* ▪ Develop an understanding regarding life competencies, resiliency, and healthy social-emotional, behavioral, and academic functioning ▪ Develop an advanced understanding of the basic anatomy and physiology of the central nervous system and how the brain processes information* ▪ Develop an advanced understanding regarding the characteristics of various psychiatric disorders, relevant assessment and intervention techniques* ▪ Develop an advanced understanding of the foundations of current consultation theory and practice including its use as a systematic problem-solving process ▪ Develop an understanding of factors related to successful home-school-community collaboration ▪ Develop an understanding of the major psychological theories related to counseling and child therapy including client-centered, play therapy, and solution-focused techniques
Develop an Understanding of the Current Issues in the Profession	<ul style="list-style-type: none"> ▪ Develop an understanding of current issues in assessment, including those related to test use and interpretation, political/social issues, and new developments in psychological and psychoeducational assessment ▪ Develop an understanding of current issues in academic, behavioral, and mental health services, including those related to assessment and interpretation, political/social issues, and new developments in empirically-supported interventions
Acquire Skills in Critical Appraisal	<ul style="list-style-type: none"> ▪ Develop an understanding of how theory on psychological/educational assessment relates to practice and data-based decision making ▪ Develop an understanding of how theory on academic, behavioral, and social-emotional functioning relates to practice and data-based decisions ▪ Develop an advanced understanding for how theory and research in the neurosciences relates to practice and data-based decision making* ▪ Developing skills in critically appraising theoretical frameworks associated with school psychological research and assessment and intervention practice in the areas of cognition, academics, behavior, and social-emotional ▪ Develop an understanding regarding the criteria used to determining if substantial evidence for various school psychological practices associated with mental health interventions and various forms of counseling exists
Develop an Understanding of the Profession From a Systems Perspective	<ul style="list-style-type: none"> ▪ Develop an understanding of healthy school environments, effective teaching, and the application of psychology to creating healthy systems ▪ Develop an understanding of how the history of education and the current structure of schools affects the practice of school psychology ▪ Develop an understanding of how theory and research in cognitive neuroscience can inform effective classroom instruction and management ▪ Develop an understanding of the principles of organizational development*

Competencies and Objectives Regarding the Program Goal of Understanding Individual Differences

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of the Role that Diversity Issues Play in the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop an awareness and sensitivity to one's own cultural heritage and to value and respect differences ▪ Develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular ▪ Develop an understanding of how issues of diversity can influence psychoeducational assessment ▪ Develop an understanding of issues related to valid psychoeducational assessment for limited English proficiency (LEP) students* ▪ Develop an understanding of how issues of diversity can influence the delivery of psychological services including academic, behavioral, and mental health interventions and consultation with teachers and parents ▪ Develop an understanding of issues related to effective delivery of psychological services including academic, behavioral, and mental health interventions and consultation with teachers and parents for LEP students*
Develop an Understanding of the Role that Developmental Issues Play in the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of neurological development and how this development relates to the development of psychopathology* ▪ Develop an advanced understanding of traditional as well as non-traditional assessment instruments with early childhood populations* ▪ Develop an advanced understanding of factors that place a young child at risk for later developmental and mental health problems, develop interventions appropriate for birth-five, considering the child in the context of their family* ▪ Develop an advanced understanding of how developmental factors relate to the delivery of psychological and psychoeducational assessment* ▪ Develop an advanced understanding of how developmental factors relate to the delivery of academic, behavioral and mental health services*
Develop an Understanding of Issues Related to Urban Settings	<ul style="list-style-type: none"> ▪ Develop an understanding of the characteristics of urban schools including the relationship between poverty, minority status, and academic achievement ▪ Develop an advanced understanding of the research in urban education and urban settings* ▪ Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to psychological and psychoeducational assessment ▪ Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to the implementation of academic, behavioral and mental health services

Competencies and Objectives Regarding the Program Goal of Acquiring Skills Related to Linking Assessment to Intervention

<u>Competency</u>	<u>Objectives</u>
Developing Knowledge and Skills Related to Assessment	<ul style="list-style-type: none"> ▪ Develop an advanced understanding of psychometric properties in order to select, use, and evaluate available instrumentation ▪ Develop skills to administer and score normative tests and alternative assessment strategies when assessing children in the areas of cognitive ability, academic achievement, social-emotional-behavioral functioning ▪ Develop skills in observing and interpreting assessment-related behavior ▪ Develop skills in using technology for administration and scoring ▪ Develop skills to conduct within and cross-instrument interpretation of various measures
Acquiring Skills in Conducting Case Conceptualizations	<ul style="list-style-type: none"> ▪ Develop an understanding of the unique nature of each psychoeducational referral, and determine appropriate assessment approaches, procedures and instruments to answer referral questions and guide remediation ▪ Develop advanced skills in the use of theory and data to create and support hypotheses regarding client's current psychological functioning and set goals related to the client's academic, social-emotional and behavioral needs* ▪ Develop skills to establish a linkage between assessment results and the creation of relevant interventions ▪ Develop an understanding of the DSM-IV to make diagnostic decisions* ▪ Develop an understanding of the special education eligibility criteria in order to make diagnostic decisions ▪ Develop an advanced understanding regarding the neurological features of special education and DSM-VI diagnoses including neurological disorders*
Develop Skills in Designing, Implementing, and Evaluating Interventions	<ul style="list-style-type: none"> ▪ Develop an advanced understanding regarding empirically-supported interventions that address the academic, behavioral, and mental health needs of children* ▪ Develop advanced skills in creating, implementing, and evaluating interventions addressing academic, behavioral, and mental health issues for children* ▪ Develop advanced skills in applying the scientist-practitioner model in the creation of academic, behavioral and mental health interventions (treatment efficacy)* ▪ Develop basic skills in creating, implementing, and evaluating systems level interventions ▪ Develop advanced skills in applying an ecological focus to the creation and evaluation of school-based interventions addressing the academic, social-emotional, and behavioral needs of children* ▪ Develop skills needed to effectively implement interventions with a particular focus on treatment integrity and adherence ▪ Develop skills related to progress monitoring of academic, behavioral, and mental health interventions ▪ Develop skills in the evaluation of academic, behavioral and mental health programs* ▪ Develop skills to use appropriate technologies in the dissemination of information related to services in the schools ▪ Develop technological skills to make data-based intervention decisions and modify interventions

