Oklahoma State University

School of Teaching, Learning, and Educational

Sciences

# School Psychology Ph.D.

# Program

## STUDENT HANDBOOK

Fall 2018

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## I.	OVERVIEW - Introduction

Welcome to the doctoral program in school psychology at Oklahoma State University! This handbook should be helpful for answering preliminary questions and to assist you in planning your course of study in the graduate program. It includes the program model and philosophy, goals and objectives, as well as the curriculum plan. Academic, research, practica, internship and postdoctoral expectations are briefly described. Program resources, policies and procedures are also included.

The Handbook is designed to make your experience in the School Psychology Program more organized, productive, and enjoyable. Please read all sections of the Handbook so as to become thoroughly familiar with the program and School. Use the Handbook as well as the graduate catalog as a guide, but keep in mind that while it is comprehensive, it is not exhaustive. Please consult with your advisor, your committee chairperson, and/or dissertation director regarding any questions or concerns you might have. Final program decisions rest with the school psychology faculty.

Information regarding university regulations and services can be found on the OSU Home Page at https://go.okstate.edu. You also have a university e-mail account.  Also, be sure to remember the usefulness of the web whenever you need information on research, student services and organizations, the library, etc.

Welcome! We're glad you're here! We look forward to working with you and hope your graduate studies here are exciting, productive, and satisfying.

## A.  Accreditations

### School Psychology Program Accreditations

The Ph.D. program is fully accredited by the American Psychological Association. **(APA Office of Program Consultation and Accreditation, which supports the Commission on Accreditation, 750 1st. St. NE, Washington, DC 20002-4242, 202 336- 5979).** apaaccred@apa.org

In Oklahoma and other states, only students who are graduates of APA accredited programs are eligible for licensure through the State Board of Examiners of Psychologists. Thus, because the Ph.D. program is accredited you will be eligible

to apply for licensure as a Health Service Psychologist in Oklahoma. Furthermore, the APA accreditation makes you eligible for many APPIC internships. APPIC, or the Association of Psychology Postdoctoral and Internships Centers, is a registry of internships and post-doctoral appointments available for School, Clinical, and Counseling psychologists.

The Ph.D. program is also National Association of School Psychologists (NASP) approved. NASP is a Council for the Accreditation of Educator Preparation (CAEP) constituent.   CAEP is the accrediting body for professional education units. School psychology is an advanced certification program. The professional education unit seeks to prepare individuals who believe everyone deserves the opportunity to learn and can learn; who act on the principle that diversity is to be valued; and who are committed to the belief that professional educators (including school psychologists) providing quality education are the backbone of society.

The school psychology Ph.D. program has full approval from the Oklahoma Commission for Teacher Preparation, which ensures your eligibility for certification as a school psychologist in Oklahoma.

Additionally, through the efforts of Dr. Duhon, the program curriculum contains the necessary courses to make its students eligible for certification as Board Certified Behavior Analysts (BCBA).  Although additional supervision and an exam is also required for the BCBA, OSU students have the requisite coursework completed as part of the program.

## B.  History of School Psychology at Oklahoma State University

Oklahoma Agricultural and Mechanical College (OAMC, now known as OSU) began offering the Master of Science degree in 1915 and the first Master of Arts degree was offered in 1930.  The first Ed.D. was offered at OAMC in 1940, and the first Ph.D. in 1947.  The first Ph.D. in psychology was offered in 1957 in the School of Education, the year that OAMC changed to Oklahoma State University. From the mid-twenties to the mid-sixties the School of Education

was organized into three departments, under a variety of titles.  The Dean of the College of Education headed these departments usually with an assistant for day to day operations, a system that became less satisfying as the number of faculty increased. Helmer Sorenson (Dean, @ OAMC 1949 – 1973) had advocated for a departmental structure within the School of Education for many years.  He came in 1949 and by the time he became dean in 1964 he believed that only departments related to teaching should be in the School of Education.   Although the psychology department had developed out of an early interest in Educational Psychology, it no longer fit within the School of Education. Therefore Sorenson planned the movement of philosophy, psychology, aviation education and religion to different colleges.   There was a change in status from a School of Education to a College of Education (COE) in 1964.  In 1973 six departments were established in the college. The first reorganization was a long time in the planning and Dean Donald Robinson implemented the final changes in the first six months of his administration in 1973. A short time after this, the Psychology Department separated from School Psychology, Educational Psychology and Counseling Psychology moved to the College of Arts and Sciences in 1982.

The founder of the school psychology program, Dr. Paul G. Warden, came to Oklahoma State University in June of 1970. At that time, Educational and School Psychology were part of the same area and jointly shared a degree in Educational Psychology.  However, the college was reorganized in 1973 and the department of Applied Behavioral Studies in Education (ABSED) was formed.  Shortly after, other faculty in the new ABSED department (Educational and School Psychology, Counseling and Development, Special Education, and Research-Measurement-Statistics) felt a need to share a Ph.D. and the Ph.D. in Educational Psychology went dormant.  A new Ph.D. in Applied Behavioral Studies in Education began with options in each of the program areas in ABSED.  However, the change to ABSED made psychology degrees more difficult to identify and therefore harder to explain outside of the state of Oklahoma. This was particularly problematic for the School Psychology and Counseling Psychology programs who had to be clearly identified as psychology programs to accrediting bodies and licensure agencies, but were

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now under the PhD in Applied Behavioral Studies. The PhD in ABSED was eventually transferred back to the PhD in Educational Psychology in 2000 and options in School Psychology, Counseling Psychology, Special Education, and Research-Evaluation-Measurement-Statistics were established again.  The educational psychology faculty generally were associated with the school psychology programs through teaching foundation coursework and by serving on advisory committees, even though school psychology and educational psychology areas were separate disciplines.  This arrangement added to the confusion for stakeholders, students, accrediting bodies and credentialing agencies because the two program areas comprised the same departmental area. In fact, the SPSY program awarded the Ph.D. in Educational Psychology – option in School Psychology.  Other areas also shared the Ph.D. in Educational Psychology with their specific options as well, e.g., Research, Evaluation, Measurement and Statistics, Counseling Psychology, and Educational Psychology.   However, in 2004 the school psychology program area separated from educational psychology and established itself as a distinct area within the school. The school psychology program continued to grant a Ph.D. in Educational Psychology with an option in School Psychology. However, in 2017, Dr. Stinnett proposed a new degree; the PhD in School Psychology.  The Ph.D. in School Psychology was approved by the Oklahoma State Regents for Higher Education on June 28, 2018.  The new degree was populated with the current program students in the fall of 2018, the first cohort of new students to be admitted to the degree, and the first graduates to receive the new degree occurred in 2019.