Competencies and Objectives Related to Acquiring Interpersonal Skills

<u>Competency</u>	<u>Objectives</u>
Develop Necessary Communication Skills for the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop the necessary interpersonal skills to establish and maintain rapport, interview, motivate, and manage the behavior of examinees ▪ Develop skills needed to orally disseminate assessment results to clients and other relevant persons including parents and school personnel ▪ Develop skills needed to write psychological/psychoeducational reports ▪ Develop skills to disseminate report results to relevant persons including parents and school personnel ▪ Develop interpersonal skills to establish and maintain a therapeutic alliance when working with children individually or in groups using client-centered, solution-focused, psychodynamic and play therapy ▪ Develop skills to critically analyze factors related to effective therapeutic process and alliance ▪ Develop the necessary interpersonal skills to establish and maintain rapport and intervene with children/adolescents and relevant adults in crisis situations
Develop Necessary Collaboration Skills for the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop skills needed to implement an ecological, problem-centered model of consultation with school personnel ▪ Develop skills to be an effective multidisciplinary team member ▪ Develop an advanced skill of working with other mental health and other health-related professionals who play a role in children's lives within the school setting* ▪ Develop an advanced skill of working with other mental health and other health-related professionals who play a role in children's lives outside the school setting* ▪ Develop skills to integrate parents into the design and delivery of academic, behavioral and mental health services
Develop Skills in Supervision	<ul style="list-style-type: none"> ▪ Develop an understanding of the theory and research related to supervision of psychological services* ▪ Develop skills in supervising school psychology students on research projects including thesis* ▪ Develop skills in supervising school psychology students on assignments related to counseling, consultation, and assessment*

Competencies and Objectives Related to Acquiring Knowledge and Skills in the Area of Research

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of Various Research Designs	<ul style="list-style-type: none"> ▪ Develop an advanced understanding of various research designs and when to use each (both qualitative and quantitative)* ▪ Develop an advanced understanding of the threats to validity and reliability in both qualitative and quantitative research* ▪ Develop an advanced understanding of the different types of variables (e.g., independent, dependent, moderating, and mediating) and how to operationally define them* ▪ Develop advanced skills in selecting measurement devices of the highest quality when used for research purposes*
Develop an Understanding of Data Analysis	<ul style="list-style-type: none"> ▪ Develop advanced skills in selecting and employing appropriate data analysis given the nature of the data, the research design, and the question or hypothesis presented* ▪ Develop an advanced understanding of threats to the validity of various data analysis techniques*
Develop an Understanding in the Use of Technology	<ul style="list-style-type: none"> ▪ Develop skills needed to organize, enter, manage, manipulate, and analyze data using common software packages (e.g., SPSS, SAS)* ▪ Develop skills in technological techniques for data collection*
Develop Skills in Scholarly Writing	<ul style="list-style-type: none"> ▪ Develop skills in writing research reports according to the Style Manual of the American Psychological Association ▪ Develop skills appropriate for scholarly writing
Develop Skills to Consume Scholarly Literature	<ul style="list-style-type: none"> ▪ Develop a continuous understanding of the scientific foundation for the field by regularly reading professional literature ▪ Develop a continuous understanding of how research in related fields inform the practice of school psychology
Develop Skills to Produce Scholarly Literature	<ul style="list-style-type: none"> ▪ Develop skills in order to conduct independent research that adds to the scientific base of the field* ▪ Develop skills in presenting research at professional conferences and submitting manuscripts to professional journals*
Develop Responsible Research Practices	<ul style="list-style-type: none"> ▪ Develop an understanding of professional guidelines regarding legal and ethical responsibilities when conducting research ▪ Develop advanced skills in submitting proposals to appropriate human subjects committees or Institutional Review Boards*

Course Requirements

Core School Psychology Courses

PAES 728	Cultural Diversity
PAES 729	Urban Issues in Education
PAES 856	Roles and Functions of School Psychologists
PAES ???	Child Neuropsychology
PAES 857	Cognitive Assessment I
PAES 858	Cognitive Assessment II
PAES 859	Academic Assessment
PAES 860	Linking Academic Assessment to Intervention
PAES 877	Mental Health Issues in the Schools I
PAES 878	Mental Health Issues in the Schools II
PAES 879	Mental Health Issues in the Schools III
PAES 882	Consultation I: Theories and Processes
PAES 883	Consultation II: Implementing Behavioral Interventions
PAES 897	Psychological Services in Early Childhood
PAES	Doc Sem: Leadership
PAES	Doc Sem: Cognitive and Academic Interventions
PAES	Doc Sem: Mental Health Int in Urban Schools
PAES	Doc Sem: Systems-Level Int in Urban Schools

Research Courses

ED P & L 786	Intro to Quantitative Methods
ED P & L 808	Experimental Design I
ED P & L 809	Experimental Design II
ED P & L 810	Experimental Design III
AG ED 885	Research Methods
AG ED 886	Research Design
AG ED 887	Analysis and Interpretation
	Third Methods (Survey, Small n, Qualitative)
PAES 893.63	Advanced Study in School Psychology (18 hrs)

Practicum Courses

PAES 884.63	Second-Year Practicum (10)
PAES	Doctoral Practicum: Leadership
PAES	Doctoral Practicum: ELL
PAES	Doctoral Practicum: Hospital Setting (3 or 9)
PAES	Doctoral Practicum: Early Childhood Education (3 or 9)

Other Required Courses

ED P & L 846	Education Administration
ED P & L 880	Learning and Motivation
ED T & L 670	Remedial and Clinical Reading Instruction
Psych 832	Socio-moral Development (4)
Psych 835	Child Development
PAES 650	Intro to Exceptional Children
PAES 742	Applied Behavior Analysis for Teachers
PAES 750	Teaching Social Behavior
PSYC 681	Psychopathology (5, if not taken in undergrad)
PSYC 887E	Legal and Ethical Issues
ED P & L 963	Legal Aspects of Special Education
PSYC 809	History & Systems
PAES 895	Urban Gifted Education

Other Doctoral Requirements

PAES 992	Doctoral Internship in School Psychology
PAES 999.63	Dissertation

Five-Year Doctoral Program

<u>Year</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>
1	Diversity Intro to Exceptional Children Intro to Quant Methods Mental Health I Roles and Functions	Cognitive Assessment I Consultation I Mental Health II Child Development Child Neuropsychology ¹	Consultation II Cognitive Assessment II Academic Assessment Applied Behavior Analysis Mental Health III	Reading Ag Ed 885
2	Practicum Advanced Study Linking Assessment Urban School Psychology Ed P&L 808	Practicum Advanced Study Early Intervention Learning and Motivation Ed P&L 809	Practicum Advanced Study Law and Ethics Sociomoral Development Ed P&L 810	Ag Ed 886 Ed Admin OR Third Methods
3	Hospital/ECE Practicum Advanced Study Urban Academic ¹ Ag Ed 887 History and Systems	Hospital/ECE Practicum Advanced Study Urban Gifted Ed Psychopathology ² Legal & Ethical Issues	Hospital/ECE Practicum Advanced Study Urban Consultation ¹ Urban Mental Health ¹ Third Methods OR Ed Admin	Candidacy Exam ⁴
4	Dissertation Special Ed Law	Dissertation ³ Leadership Seminar	Dissertation Leadership Practicum ELL Practicum	
5	Internship	Internship	Internship	

1 offered every other year

2 if not taken in undergraduate program

3 encouraged to defend proposal by Feb 15th

4 must register for at least 3 credit hours when taking exam and must complete candidacy exam before beginning dissertation

Options for Third Methods Course:

EDU P&L 800: Qualitative Research in Education

EDU P&L 931: Applied Evaluation Design

EDU P&L 836: Principles of Needs Assessment I

EDU P&L 807: Ed Survey Research Methods

EDU PAES 871: Behavioral Research Methods

The five-year program is very compact and much more time intensive. The course sequence outlined here is just a recommendation. Students should discuss their options with their advisor.

Six-Year Doctoral Program

<u>Year</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>
1	Diversity Intro to Exceptional Children Intro to Quant Methods Mental Health I Roles and Functions	Cognitive Assessment I Consultation I Mental Health II Child Development Child Neuropsychology ¹	Consultation II Cognitive Assessment II Academic Assessment Applied Behavior Analysis Mental Health Field Experience	Reading Ag Ed 885
2	2 nd Year Practicum Linking Assessment Urban School Psychology Ed P&L 808	2 nd Year Practicum Early Intervention Learning and Motivation Ed P&L 809	2 nd Year Practicum Law and Ethics Sociomoral Development Ed P&L 810	Ag Ed 886
3	Hospital/ECE Practicum Advanced Study Ag Ed 887 History & Systems	Hospital/ECE Practicum Advanced Study Psychopathology ² Legal & Ethical Issues	Hospital/ECE Practicum Advanced Study Urban Consultation ¹ Third Methods OR Ed Admin	Ed Admin OR Third Methods
4	Advanced Study Special Ed Law Urban Academic ¹	Advanced Study Urban Gifted Ed Candidacy Exam OR	Advanced Study Urban Mental Health ¹ Candidacy Exam OR	Candidacy Exam ⁴
5	Dissertation	Leadership Seminar Dissertation ³	Leadership Practicum ELL Practicum Dissertation	
6	Internship	Internship	Internship	

1 offered every other year

2 if not taken in undergraduate program

3 encouraged to defend proposal by Feb 15th

4 must register for at least 3 credit hours when taking exam and must complete candidacy exam before beginning dissertation

The six-year doctoral program has a lot more flexibility. The course sequence outlined here is just a recommendation. Students should discuss their options with their advisor.

Options for Third Methods Course:

EDU P&L 800: Qualitative Research in Education

EDU P&L 931: Applied Evaluation Design

EDU P&L 836: Principles of Needs Assessment I

EDU PAES 871: Behavioral Research Methods

EDU P&L 807: Ed Survey Research Methods

Clinical Requirements

Field-Based Experiences

Experiences Connected to Early Coursework

During the five quarters of the masters program, students will participate in various field-based experiences connected to their core school psychology courses. The majority of these experiences will be conducted at the practicum sites in the Columbus Public School District. Students are expected to complete approximately **100 field-based hours** participating in activities such as shadowing a school psychologist and assisting practicum students with assessments, consultations, and mental health interventions. Students will also complete their own cases in Linking Assessment to Intervention, Consultation I, Consultation II, and Counseling Children. Students are expected to maintain a log of their hours for these experiences in order to document their 100 hours. First year master's level students will be assigned a doctoral student supervisor. They will be expected to meet with their supervisor for at least one hour every two weeks to discuss course assignments. Meetings can be individual or in a group.