When Dr. Warden began his appointment in 1970, two doctoral students had expressed an interest in changing their focus from educational psychology to school psychology. At that time, there were three school psychologists in the entire state, and two of them were working in the schools. Much work was needed to create recognition of the profession and thus create an opportunity to build a viable training program at Oklahoma State University. In 1972, certification standards of the State Department of Education were changed to allow certification of school psychologists at the 60 graduate semester hour level rather than the previous requirement of the doctoral degree. The program blossomed. During the next five years (1972-

1977) at OSU, 35 students were certified as school psychometrists, 27 later went on to be certified as school psychologists, and 11 went on to complete their doctorates. Also during that period, eight previously certified school psychometrists entered and completed the psychologist certification program and one later went on to complete the Ph.D. program.

In 1974, through the efforts of Dr. Warden, then president of the OEA school psychology section, the membership left OEA and formed the Oklahoma School Psychological Association (OSPA). Since then many of the presidents of OSPA have been graduates of the program at OSU. Also because of Dr. Warden's efforts, the National Association of School Psychologists (NASP) recognized its first specialty - vocational school psychology. The first training sequence for this specialty was established at OSU in 1977. In the spring of 1999, Dr. Warden was honored by the Oklahoma School Psychological Association and they established the *Paul G. Warden* Scholarship for students in school psychology. You are eligible to apply for this award through OSPA.

Continuing to set the pace for school psychology, in 1980, Dr. Warden helped establish and became the first president of the Educational and School Psychologists Division of the Oklahoma Psychological Association. This ensured the presence of school psychology with other Health Service Psychology specializations in Oklahoma. OSU has continued this fine tradition of leadership by being the first in Oklahoma to develop an Ed.S. degree program in school psychology, which also had the distinction of being the first NASP-approved program in Oklahoma. OSU also has the only specialist and doctoral degree programs in school psychology in the state. Both programs have attained and continuously maintained the highest level of approval and accreditation possible.

Over the years, a number of school psychology faculty members were associated with Dr. Warden in the school psychology program in revolving door fashion. Unfortunately, the program and Dr. Warden never had sufficient resources or core faculty to reach its full potential. However, in 1995, Dr. Judy Oehler and Dr. Terry Stinnett joined the faculty with Dr. Warden and significant changes began to occur. At that point in time, school psychology was on the verge of

extinction in Oklahoma. The number of school psychometrists far outnumbered school psychologists, and most districts in Oklahoma chose to hire school psychometrists or contract for testing through one of the Regional Education Service Centers. It was in 1995 that legislation was passed in Oklahoma that would allow only graduates of APA accredited programs to be eligible to pursue licensure from the Board of Examiners of Psychologists.  At that point the administration at OSU committed to reviving and improving the school psychology program in hopes of obtaining APA accreditation.  There were no APA accredited programs in school psychology in Oklahoma or in the immediate region. So, with the addition of Dr. Oehler and Dr. Stinnett, who were charged with readying the program for accreditation, the program had a sufficient number of full-time faculty to pursue accreditation from the American Psychological Association (APA) for the Ph.D. program. The curriculum was revised and developed, the practica were revamped, internship experiences and requirements were changed, and research teams were established. Dr. Steve DeMers (now Chief Executive Officer of the Association of State and Provincial Psychology Boards and formerly  Professor and Director of the School Psychology Program at the University of Kentucky) was contracted to review the program changes as an expert consultant. He was favorable about the program's readiness for APA accreditation and the program went on to receive its initial accreditation on 10-28-1997.  The program has been continuously accredited by APA since then.  The program demographic shifted from part-time students and night classes to full-time students and coursework throughout the day and began to evolve into a top 25 nationally-ranked program in school psychology, as it is today.

In the midst of these significant changes to the Ph.D. program, and as a result of Dr. Judy Oehler's resolve, the faculty developed the Ed.S. degree program concurrently with the Ph.D. modifications to be consistent with the National Association of School Psychologists (NASP) standards for training.  NASP, at that time was an NCATE constituent, and the school psychology programs were designated as advanced programs in the OSU Professional Education Unit (PEU). Both programs (Ph.D. and Ed.S.) remain as integral programs in the PEU.  In 1997, a fourth school psychology faculty was hired and the program moved forward at both the doctoral and

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specialist level.  As a final point, both the doctoral and specialist programs were awarded full

NASP approval in 1999 and have remained continuously approved since then.  During the 1990's

momentum for the program grew. In 2005, the program was recognized by OSU president James

Halligan as a program of merit, and a new tenure track faculty position was approved. Since that

time the program flourished, remained vigorous and stable, and a 5$^{th}$ tenure track line was

approved.

**C.  Faculty**

The program has 5 core school psychology faculty lines and a visiting assistant

professor. The table below provides a list of current school psychology faculty and

those who have been associated with the program since its inception.  Dr. Warden

retired from Oklahoma State University after 30 years of service. Dr. Gary Duhon

joined the faculty in fall 2001, Dr. Georgette Yetter in fall 2005, and Dr. Brian Poncy

in 2007.

## School Psychology Faculty

| Appointment | Faculty | University |
|---|---|---|
| 1970 - 2000 | Paul Warden, Ph.D.<br>Professor | Kent State University |
| 1976 - 1982 | John Otey, Ph.D.<br>Assistant Professor | University of Oklahoma |
| 1984 - 1987 | Debra Kundert, Ph.D.<br>Assistant Professor | University of Wisconsin – Madison |
| 1987 - 1988 | Nancy Fagley, Ph.D.<br>Assistant Professor | University of Utah |
| 1988 - 1989 | Dorothy Strom, Ph.D.<br>Assistant Professor | Ball State University |
| 1991 - 1993 | David McIntosh, Ph.D.<br>Assistant Professor | Ball State University |
| **1995 - Present** | **Terry Stinnett, Ph.D.<br>Professor\*** | **University of Southern Mississippi** |

| | | |
|---|---|---|
| 1995 - 2009 | Judy Oehler, Ph.D.<br>Associate Professor | University of Southern Mississippi |
| 1997 - 2000 | John Carlson, Ph.D.<br>Assistant Professor | University of Wisconsin – Madison |
| **2000 - Present** | **Gary Duhon, Ph.D.<br>Professor*** | **Louisiana State University** |
| 2002 - 2007 | Eric Mesmer, Ph.D.<br>Assistant Professor | University of South Florida |
| **2005 - Present** | **Georgette Yetter, Ph.D.<br>Associate Professor*** | **University of Nebraska – Lincoln** |
| **2007 - Present** | **Brian Poncy, Ph.D.<br>Associate Professor*** | **University of Tennessee – Knoxville** |
| 2011 - 2015 | Benjamin Solomon, Ph.D.<br>Assistant Professor | University of Massachusetts – Amherst |
| 2016 – 2018 | Christopher Anthony, Ph.D. | Pennsylvania State University |
| 2018 | Search | **To be determined** |

\* - Current school psychology faculty.

The school psychology core faculty comprise the school psychology area within STLES. The area and program faculty hold regular meetings every other week in order to discuss issues relevant to the area and to the School Psychology program. A non-voting student representative (from SPGO) also attends these meetings to provide student input and report the actions of the committee to the students. (Students elect a new representative each fall). Program faculty also function closely with faculty from other areas in the school, college, and university.

Dr. Stinnett, has served in a variety of roles in the SPSY program over the years, i.e., Director of Training SPSY Ph.D. program, Coordinator of the SPSY Ed.S. program, the SPSY program area coordinator, and the Director and supervising psychologist of the School Psychology Center. Soon after his initial appointment, Dr. Stinnett worked to revise and standardize the school-based practica by moving practica sites from districts across the state to the Stillwater Public Schools. He also arranged for SPSY doctoral students to become practicum clinicians with

clinical psychology and counseling psychology students in the Psychological Services Center. Several years after that he started the School Psychology Center (SPC) on campus. Most of the material in the Assessment and Intervention Library of the SPC were acquired by materials grants awarded to Dr. Stinnett and through income generated in the Center by SPSY doctoral students since that time. Dr. Stinnett is a graduate of the University of Southern Mississippi (an APA program) and was in the first USM cohort to graduate after the program received APA accreditation. He served five years on the faculty of Eastern Illinois University in the Department of Psychology with a primary responsibility to the NASP approved school psychology program. He has broad practice experience in a variety of settings and with various service delivery models, is a licensed psychologist in Oklahoma and previously in Wisconsin, and was a charter holder of the NCSP credential. He served on the editorial boards of the *Trainers of School Psychologists Forum* and *Psychology in the Schools.* He also served on the board of the *Journal of Psychoeducational Assessment* for many years. Dr. Stinnett was presented with the Distinguished Reviewer Award in 2005 by the Buros Institute for his outstanding contributions to the Mental Measurements Yearbook Series. His areas of interest in research include psychological assessment, teacher attributions, and professional issues in school psychology. Dr. Stinnett served as an IDEIA Advisory Panel member for Oklahoma and is a school psychology content expert for the Oklahoma Board of Examiners of Psychologists. Dr. Stinnett is currently the Director of Training for the SPSY Ph.D. program.

Dr. Gary Duhon joined the faculty at OSU in the fall 2001 semester as an assistant professor, was tenured and promoted to Associate Professor in June of 2007, and is currently ranked as a Professor. Dr. Duhon has the distinction of being the 4th faculty member tenured in school psychology at OSU since the program's inception! He completed his degree in school psychology from the APA-accredited school psychology program at Louisiana State University. He completed his pre-doctoral internship through the public schools in Louisiana. His teaching and research interests include behavioral consultation, pre-referral intervention models, and applied behavior analysis. Dr. Duhon served as an editorial board member for the *Journal of Behavioral Education.*

He also served on the OSPA executive committee as research chair. He is frequently sought after by the State Department of Education because of his expertise in universal screening, RTI/MTSS, and pre-referral intervention. Dr. Duhon has served as the Director of Training for the Ed.S. and Ph.D programs, the associate school head when the program was in SAHEP, and is currently the SPSY Program Area Coordinator to STLES.  Dr. Duhon is also the principal investigator for the OTISS and OCIC projects, which fund a number of 3$^{rd}$ and 4$^{th}$ year student assistantships.

Dr. Georgette Yetter is an associate professor in school psychology at OSU. She received her Ph.D. in school psychology from the University of Nebraska-Lincoln (APA accredited) in 2003. While receiving the pre-doctoral internship training in pediatric psychology (Munroe-Meyer Institute at the University of Nebraska Medical Center, APA approved), Dr. Yetter recieved extensive exposure and training in working with children with developmental disabilities, with an emphasis on autism. Subsequently, Dr. Yetter completed a post-doctoral research fellowship at the Center for School-Based Youth Development at the University of California, Santa Barbara. Dr. Yetter's research interests include child and adolescent related problems which she investigates through ECLS and ECLS-Restricted use (Early Childhood Longitudinal programs) the U.S. Department of Education restricted large-scale database.   Dr. Yetter is a licensed health service psychologist and a nationally certified school psychologist.  Besides teaching and supervising the 3-course therapy sequence (Parent and Family Interventions, Introduction to Therapy with Children and Adolescents, and Therapy Practicum for Children and Adolescents), Dr. Yetter also teaches Theories of Social Psychology.

Dr. Brian Poncy, currently an associate professor of school psychology as well as the Training Director for the Ed.S. program, received his doctorate from the APA-accredited program at the University of Tennessee in 2006.  Dr. Poncy received the 2006 Outstanding Dissertation Award from Division 16 of the American Psychological Association (APA) and the 2001 Iowa School Psychologists Association's (ISPA) school psychology student of the year award. Prior to receiving his degree he had practiced as a school psychologist for three years in Iowa, where he worked in a non-categorical, RTI/MTSS model. His research interests are in the area of academic interventions, principles of learning, rate-based math assessment, and single subject design

methods. Dr. Poncy is the author and developer of *Measures and Interventions for Numeracy Development* (the MIND; http://brianponcy.wixsite.com/mind). The MIND is a set of empirically-validated resources designed to supplement core math instruction and provide intensive remediation targeting computation skills. These materials were created to present educators with low cost, short duration interventions that effectively increase computation skills. Dr. Poncy has an outstanding record of publication in the area of academic interventions, particularly math.

## D. Organizational Structure - OSU College of Education, Health and Aviation:

### 1. The College

The school psychology program at OSU is housed within the College of Education, Health and Aviation (EHA).

The college has a four-school structure: the *School of Community Health Sciences, Counseling, and Counseling Psychology* (SHCCP); the *School of Educational Foundations, Leadership, and Aviation* (SEFLA); the *School of Kinesiology, Applied Health, and Recreation* (SKAHR) and the *School of Teaching, Learning, and Educational Sciences* (STLES). The Dean of the EHA and the Executive Director of Professional Education is Dr. John Romans. Dr. Bert Jacobson is the EHA Associate Dean for Research, Engagement and Administration. Dr. Adrienne Sanogo is the Associate Dean for Academic Affairs. Dr. Jennifer Sanders is the School Head of STLES and Dr. Shelby Witte is the associate school head.

### The School of Teaching Learning and Educational Sciences

The Ph.D. School Psychology Program at Oklahoma State University is currently housed in the STLES. The STLES has approximately 28 tenure-track faculty members and 13 visiting and/or clinical faculty with diverse background and research interests; thus, the School is able to offer a variety of related graduate programs that complement the training efforts of the school psychology faculty. Faculty in the school is organized into 8 areas corresponding to the programs of specialization that are professionally related. These areas are (1) School Psychology; (2) Special Education; (3) Curriculum Studies; (4) Elementary

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Education; (5) Math and Science Education; (6) Reading and Literacy Education; (7) Secondary Education; and (8) Workforce and Adult Education.

## E. Program Resources

## 1. Intervention and Assessment Materials

There are two primary sources used by the school psychology program to meet the training needs of the students.