Second-Year Practicum

All students will participate in a practicum experience in their second year of the masters program. This experience will be completed in the Columbus Public Schools and will take place over the entire academic year. During the first quarter of the second year, students will be expected to be in the schools 4 hours each week (2 credit hours). During the Winter and Spring quarters, students will be expected to be in the schools 8 hours each week (4 credit hours). Additionally, students will be expected to participate in weekly supervision for an hour and a half each week. In addition to school site hours, students will also spend time designing interventions, writing treatment plans and psychological reports outside of school-based hours and supervision. Students are also expected to keep a log of their hours while on practicum, and forms for documenting hours will be provided. In total, students need to complete **300 hours** connected to practicum. Additional requirements include a case study presentation and quarterly reflection papers.

Students must receive at least a B- in all of their school psychology courses and be granted advancement to practicum during the annual review of their first year. Students who do not complete practicum with their cohort group for any reason may be expected to find their own practicum site and supervisor. However, to ensure the quality of the practicum experience, the practicum student must follow the policies and procedures outlined in the practicum syllabus.

During the summer prior to practicum, students will be expected to participate in a practicum orientation and meet with their practicum supervisor. Also, students are expected to review material from the first year courses and practice test administration. Specific instructions for how students should prepare for practicum will be provided during the practicum orientation.

Professional behavior and development of clinical skills are extremely important aspects of the practicum experience. You will be expected to have a clear understanding of the program contract and how that relates to your behavior while in practicum. If you have any questions or concerns regarding professional behavior, you are encouraged to ask questions, reacquaint yourself with professional standards and ethical guidelines, and review the program contract. Ignorance will never be allowed as an excuse for unprofessional behavior. Because the school psychology faculty is charged with the duty of gatekeeper for the profession, students will not advance to practicum until certain skills have been acquired during the coursework of the first

year. The faculty possesses the complete authority to deny practicum to students who are not sufficiently prepared.

Evaluation of practicum is done once per quarter. During the quarterly individual meeting with their supervisor, practicum students will review the practicum evaluation form included in the practicum syllabus. Copies of these evaluation forms will be given to the student and the practicum coordinator to be placed in the student's program folder. Students who have difficulty while on practicum and do not acquire the necessary level of skills to proceed to internship can be denied the opportunity to go on internship the following year. Because internship placements are made at the beginning of the Spring quarter, only students who have satisfactory performance on practicum during the Fall and Winter quarters will be placed at an internship site. However, in order to be allowed to begin internship, satisfactory performance (a grade of B- or higher) must also be obtained during Spring quarter. If a student is not placed at an internship site at the beginning of Spring quarter due to performance while on practicum, the student may be given a site at a later date if s/he is able to demonstrate the skills necessary for internship during the Spring quarter. The decision to place a student at a later date is left to the discretion of the faculty. Due to the timing and logistical demands of internship, students will not be allowed to make up practicum hours during the Summer Quarter. Internship placements can only begin in the Fall due to the State Department of Education funding.

Doctoral Practica

The purpose of the doctoral practica is to expose students to the multiple settings and populations with which school psychologists practice especially those in urban areas and nonschool settings. Students have a choice as to the settings for their doctoral practica experience and must complete a total of 12 quarter hours within the first year of their doctoral program. The instructor for the practica will work closely with the students to create a practica experience that meets the student's interests; however, placements are ultimately decided on by the instructor so that students are equally distributed across sites. For each credit hour required for these practica, students are expected to complete 2-3 clock hours per week meeting practica requirements. Thus far, two sites have been created, but two others are being pursued.

- Children's Hospital Practicum: Students will work with children in the Autism program at Children's Hospital. They will be supervised by a licensed psychologist who is employed full-time at the hospital.
- Early Childhood Education Practicum: Students will work with children in the Early Childhood Education (ECE) Program as well as working with their families. Students will be supervised by the licensed psychologist who works full-time in the ECE program.

Students who have prior work experience related to practica experiences can count up to 9 quarter hours towards their doctoral practicum requirement. Students must have completed the number of clock hours that is commensurate with the number of quarter hours for which the student is seeking credit. Students who wish to apply prior work experience towards the doctoral practicum requirements need to make their request in writing to their advisor and program director. This letter should outline the nature of the request (number of hours to be waived and for which practica, alternative setting to be approved), a detailed description of the work history including number types of activities completed, number of hours for each, supervisor name and credentials, and nature of supervision received. Only prior work experience consistent with evidence-based practice will be considered. Once the faculty receives the letter, more

documentation may be requested. Then the faculty will make the final approval regarding how work experience will be applied to the doctoral practicum experience.

ELL Practicum

Students will work with the school psychologist in Columbus Public Schools assigned to the Welcome Centers and ESL classrooms to provide services to students as well as their families. Students will participate in assessment and intervention cases and a review of the literature on empirically-supported practice for limited English proficient students. This practica is a 3 quarter hour experience.