A. <u>School Psychology Center</u> – 110 PIO Building. The School Psychology Center (SPC) is a fully functioning clinic that provides a broad range of psychological services to children, families and schools. The final practicum in school psychology occurs through the SPC. The SPC is fully outfitted with the latest in audio-visual technology so that students can receive the best possible instruction and supervision. The SPC is also used for research projects by faculty and students. The following services are provided:

(1) consulting with parents, families, and other mental health and legal personnel about any school and/or family-related issues

(2) developing interventions for schools and providing interventions for learning and adjustment difficulties

(3) consulting at public schools to ensure the most appropriate educational planning for children

(4) monitoring the progress of children in tutoring programs

(5) diagnosing and intervening with children who are suspected to have childhood disorders like Attention Deficit/Hyperactivity Disorder, Learning Disabilities, Mental Retardation, and various forms of Behavioral/Emotional Disorders.

(6) assessing and intervening with gifted children.

(7) family and individual therapy sessions

(8) representing children and families at their schools on multidisciplinary teams and individual educational plan team meetings

The SPC is completely furnished with state-of-the- art audio and video capabilities. There are 6 rooms in the SPC with audio and video capacity. All rooms can record video simultaneously. Supervisors and advanced graduate students can provide supervision and feedback to practicum students during sessions with clients through one-way mirrors and audio headphones. Students in

classes, such as child psychotherapy, cognitive assessment, and personality assessment, can also meet with their instructors in the clinic observation room to watch and discuss on-going cases.

   B.       School Psychology Assessment and Intervention Materials Library (AIML) – 110 PIO Building.

The SPC also has an intervention materials library. This is an extensive collection of assessment instruments, computer software, and intervention materials. The AIML houses an extensive collection of psychological and psychoeducational assessment and intervention materials. There is a $25.00 per semester fee for students who are enrolled in the psychology programs to use these materials. Students need to complete a User Qualification form and file it with the AIML. Test protocols must be purchased through the center. Students must have the appropriate training and supervision to use protected psychological materials.  Those with training are approved by the faculty to use the assessment and intervention materials library.

**2. Media Resources**

   a.) The Educational Technology Center is located in 002 Willard and is a state of the art facility for meeting all of your technology needs. Materials can be used in the center and they may be reserved and checked out for use in other locations. The ETC also contains a computer lab for student use.  Mr. Don Fry is the Technology Director, and Mr. Dustin Ivy is the Coordinator of the ETC.

   **Hours for the ETC are as follows:** Monday-Thursday:
   8:00am-10:00pm Friday: 8:00am - 5:00pm
   Saturday: Closed Sunday: 5:00pm - 10:00pm

Don Fry Director of Technology

002 Willard; (405) 744-4645

don.fry@okstate.edu

Aarond Graham Instructional Support Specialist

002 Willard; (405) 744-8010

aarond.graham@okstate.edu

Dustin Ivy Manager of Instructional Support

002 Willard Hall; (405) 744-7124

dustin.ivy@okstate.edu

Fred Waweru and Andy Maxey Computer Support Specialists

003 Willard Hall

(405) 744-3458 & 7124 (respectively)

COE Technical Support 002 Willard; (405) 744-2222 coetech@okstate.edu

a.) **Library Resources** https://library.okstate.edu

  Edwin Low Library provides comprehensive assistance including research

  tools and collections, various help and assistance functions, and study spaces

  and computers.  Students also have remote access to electronic library

  resources and software downloads.  Students also have online library resources

  and support

  https://ostate.tv/media/Online+Library+Resources+For+Grad+Students/1_xz3v
  w82n/86921402

b.) **Information Technology**:  The University also has an Information Technology division.

  You may access the CIS at the following website: http://www.it.okstate.edu/ or if you need

  assistance, you can contact them during the following hours and at the following location:

**IT Helpdesk Phone**
**Support Hours:**
**Monday – Friday:** 7:00am – 12:00am
**Walk-in Support Hours: Monday**
**– Friday:** 8:00am – 5:00pm
**Stillwater Campus Contact Information:**
**Phone:** (405)744-HELP (4357) or Toll Free 1-877-951-4836
**Email:** https://it.okstate.edu//
**Address:** 421 Classroom Building

**IT Labs - Math Science 108, Kerr-Drummond Mezzanine:** 24 hours/day, 7 days/week
**Classroom Building 4th Floor*:** Mon-Fri: 8:00am-10:00pm
**Kerr-Drummond Mezzanine:** 24 hours/day, 7 days/week

Need help in an IT lab?

**Look for the Orange Vest.**

There is a trained Computer Assistant on duty in each of the four IT Labs. When you need assistance you can find them by looking for an orange vest. You can call OSU Helpdesk at 744-HELP for assistance with the Okey system or any other computer/software related issues.

IT maintains extensive technology services available to students and faculty. A complete list of these services which are important for you can be found here:   https://it.okstate.edu/services/

3.  **Financial Support:  https://financialaid.okstate.edu/**

You may apply for and receive financial assistance from grants, loans, work-study moneys, and scholarships through the Office of Financial Aid. Various teaching and research assistantships are available within the SAHEP. You might teach an undergraduate course in child or adolescent development, measurement principles, or educational psychology. As a research assistant you have the opportunity to become involved in a faculty member's program of research. Many thesis and dissertation ideas have been generated in this fashion. There are also assistantships for consultants in the Reading and Math clinic. Students interested in a SAHEP assistantship should complete an application for assistantship in the school when they apply to the program, and should inform his/her faculty advisors of their interest. All assistantship recipients must have on file the appropriate paperwork with the Office of Financial Aid (FAFSA).

Assistantships and employment are available at other facilities on campus, such as at the University Testing Services Center. Part-time employment opportunities both on and off campus are generally available, and a few paid practicum positions have been made available for school psychology doctoral students. Faculty members and fellow students are good sources of information regarding such part-time, paid jobs and practicum placements. Students can be informed of other sources of financial aid such as grants, loans, work-study and scholarships by contacting the Financial Aid Office, OSU, Stillwater, Oklahoma 74078 (405-744-6604).

Prospective students should contact the Financial Aid Office immediately for information regarding application deadlines.  Information can be obtained at http://www.okstate.edu/finaid/.

## II.  THE PROGRAM

### A.  Program Philosophy and Model

The School Psychology training program at Oklahoma State University is a scientist-practitioner program, in which theory, research, and practice are considered integrated components of a comprehensive training program. Within this model is embedded our **Science-Based Child/Learner Success** (SBC/LS) orientation, which emphasizes use of the scientific knowledge base and methodological rigor in the delivery of school psychology services in order to effect positive outcomes. Our philosophy is that all children and youth and learners of all ages, have the right to be successful. Success refers not only to accomplishment of immediate goals, but also to long range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are important agents who assist learners, families, teachers and others to be successful. The SBC/LS orientation focuses on prevention and intervention services related to the psycho-educational and mental health needs of all learners.