Leadership Sequence

Students are expected to complete a leadership seminar and practicum which are 3 quarter hours each. The seminar focuses on readings and commensurate assignments related to supervision and teaching. The practicum focuses on leadership activities such as supervision and teaching of students in the foundational courses. Doctoral students will be assigned to supervise a number of first year students throughout the quarter on various assignments related to foundational coursework with a focus on the mental health field experience. Doctoral students will also assist with teaching activities such as editing and creating syllabi, creating and facilitating class lectures, and grading assignments. Students will receive supervision from the faculty while completing these activities.

Certificate in Professional Development

The School of PAES has a program whereby graduate students can complete a certificate in professional development related to college teaching. The school psychology faculty highly encourages students to pursue completion of this certificate, especially those students who are interested in an academic position. Completion of this certificate involves creation of a portfolio and completing a number of tasks. Therefore, if you are interested in pursuing this endeavor should discuss the process with your advisor as soon as possible.

Doctoral Internship

A doctoral internship must be a full year (12 month) internship which follows doctoral coursework. Master's level internships or prior work experience cannot be used towards a doctoral internship. Students are highly encouraged to seek an APA accredited internship especially if the student wishes to become licensed as a psychologist and/or obtain an academic position. Students who seek out APA accredited internships are responsible for keeping up with the relevant deadlines and procedures. Student must also give faculty sufficient time to write letters of recommendation for each site. Students may choose to obtain an internship within the Ohio School Psychology Internship Consortium; however, the student will need to arrange for a 12 month internship and will need to be supervised by a licensed psychologist. The student must also work closely with the internship coordinator when making these arrangements. The faculty of the OSU School Psychology Program will be pursuing establishment of an APA accredited doctoral internship in the distant future.

Prior to the internship year, the student must complete their candidacy exams and a dissertation proposal. The specific requirements that must be completed and deadlines for these requirements are specified in a contract negotiated between the student and his/her advisor. In general, students are highly encouraged to defend their dissertation proposals by February 15th and complete their data collection before beginning their doctoral internship.

Research Requirements

Advanced Study in School Psychology

In order to provide doctoral students the mentoring opportunity to develop autonomous research skills, students are required to complete 18 hours of advanced study in school psychology. Typically, students will complete the advanced study with their advisor conducting research individually or in a team format. The student and advisor must negotiate the nature of the relationship (e. g., work load, timeline, authorship, topic) regarding each research project. Minimal expectations regarding the number and nature of research projects to be completed have been identified. Students are graded based on a S/U grading system and will need to complete all course requirements to get all six quarters of credit.

Supervising Research Projects: You will be assigned to a thesis student and assist them in supervising them through the thesis process in conjunction with your advisor. You will be expected to attend all meetings with the thesis student and assist them with data collection and providing feedback on their writing. Once the student's thesis is submitted for publication and/or presentation, you will be listed as the third author. In addition to supervising a thesis student, you will also be expected to complete one thesis workshop (1-2 hours) during the Spring quarter. This workshop will be given to first year students who are beginning the thesis process. If possible, this workshop may be given over the summer quarter.

Completing Research Projects: In addition to being a part of a student's thesis, you will also be expected to complete a number of your own research projects. If you have not completed a thesis or thesis-equivalent research project from another institution, then you are expected to complete a thesis-equivalent research project during the first year of advanced study. This project can be completed as a non-thesis option or as a thesis option, but must involve the collection of data and be of publishable quality. Information for the thesis and non-thesis option can be found on the Graduate School web site and the PAES Graduate Studies Handbook. If the student selects a non-thesis option, either a comprehensive paper or project can be completed. For students who chose to do a project, the student must complete a poster session in front of the faculty and other students to be evaluated by the program faculty. Presentations at professional conferences are encouraged, but can not act as a substitute for the poster session requirement. Regardless of the format chosen by the student (thesis, comprehensive paper or project), the student is expected to submit a manuscript for publication. If you have completed a thesis-equivalent research project while attending another institution, you can have it approved by your advisor. You must submit this manuscript for publication if you have not already done so. You are also expected to work with your advisor on a research manuscript where the faculty member will be first author. More than one student may work on this project, so order of authorship will be decided among the involved individuals. You will also complete a non-empirical piece, a theoretical, literature review or practitioner piece to be submitted to an outlet such as the NASP Communique or to a practitioner journal. The non-empirical piece and thesis-equivalent research project will be first authored publications for the student. From these projects or other work you are doing, you will be expected to submit proposals to at least two national conferences.

Other Requirements: In addition to supervising and conducting research, you will be expected to complete a few other research activities that will prepare you for an academic position or other leadership position in school psychology. First, you will be expected to participate in reviewing other research either by acting as a guest student reviewer, reviewing past articles reviewed by your faculty advisor and/or acting as a discussant. Second, you will be expected to participate in at least one grant writing workshop and completing at least one grant proposal that is approved

by your advisor. Finally, your advisor has the prerogative to add additional activities that will enhance your research and leadership skills.

Dissertation

Prior to dissertation, students must have completed the requirements of their advanced study that was approved by their advisor. The dissertation is a scholarly contribution to knowledge in the student's area of specialization. By researching and writing a dissertation, the student is expected to demonstrate a high level of knowledge and the capability to function as an independent scholar. The research should be of significant interest to the advisor, and although it may not be a direct extension of a current research program, the driving question must be the creation of the student. The project should be set up in such a way that the student is able to demonstrate autonomy. It is important that the research project include guidance from the advisor and must be work that can be accomplished in a reasonable time. It is also important to consider the availability of resources, resource personnel, and funding (cost of research) before deciding on a project.