The program model is consistent with the academic, research, and service mission of the university and college and the science-based practitioner model of the School of Teaching, Learning, and Educational Sciences. In addition, the program has adopted as inherent to its training mission and goals the definition of the Specialty of School Psychology as outlined by the APA Division 16 (https://apadivision16.org/archival-definition-of-the-specialty-of-school-psychology/) , the Council of directors of School Psychology Programs (2012), the 2010 National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology, and the ethical standards put forth by both APA and NASP. The SBC/LS orientation requires you to understand, critically evaluate, and integrate research and theory to deliver sound and appropriate school psychology services.

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As a school psychologist, you should also use research designs to critically evaluate your methods and to determine which methods have sufficient validity to be included in your service delivery repertoire. Practicing from a SBC/LS perspective includes not only skeptical consumption of research but contribution to the existing knowledge base through ongoing scholarship and research activities. You should also understand that the scientific and professional literature is constantly being upgraded and that continuing professional development and life-long learning are integral to success as a school psychologist. Training in the model requires a commitment to it, an allowance for adequate time for socialization with faculty and peers in and outside class, taking courses and practica in the appropriate sequence, and a willingness to assimilate and accommodate new information.

The SBC/LS model at OSU encompasses a generalist school psychology model in that students are expected to obtain entry-level competence in a wide variety of professional skills, acquire broad-based knowledge of psychological and educational foundations, demonstrate the ability to plan and carry out research, and demonstrate excellent interpersonal skills and ethical practice. Graduates of the OSU school psychology program are psychologists with specific training for working with children, youth, learners of all ages, families, school personnel and other agencies; they provide direct services to children and serve as liaisons among children and the many adults who are concerned with their welfare. They also work with youth and adult learners. OSU graduates are prepared to work within a variety of settings, including schools and other educational settings, residential facilities, hospitals and private practice.

**B. Required Competencies:**

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| **Goal #1:** *To develop in students broad-based knowledge of the psychological and educational foundations that undergird professional school psychology practice, and the ability to evaluate, apply, and extend this knowledge base.* |
| **Objective a for Goal #1.** Students become competent in designing and conducting research and analyzing data. |
| **Competencies Expected for Objective a, Goal 1:** 1a.1 Students develop scientist-practitioner skills using evidence based empirical assessments and treatments and systematically analyzing |

those data. 1a.2 Students develop skills in the design of psychological research studies. 1a.3 Students develop proficiency with various group and single-case methodologies. 1a.4 Students develop scientist-practitioner research skills and contribute to the field.

**Objective b for Goal #1.** Students become familiar with history and systems of psychology.

**Competency Expected for Objective b, Goal 1**: 1b.1 Students acquire knowledge of the history and systems of psychology.

**Objective c for Goal #1.** Students become familiar with the social bases of behavior and issues of diversity and their impact on behavior.

**Competencies Expected for Objective c, Goal 1**: 1c.1 Students acquire knowledge of social psychological and diversity variables and their influences on behavior. 1c.2 Students demonstrate knowledge of human diversity for research and practice.

**Objective d for Goal #1**: Students develop knowledge of the biological bases of behavior.

**Competency Expected for Objective d, Goal 1:** 1d.1 Students acquire knowledge of physiological psychology, neuro-anatomy, and developmental psychopharmacology.

**Objective e for Goal #1**: Students develop knowledge of the cognitive and affective bases of behavior.

**Competency Expected for Objective e, Goal 1**: 1e.1 Students acquire knowledge of cognitive, affective, and learning, influences on behavior.

**Objective f for Goal #1**: Students develop knowledge of developmental and individual differences and their impact on physical, social, academic, cognitive, affective, and behavioral functioning.

**Competency Expected for Objective f, Goal 1**: 1f.1 Students become knowledgeable of developmental and individual differences and consider developmental variables when conducting research and practice. 1f.2 Students develop knowledge of individual differences related to psychopathological functioning.

**Objective g for Goal #1**: Students have knowledge of education service delivery systems.

**Competency Expected for Objective g, Goal 1**: 1g.1 Students acquire knowledge of educational practices and procedures, policies, and personnel in public school environments.

**Objective h for Goal #1:** Students become knowledgeable of school psychology professional standards, theories, and practices.

**Competencies Expected for Objective h, Goal 1**: 1h.1Students adopt a scientist-practitioner and science-based child/learner success orientation 1h.2 Students have knowledge of the history and future directions of professional school psychology
1h.3 Students develop and maintain interpersonal and professional disposition for identity as professional school psychologists 1h.4 Students demonstrate knowledge of legal and ethical issues and professional standards of psychologists1h.5 Students develop technology skills relevant to the professional roles of psychologists.

**Goal #2:** *To develop in students school psychology professional practice skills.*

| |
|---|
| **Objective a for Goal #2**: Demonstrate skills in assessment for diagnosis and intervention. |
| **Competencies Expected for Objective a, Goal 2**: 2a.1 Students conduct data collection for intervention planning and for diagnostic assessment by selecting assessment techniques relevant to the referral concerns, employing formal and informal assessment measures conducted utilizing direct and indirect methods in order to formulate appropriate DSM-IV-TR diagnoses to describe clients' functioning. |
| |
| **Objective b for Goal #2**: Demonstrate consultation skills for prevention and intervention. |
| **Competencies Expected for Objective b, Goal 2**: 2b.1 Students develop competency in a variety of consultative techniques at the system, group and individual level by developing and applying techniques for prevention, problem-solving, and crisis intervention in the areas of behavioral, academic, cognitive, developmental, social and emotional functioning as well as developing skills in the evaluation of the efficacy of interventions both directly and in a supervisory role. |
| |
| **Objective c for Goal #2**: Demonstrate skills in designing and carrying out direct psychotherapeutic intervention with children and adolescents. |
| **Competencies Expected for Objective c, Goal 2**: 2c.1 Students develop skills in treatment design, implementation, and evaluation through direct contact with both individuals and groups to facilitate client learning, adjustment, and behavioral and emotional functioning using a variety of evidence-based therapeutic techniques that are consistent with APA legal and ethical guidelines. |
| |
| **Objective d for Goal #2**: Demonstrate skills in specialty area; attain life-long learning orientation. |
| **Competencies Expected for Objective d, Goal 2**: 2d.1 Student knowledge and skills in a specialization area of interest are developed through engagement in activities that serve to deepen the content knowledge and practice skill in these specialty areas to a high level and through professional affiliation and credentialing. |
| |

## C.      Required program courses that meet competencies:

| Program Competency Areas OSU Department, Course Number & Name | |
|---|---|
| **I. Psychological and Education Foundations/Scientific** | |
| **A. Research & Data Analysis** | |
| REMS 5953 Elementary Statistics or UG equivalent | 3 |
| REMS 5013 Research Design & Methodology | 3 |
| REMS 6003 Analysis of Variance | 3 |

| | |
|---|---|
| REMS 6013 Multiple Regression Analysis in Behavioral Studies | 3 |
| REMS 6663 Applied Multivariate Research in Behavioral Studies | 3 |
| SPSY 6153 Advanced Research Methods in School Psychology | 3 |
| SPSY 5000 Masters Thesis | 2 - 6 |
| SPSY 6000 Doctoral Dissertation | 15 |
| SPSY 6253 Single Case Designs | 3 |
| **B.  History and Systems** | |
| FDEP 6123 History & Systems of Psychology | 3 |
| **C.  Social Aspects/Diversity** | |
| FDEP 5183 Theories of Social Psychology or<br><br>PSYC 6563 Advanced Social Psychology | 3 |
| SCFD 6983  Diversity and Equity Issues in<br><br>Education | 3 |
| **D.  Biological Aspects of Behavior** | |
| SPSY 6143 Intro to Developmental Psychopharmacology | 3 |
| PSYC 6483 Neurobiological Psychology or<br><br>FDEP 6133 Biological Basis of Behavior | 3 |
| **E.  Cognitive/Affective Aspects of Behavior** | |
| FDEP 5463 Psychology of Learning and Behavior | 3 |
| **F.  Human Development/Individual Differences & Disabilities** | |
| EPSY 5103 Human Development in Psychology | 3 |
| SPSY 5113 Child Psychopathology | 3 |
| **G.  Education Service Delivery** | |
| SPSY 5110 Observation and Participation Experience in School Psychology | 2 |
| SPSY 6313 Advanced Interventions for Increased Academic Achievement | 3 |
| **II. School Psychology Professional Practice Skills** | |

| | |
|---|---|
| **A.  School Psychology Professional Standards** | |
| SPSY 5023 Intro to School Psych Services | 3 |
| SPSY 6030 Doctoral Seminar: Ethics | 3 |
| **B. Assessment for Intervention/Measurement** | |
| SPSY 5793 Individual Intellectual Assessment of Children and Youth | 3 |
| SPSY 5803 Advanced Intellectual Assessment | 3 |
| SPSY 6113 Soc, Emot, Beh, and Personality Assessment Children and Youth | 3 |
| **C. Consultation/Prevention/Intervention/Program Evaluation** | |
| SPSY 6333 Instructional Assessment and Consultation | 3 |
| SPSY 5853 Applied Behavioral Analysis | 3 |
| SPSY 5873 Applied Behavioral Analysis II | 3 |
| SPSY 6343 Behavioral Assessment and Consultation | 3 |
| **D.  Direct Service/Psychotherapy** | |
| SPSY 6033 Introduction to Psychotherapy with Children & Adolescents | 3 |
| SPSY 5813 Parent and Family Interventions in School Psychology | 3 |
| SPSY 5503 Crisis Intervention & Emergency Action in School Settings | 3 |
| **E.  Practicum/Internship** | |
| EDUC 5910 Educational Field Experiences (120 hours) | 2 |
| SPSY 5210 Intro. Practicum in School Psychometry (240 hours) | 2, 2 (4 total) |
| SPSY 5310 Practicum in Child and Adolescent Therapy (120 hours) | 3 |
| SPSY 5510 Practicum in School Psychology (600 hours) | 3, 3 (6 total) |
| SPSY 6310 Doctoral Practicum in School Psychology (400 hours) | 2,2  (4-total) |

| SPSY 6610 Doctoral Internship (1500-2000 hours) | 2,2,2 (6 total) or 3,3 |
|---|---|

**Specialty Area** - Students are also required to develop a competency in a specialty area of their interest. This can be accomplished in various ways and with various combinations of the following, e.g., coursework, research, supervised experience. Students must be work with their Advisor and committee to develop and have approved a specialization. The specialization should be focused on your particular interest area to advance your career, to match you with an internship foci, or to dovetail with your research. Some examples from the past

Statistics/Research/Measurement
REMS 6023    Psychometric Theory
REMS 6033    Factor Analysis
HDFS 6143    Structural Equation Modeling
STAT 5033    Nonparametric Methods
STAT 5043    Sample Survey Designs
STAT 5053    Time Series Analysis STAT
5073            Categorical Data Analysis
STAT 5213    Bayesian Decision Theory

Systems Level Service Delivery and Program Evaluation
                OTISS experience
REMS 6373    Program Evaluation
HDFS 5563    Management of Family and Community Service Programs
SPED 6543    School and Interagency Collaboration
SPED 6183    Legal Aspects in Special Education

Advanced Direct Intervention/Therapy (courses in addition to 1 advanced treatment class required above)
PSYCH 6523 Family Treatment Methods
SPED 5643 Counseling Parents of Exceptional Children
CPSY 5583 Group Process


Note: Required courses are designed to meet minimum competency in program areas. In conjunction with taking courses, you must seek out and build into your repertoire a variety of experiences to meet these competencies. Samples of your work across these areas should be documented in your portfolio.

**Portfolio  [http://college.livetext.com/](http://college.livetext.com/)**

To begin the portfolio process, you will purchase a onetime membership to LiveText Solutions. LiveText is an online website offering a suite of tools that enables you to showcase your best work to professors and prospective employers. The portfolio process continues as you progress through the program, reflecting your development in the designated competency areas. Portfolios are a critical part of the <u>annual evaluation</u> process for all students and are used in the annual evaluations which occur for all students in the program beginning in your second year.

<u>Annual evaluations</u> typically are scheduled during October in each fall semester. These evaluations are held with you and a faculty dyad. Your advisor and the second program faculty usually have reviewed your LiveText portfolio prior to your annual evaluation and during the evaluation feedback about your performance is given. The portfolio contains samples of your best works as they fulfill the program objectives. The program objectives are already built into the LiveText portfolio shell you will be trained to use by the LiveText GA. These competency areas actually make up the different sections of the portfolio. Once you have begun to develop your portfolio you will find that it is an ongoing and dynamic process. You can and should be continuously improving, editing and developing your portfolio throughout your program, including your internship year. Your LiveText subscription is valid until one year after you graduate.