The Dissertation Committee is composed of the advisor who must be a Category P Graduate Faculty member and at least two other authorized Graduate Faculty members. Additional Graduate Faculty members also may serve on the Dissertation Committee. Members of your committee should be individuals who provide some type of expertise that is needed for the project. Students should work in conjunction with their committee chair to identify the appropriate committee members.

During the first phase of the dissertation process, the student meets regularly with his/her committee chair to outline a research plan (including authorship), timeline and complete the dissertation proposal. The student's responsibility is to be receptive to the feedback given by the committee chair, to make necessary revisions, and to complete dissertation tasks in a timely manner. The committee chair is expected to balance feedback with the opportunity for the student to maintain an appropriate level of autonomy over the research process. Chairs are expected to provide timely feedback to students and return materials submitted by the student within two to three weeks with appropriate feedback.

Other specific procedures are required by the Graduate School or the PAES Graduate Studies Committee, and the student is responsible for being aware of all deadlines, forms, and policies pertaining to the dissertation. The final oral examination is open only to faculty and students. Generally, the student will present the dissertation (25 minutes) and then entertain questions from the audience (20 minutes). Thereafter, the defense will be closed for questions from the Committee. The "open" portion of the defense will be no more than 45 minutes. A unanimous vote for "pass" is required. After the defense of the dissertation, the results are sent to the Graduate School on the appropriate forms. Before the final draft deadline, two final dissertation copies and two copies of the abstract must be signed by the advisor and submitted to the Graduate School. As of Fall 2002, dissertations will only be accepted electronically.

Procedural Requirements

Candidacy Examination

The Candidacy Examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's Advisory Committee and the Graduate School. Students who are completing the five-year doctoral program will most likely complete their candidacy exams the summer prior to their

dissertation year. Students who are completing the six-year program have more flexibility in their schedule and are usually able to complete their candidacy exams at any point during the fourth year of study.

The Candidacy Examination may be taken or begun at any time thought appropriate by the student's Advisory Committee and the Graduate Studies Committee but not later than two quarters and 20 hours before graduation. The student must be in good standing in the Graduate School and registered for at least three credit hours each quarter in which any part of the Candidacy Examination is taken. At least one month before the quarter in which the Candidacy Examination will be taken, the student will file a "Doctoral Notification of Candidacy Examination" form in the Graduate Studies Office (215 Pomerene). This form is usually filed after completing a meeting with the Advisory Committee regarding the student's program and candidacy exam. In addition to the "Notification" form, and Doctoral Program form must also be submitted. Students are encouraged to visit the PAES Graduate Studies Handbook for more information.

The Advisory Committee is composed of at least four authorized graduate faculty members. The responsibility for the written portion of the Candidacy Examination rests with the Advisory Committee. The Candidacy Examination Committee is composed of the Advisory Committee plus the Graduate Faculty Representative.

The written portion of the Candidacy Examination in School Psychology is administered over ten weeks or one quarter. The student is provided with four questions, one from each member of the committee. The student is expected to write a scholarly paper, per question, that is no more than 25 pages. Students may choose, with the support of their advisor, to have two of the questions serve as the foundation for the student's dissertation proposal. The two questions would consist of the Review of Literature and the Methodology chapters. In the event that the student chooses this option, the limits of the pages may vary (i.e. the Methodology will be less than 25 pages). Please note that the candidacy examination does not substitute for the student's proposal meeting with the dissertation committee which shall take place at a date following the successful completion of the candidacy examination. The student, in consultation with their Advisory Committee, will choose the starting date for their exam and the submission date for the final document. The student is responsible for getting a copy of their exam to each committee member as well as the designated Graduate Faculty Representative.

The oral portion of the Candidacy Examination, which lasts approximately two hours, is held after completion of the written portion. The oral portion normally must be completed within one month of the written portion. It must be scheduled at least two weeks in advance, and the Graduate School must be notified of its proposed time and place by the Advisory Committee Chairperson. A unanimous affirmative vote for "pass" is required to advance to candidacy. Upon successful completion of the Candidacy Examination, the student is "Admitted to Candidacy".

Evaluation

Evaluation of students in The OSU School Psychology Program is conducted at two levels. First, students are evaluated in each course, and these procedures are clearly described in the course syllabi. Course objectives and assignments correspond with the competencies described elsewhere in the handbook. Also, students who do not receive at least a B- in the core school psychology courses will not be allowed to continue in the course work within that sequence and will be expected to retake the course in which they received less than a B-. The OSU Graduate School also mandates that students must maintain a 3.0 GPA every quarter they are admitted to a

graduate program. Students who do not maintain this 3.0 average will be placed on probation. In addition, students who are on assistantship and who drop below a 3.0 will be in danger of losing their assistantship. Please refer to the OSU Graduate School Handbook for more information regarding these policies.

In addition to evaluation at the course level, students are also evaluated at the program level. Course evaluation is important, but does not provide students with a more comprehensive overview of their progress in the program. Students will receive written feedback on their progress in acquiring the program competencies at the end of each academic year. Students who wish to receive verbal feedback or clarification on the written feedback need to make an appointment with their advisor. Students will be expected to complete and sign the annual review form and return to the program director within two weeks of receipt. Students must make reasonable progress as outlined in the Graduate Studies Handbook, the School of PAES Graduate Studies Handbook, and the School Psychology Program Handbook.

Students who enter the doctoral program after completion of the Bachelor's degree are expected to follow the evaluation procedures outlined for the first two years of the Master's Program. Once these doctoral students complete the first two years of their program, these students will then follow the evaluation procedures outlined for the doctoral program.