# DOCTORAL DEGREE IN SCHOOL PSYCHOLOGY COURSE CHECKSHEET

**Matriculation:** Starting with your first semester of enrollment, place the date in each column. Document courses in this order on your Plan of Study. As you successfully complete classes and plan for future enrollment, you and your advisor should check against this form. If you follow this, then your graduation check should be accurate compared to your POS at the end of your program. You must complete all courses as outlined here and on your POS. Any variations from program requirements must be approved by program faculty (not just your advisor) with a completed and signed waiver form on file in the Graduate Records Office and in your portfolio. Any changes made after filing your POS require that your program advisor initial changes on your POS, which is then refilled with the Graduate College.

| Program Competency Areas OSU Department, Course Number & Name | | Plan of Study Development | | | Year 1 | | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Courses in italics go on the MS POS* | | Waiver | POS MS PhD | Adv. Init. | S | Fa | Sp | Su | Fa | Sp | Su | Fa | Sp | Su | Fa | Sp | Su | Fa | Sp | Su |
| **I. Ed. Psych. & Psych. Foundations/Scientific** | | | | | | | | | | | | | | | | | | | | |
| A. **Research & Data Analysis** | | | | | | | | | | | | | | | | | | | | |
| *REMS 5953 Elementary Statistics or UG equivalent* | 3 | ░ | MS | ░ | | | | | | | | | | | | | | | | |
| *SPSY 5000 Masters Thesis* | 2-6 | | MS | | | | ░ | | ░ | | | | | | | | | | | |
| REMS 6003 Analysis of Variance | 3 | | PhD | | | | ░ | | | | | | | | | | | | | |
| REMS 6013 Multiple Regression | 3 | | PhD | | | | | | ░ | | | | | | | | | | | |
| REMS 6663 Applied Multivariate | 3 | | PhD | | | | | | | ░ | | | | | | | | | | |
| *REMS 5013 Research Design & Methodology* | 3 | | MS | | | ░ | | | | | | | | | | | | | | |
| SPSY 6153 Advanced Research in School Psychology | 3 | | PhD | | | | | | | | | ░ | | | | | | | | |
| SPSY 6000 Doctoral Thesis | 15 | | PhD | | | | | | | | | | ░ | ░ | ░ | ░ | ░ | | | |
| **B. History and Systems** | | | | | | | | | | | | | | | | | | | | |
| FDEP 6123 History & Systems of Psych | 3 | | PhD | | | | | | | | | | | ░ | | | | | | |
| **C. Social Aspects /Diversity** | | | | | | | | | | | | | | | | | | | | |
| PSYCH 6563 Advanced Social Psych or FDEP 5183 Theories of Social Psychology | 3 | | PhD | | | | | | | | ░ | | | | | | | | | |
| **D. Biological Aspects of Behavior** | | | | | | | | | | | | | | | | | | | | |
| SPSY 6143 Developmental Psychopharmacology | 3 | | PhD | | | | ░ | | | | | | | | | | | | | |

| Course | Credits | | Level |
|---|---|---|---|
| SCFD 6983 Diversity and Equity Issues in Education | | | |
| SPSY 5320 Biological Basis | 3 | | PhD |
| **E. Cognitive/Affective Aspects of Behavior** | | | |
| FDEP 5463 Psychology of Learning and Behavior | 3 | | MS |
| **F. Human Development/Individual Differences & Disabilities** | | | |
| EPSY 5103 Human Development in Psychology | 3 | | MS |
| SPSY 5113 Child Psychopathology | 3 | | MS |
| **G. Education Service Delivery** | | | |
| SPSY 5110 Observation and Participation experience in SPSY | 3 | | MS |
| SPSY 6313 Advanced Interventions for Increased Academic Achievement | 3 | | MS |
| **H. School Psychology Professional Standards** | | | |
| SPSY 5023 Intro to School Psych Services | 3 | | MS |
| SPSY 6030 Doctoral Seminar: Ethics | 3 | | PhD |
| **I. Assessment for Intervention /Measurement** | | | |
| SPSY 5793 Intellectual Assessment of Children and Youth | 3 | | MS |
| SPSY 5803 Adv Intellectual Assess | 3 | | MS |
| SPSY 6113 Soc, Em, Beh & Personality Assmt children and youth | 3 | | PhD |
| **J. Consultation /Prevention /Intervention /Program Evaluation** | | | |
| SPSY 6333 Instructional Consultation | 3 | | MS |
| SPSY 5853 Applied Behavioral Analysis | 3 | | PhD |

| Course | Credits | Level |
|---|---|---|
| SPSY 5873 Applied Behavioral Analysis II | 3 | PhD |
| SPSY 6343 Behavioral Consultation | 3 | PhD |
| SPSY 5503 Crisis Intervention & Emergency Action in School Settings | 3 | PhD |
| SPSY 6253 Single Case Designs | 3 | PhD |
| **K. Direct Service/Psychotherapy** | | |
| SPSY 5813 Parent and Family Interventions in School Psychology | 3 | PhD |
| SPSY 6033 Introduction to Psychotherapy with Children & Adolescents | 3 | PhD |
| **L. Practicum /Internship** | | |
| SPSY 5110 Field Experiences (for those without teacher certification; 120 hours) | 2 | MS |
| SPSY 5210 Intro. Practicum in School Psychometrics (120 hours) | 4 | PhD |
| SPSY 5310 Practicum in Child & Adolescent Therapy | 3-6 | PhD |
| SPSY 5510 School Based Practicum (600 hours) | 6 | PhD |
| SPSY 6310 Doctoral Practicum (400 hours minimum) | 4 | PhD |
| SPSY 6610 Doctoral Internship (1500 hours for 9-10 month contract; 2000 hours for 12 month contract) | 6 | PhD |

**D. Components and Sequence of the Program**

**1. Typical Sequence for Training**

The graduate course of study for students entering the Ph.D. program from the bachelor's degree is listed below. Students entering this program with relevant graduate credit should discuss their course of study with their advisor. For any course you feel you have completed at the graduate level, complete a waiver form, provide appropriate documentation, and submit to your advisor who will have the program faculty review. Note that your portfolio must contain evidence of current skill in all competency areas, whether a course was waived or not.

For those who enter the program from the Bachelors degree level, the Master of Science Degree is usually awarded at the completion of 32 hours of graduate study en' route to the Ph.D. The program of study, including coursework, practica experiences, and research, is carefully sequenced so that it is cumulative and increasingly complex. As noted, Master's courses focus on basic educational psychology and measurement/assessment skills. Cases on practicum at this level include assessment and consultation for mild/moderate academic difficulties in the school system, and elementary statistics and research skills are required. If you were admitted from a related field, you must focus on these foundation skills, while at the same time pursuing your professional identity as a doctoral level school psychologist. Concentration will then be on psychological foundation course work, advanced statistics, identification with the Science-Based Learner Success Model, and joining research teams. Next in the sequence comes coursework and practica in advanced practice skills, including behavioral/social/emotional assessment and intervention in a school-based setting. If you were admitted from a specialist/certificate level, you must demonstrate competencies in these areas before moving to advanced skills. Following these experiences, you will enroll in advanced treatment courses (and courses in your interest areas) and complete a practicum in the School Psychology Center, where you are more involved with family systems and agencies

outside schools. For most students the 4th year includes the SPC practica as well as completing the APPIC internship process. Advanced research and dissertation work are also foci at this time. You will then ready for internship and you must have a completed and approved Readiness for Internship Form before you begin your internship. During internship you will continue to refine competencies, continue to add to your portfolio, and develop a plan for postdoctoral employment and training.