At the end of the first year in the program, the annual review process will focus on advancement to practicum. Students who do not rate high enough on the Doctoral Annual Review Form (see Appendix D), and/or who are deemed as lacking in sufficient professional or clinical skill by the faculty, can be withheld from the second year practicum. If students are not allowed to advance to the second year practicum, they will be required to complete the practicum the following year (if they successfully advance to practicum at that time), thus delaying completion of the program. In addition to waiting to take the master's practicum, students may also be required to take additional coursework to remediate areas of weakness for the student.

Towards the end of the second year in the program, students will again complete the annual review process that focusing on advancement to internship. Again, students who do not have high enough ratings on the Doctoral Annual Review Form, do not successfully complete practicum, and/or who are deemed as lacking in sufficient professional or clinical skill by the faculty will not move forward to doctoral practica.

While completing doctoral practica, students will be evaluated at the end of each academic year again using the Doctoral Annual Review Form (Appendix D). Doctoral student are still expected to meet with their advisor once per year to review the feedback included on this form. Students are expected to schedule times with their advisor after receiving the written feedback. During this meeting, doctoral students will discuss their progress in the program and goals for the next academic year. Additionally, doctoral students need to keep their portfolio updated and have it reviewed by their advisor during this meeting. Also, students are expected to complete Part B of the Annual Review Form. A copy of this completed form will be kept in the student's cumulative folder.

In addition to this annual review process, students are expected to create and maintain portfolios representing their performance in the program. Students are required to bring their current portfolio to each annual review. This portfolio will be very helpful for students as they prepare for internship and apply for positions after completion of the program. All faculty, practicum supervisors, and internship supervisors will have access to the information in your portfolio. The

faculty will evaluate your portfolio during each annual review. In general, the portfolio should be complete, professional in appearance, well organized, clearly written, and contain the appropriate content for each written component. Your portfolio should begin with a table of contents and should be organized using the format provided.

Program Policies

Student Involvement

The School Psychology Student Organization (SPSO) is a student-run organization that represents the needs of the graduate students, both master's and doctoral, in school psychology and is a liaison organization to the area faculty. All school psychology students are required to be members and are encouraged to participate in all sponsored activities. The organization seeks to increase awareness of the field of school psychology, increase communication and relationships among school psychology students and faculty at OSU, raise funds for professional events, sponsor a lecture series, and maintains a website.

In addition to the School Psychology Student Organization, students also participate in the functioning of the program through the Student Advisory Board which is a subcommittee of the Student Organization. Four students (one first year master's, one second year master's, and one doctoral) are chosen each year to represent the student bodies' concerns and ideas to the faculty. In addition to these three elected students, the president of the student association is also a member of the Student Advisory Board. These representatives are required to meet with the director once per quarter so that students are provided updates on new program information as well as provide feedback to the faculty regarding student concerns and ideas. Student representatives may also be asked to attend faculty meetings when deemed necessary. One specific function of the Student Advisory Board is to inform the entire student body of changes made to the program which are then documented in the Program Handbook. Students can provide feedback on any changes and the members of the Advisory Board share this feedback with the faculty. Although faculty make final decisions regarding the structure and operation of the program, student feedback will be seriously considered before changes are adopted. If a student does not uphold the responsibilities of the position, the faculty will reappoint another student to the position for that academic year.

Professional Organizations

As a professional school psychologist, each student is expected to maintain knowledge of current trends and developments in the field of school psychology. One way to accomplish this is through various professional organizations. Students are required to become members of the following associations: Division 16 (APA), NASP, OSPA, and SPCO and become familiar with the procedures and philosophies of the various associations. Membership in APA is optional. Students will be required to show proof of membership to the program Graduate Assistant at the beginning of the academic year.

Academic Standing

It is expected that all students will receive a B- or higher in all core school psychology courses and maintain a 3.0 overall. If a student receives a less than a B- in a core school psychology course, they will be required to repeat the course resulting in the student extending the length of their program.

Technology Competencies

To be consistent with professional standards, students will be expected to acquire certain technological skills before completing the program. These skills include using email, searching the internet, understanding basic word processing and power point, using digital video cameras for supervision, and using testing software for assessments. Students will also be expected to have email accounts and access the school psychology list serve on a regular basis. Much of the out-of-class communication with students is done via email. And students may also be required to download Word and Power Point documents for class. Additionally, doctoral students are required to have basic skills in data management and statistical software.

Termination Procedures

Students can be dismissed from the program based on two separate violations. Disciplinary action is taken when students violate institutional standards of conduct. These violations can include stealing, drug abuse, plagiarism, falsifying records, and cheating. Students are responsible for learning about all university, college, school, section, and program policies regarding disciplinary action. Policies regarding disciplinary action can be found in other parts of this handbook, as well as the OSU Graduate School Handbook, the PAES Patterns of Administration and Graduate Studies Handbook.

Academic dismissal occurs when students do not make progress in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program; however, minimal standards are also enforced by the OSU Graduate School. Although students are allowed due process, court decisions at the state and federal level have determined that trained faculty have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student. In the event that a student does not make sufficient progress, the following procedures will be followed.

As soon as a faculty member has concerns over a student's performance, that student will be given the appropriate feedback and recommendations for improvement. If the student continues to perform poorly, the school psychology faculty will schedule a time to meet with the student to discuss their concerns and create a remediation plan. Students who are on remediation plans will be closely monitored until satisfactory progress is achieved. In addition to being placed on a remediation plan, advancement in the coursework, advancement to practicum, and/or advancement to internship can be delayed until satisfactory progress is made. Therefore, students can be delayed in their progression through the program and be placed on a remediation plan simultaneously. Throughout this process, students will be encouraged to be active participants by providing feedback to faculty regarding their skills and identifying additional support needed by the student. Students are also encouraged to provide the faculty with any information that will aid in making the best decisions for the student and the field. Documentation throughout this process will also be shared with the Graduate School.

Students can be dismissed from the program or denied further registration based on the following conditions:

- Student does not maintain a 3.0 grade point average after three continuous quarters.
- Student does not maintain reasonable progress toward the degree.
- Student does not meet the goals of their remediation plan.

Once the faculty determines that the student is not making reasonable progress, the student is then given a final warning along with time frame and expectations for change that must be met to

remain in the program. Students are removed from the program after a unanimous vote of the school psychology faculty and a careful review of the student's materials. This decision is then forwarded to the Graduate School and the student will be informed of this decision in writing. Students who are terminated will no longer be considered a member of the school psychology program, nor will they be allowed into any school psychology course. In order to obtain reinstatement, the student must petition the University. Procedures for reinstatement can be found in the OSU Graduate School Handbook.

Mentoring Relationship

The Faculty-Student Relationship is very important to the graduate experience. Specific roles and responsibilities for both faculty and students are outlined in the PAES Patterns of Administration found on the PAES Web Site. Students are expected to communicate with the instructor about any concerns or questions (using appropriate channels), attend all course activities and complete all assignments on time, prepare written assignments in the form specified by the instructor, treat all students, faculty, and staff with respect, be knowledgeable of all university, college, school, and program policies (including academic misconduct), and recognize that course content has been identified to expose students to the necessary knowledge-base of their field.

The mentoring relationship between faculty and student in the master's program and the doctoral program are somewhat different. Master's students have a very prescriptive program with little flexibility given the accreditation requirements of NASP and APA. Master's students are encouraged to seek mentoring from their advisor whenever they desire. The master's culminating project is the time when the student works closest with his/her advisor. During this time, students are expected to set ongoing goals with their advisor and to meet these goals in a timely fashion so that the project is completed on time. Also, students are expected to educate themselves on all deadlines and policies.

The mentoring relationship between faculty and student in the doctoral program is much different than that for the master's program. Doctoral students are expected to play a very active role in their training. The doctoral program is influenced much more by Graduate School policies than the master's program. Therefore, keeping up with policies, procedures, and deadlines set forth by the OSU Graduate School and the School of PAES is imperative. You are responsible for contacting your advisor regarding each requirement in your program, therefore, you need to be aware of the requirements and the sequence in which they occur. You are also ultimately responsible for keeping up with policy changes made by the Graduate School or the School of PAES. The school psychology faculty wants your doctoral experience to be a positive one, and this relationship works best when students are actively involved in their educational experience.

Grievance Procedures

Grievance procedures can include grade grievances, academic misconduct, sexual harassment, and other general grievance procedures. These procedures are the jurisdiction of the school, college, or university. Students are expected to be aware of these policies as ignorance will not be accepted as an excuse. The information provided here is just an introduction to these topics. For more information, students are encouraged to review the appropriate university documents. In general, and as appropriate, there will be attempts to resolve grievances at the lowest level possible in an informal manner. Formal grievances must be in writing and presented to the director of the school as soon as possible in time for the situation being grieved. The director will solicit information from the appropriate individuals related to the grievance and will follow university procedures to decide the grievance if such procedures exist for the particular

grievance. Otherwise, the director will decide the grievance in a manner that is consistent with the principles laid out in this document and other college or university documents.

Grade Grievance

Faculty rule 3335-7-23 provides the processes and procedures related to the alteration of grades reported to the university registrar. The following perspectives and processes generally reflect those in this faculty rule except where the rule stipulated academic unit involvement, the process and procedure for that involvement is provided. A grade filed with the registrar is subject to change only when a procedural error has been discovered in evaluation or recording of a grade. In no case can a grade be revised in accordance with criteria other than those applied to all students in the class. Action to change a grade must be initiated before the end of the second succeeding quarter (including summer quarter). If the instructor agrees that an error in determining the grade was made, the instructor should submit to the office of the director a "Change of grade" form. All grade change forms require the signature of the director and should be forwarded to Pomerene Hall, Room 216, after the instructor has completed the grade change form.

Academic Misconduct

"Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process (Faculty rule 3335-5-487). Part of the role of the instructional staff should be to educate students about academic honesty and integrity and conversely behaviors that might constitute academic misconduct. This includes clear statements in course syllabi and other course materials about expectations and consequences of dishonesty." Alleged instances of lax or irregular examination methods must also be reported to the committee on academic misconduct. "Both faculty and students have the obligation to report suspected misconduct or irregular or lax examination methods" (Procedures of the committee on academic misconduct, 3.0). Any case of academic misconduct must be brought to the attention of the committee on academic misconduct, unless there is another institutional process that relates to the nature of the misconduct. Cases should be brought to the attention of the committee on academic misconduct even after the student is informed of the allegation and the student confesses to the alleged misconduct. Without a ruling on the alleged misconduct by the Committee on Academic Misconduct, the instructor cannot impose any sanctions on the student including a reduction in grade. Further, at any stage in the process of the alleged misconduct, the individuals who must be involved in the case must maintain the highest level of confidentiality. Sharing information on any alleged act of misconduct with anyone not directly involved in the case violates the Family Rights and Privacy Act of 1974 that requires the privacy of the student is maintained.

Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (A) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status, (B) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual and (C) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a

faculty member. The full OSU Sexual Harassment Policy (1.15) can be found on the Office of Human Resources web site.