**2. Year by Year Overview (please see sequence below for details)**

**First year**

A temporary advisor was assigned to you upon your acceptance into the program. You will work with this faculty member until deciding upon a permanent advisor by the end of your second semester. In conference with your advisor, you write a statement of professional goals which objectively outlines a sequence of goals to be reached during training and after completion of the program. You also complete a self-assessment of your strengths and weaknesses. Your stated goals and interests will then be utilized in augmenting the required coursework on the plan of study for course sequence and content, coordinating membership on research teams, finalizing practicum/internship placement decisions, and developing specialty areas domain competency goals. While this first year concentrates on foundation courses, advanced statistics and research methods, you will also enroll in the Introduction to School Psychology where you will be familiarized with program requirements, introduced to the program model and philosophy, and gain competencies in professional ethics and identity.

Furthermore, you should join a research team consisting of faculty members and students. You will be provided information regarding current research teams in the department and research interests of other students and faculty; you might then join or form a research team with a particular topic as a focus. The teams meet on a regular basis and work toward mutually agreed upon goals. Experiences in the research teams will be mentored and guided, and you are welcome to work with faculty and other students on

ongoing projects.

This is also a good time to look at joining professional organizations. This assists in the development of your professional identity and is critical to your development. As a student, you can join relatively inexpensively and derive great benefits such as access to professional newsletters and journals, and notices of conferences, new professional materials, workshops and employment. You are highly encouraged to join the following organizations as a Student Affiliate:

**American Psychological Association (APA)**

**Division 16 of APA (School Psychology)**

**National Association of School Psychologists (NASP)**

**Oklahoma Psychological Association (OPA)**

**Oklahoma School Psychological Association (0SPA)**

Membership applications are available through SPGO representatives, program faculty, and through the websites of each organization.

Your most critical support system is your fellow students. You should stay in contact with your mentor. You should also join the School Psychology Graduate Organization (SPGO) and become an active participant. Your student organization represents you at the program, university, state and national level. Plan to become an officer as you progress through the program. You will begin to compile your professional portfolio from your first semester, in order to be ready for your first annual evaluation in fall of your second year.

If you were admitted directly from the Bachelor's level you will be eligible to receive a Master of Science degree in Educational Psychology with an option in School

Psychometrics en' route to your doctoral degree. The M.S. in Educational Psychology-School Psychometrics in NOT a terminal degree and no student is ever admitted directly into that track. The degree is approximately 32-36 hours and you should usually have completed all of the requirements for it at the end of your 3$^{rd}$ semester in the program. You will develop and submit a plan of study for the degree during your second semester. For the M.S. plan of study you need a minimum of 3 faculty members. There is no requirement for an outside member for this plan of study. The Masters degree Graduate Clearance Form must be completed and sent to the Graduate College at the beginning of the semester of the semester you are to receive the MS. This is usually in the fall of your second year. Also you must complete a Masters Plan of Study on the current POS forms, which MUST be downloaded from the Graduate College Website.

### MS Educational Psychology- option School Psychometrics

**Foundations in Education and Psychology (6 hours, required)**
  
EPSY 5103    Human Development in Psychology  
FDEP 5463    Psychology of Learning and Behavior

**Research and Inquiry (6 hours, required)**

REMS 5013    Research Design and Methodology  
REMS 5953    Elementary Statistical Methods

**Thesis, Report, or Creative Component with Electives (6 hours, required)**

Master's Thesis (6 hours of SPSY 5000) *OR*  
Report Option (2 hours of thesis) *OR*  
Development of a Creative Component with Related Elective coursework. Elective options are specified within the curriculum requirements for each Program.

**School Psychometrics Option (14 hours required)**

Program Core (14 hours, required)

SPSY 5023    Introduction to School Psychological Services  
SPSY 5113    Child Psychopathology  
SPSY 5110    Observation and Participation Experiences in

SPSY (2 hours)
SPSY 6333    Instructional Consultation
SPSY 5803    Advanced Intellectual
                         Assessment (Cog II)

*Recommended Electives for non-thesis option*
SPSY 6313   Advanced Interventions for Increased Academic Achievement
SPSY 6033    Introduction to Psychotherapy with Children and Adolescents (3 hours)
SPSY 6343    Behavioral Assessment and Consultation
SPSY 5210    Introductory Practicum - School Psychology (2 hours)
SPSY 5853    Applied Behavioral Analysis

        The semester following your award of the M.S. degree you will need to complete

and submit a plan of study that will be used toward the doctoral degree. No courses which

have been used toward another degree may be used for hours towards graduation or put on

the plan of study.  However, they may be used to fulfill program, licensure and

certification requirements if approved by the committee and the Dean of the Graduate

College.  Changes in the plan can be made with the approval of the advisory committee

and the Dean of the Graduate College; final changes which accurately reflect your program

must be completed the semester or summer session in which the degree is conferred. A

waiver form must be submitted for each required class that you have already taken so as to

receive credit. (See waiver form in the Evaluation and Waiver Forms section of the

handbook or online at the OSU School Psychology website). You should use the

curriculum plan as well as the advising check sheet to determine needed courses.

        If you were admitted to the program at the Master's level you may opt to not obtain

the M.S. degree in Educational Psychology described above. This may be the case if you

have a Master's in another area of psychology or a closely related field. The school

psychology faculty can advise you about this. Those who entered the program with a

Master's degree need to file the Doctoral plan of study shortly after the completion of 27

hours of coursework at OSU. This would be after completion of your second semester at

OSU.

        Thus, before completion of 18 hours of coursework post-M.S., you must choose

advisory/dissertation committee members and file your Masters POS. The duties of the advisory committee consist of advising you, assisting you in preparing a program of study, assisting in planning and conducting the research, supervising the writing and subsequent approval of the dissertation, and conducting the final examination. Your advisor can help you determine who is eligible to serve on your committee. The following guidelines will aid you.  You will need:

1. A minimum of four members on the committee which must be approved at the departmental and graduate college level.

2. A permanent Advisory Committee chairperson from the core School Psychology faculty.  The chairperson must hold full graduate faculty status.

3. You will also select a Dissertation Advisor. The Dissertation Advisor is the faculty member who will help you develop your idea and will assume primary responsibility for helping you with your project. This is sometimes the same person as your Advisory Committee Chair, but not always. Your dissertation advisor may be a junior faculty member who holds at least associate membership in the Graduate College.

4. At least one member of the committee other than the Advisory Chair must be a School Psychology Faculty member.

5. You must also have an outside member on your committee.  This member serves as a representative of the Graduate College, and can have some expertise in your area but not be vested in our program or degree. The outside member can be a faculty member from outside the SPSY program area, e.g., Special Education, Research-Evaluation-Measurement and Statistics, Psychology, etc.

Prior to the pre-enrollment registration date for the next semester, you must complete and submit a plan of study which outlines all the acceptable graduate work that has been completed and all that will be taken which will be used toward the doctoral degree. No courses which have been used toward another degree may be used for hours

towards graduation or put on the plan of study. However, they may be used to fulfill program, licensure and certification requirements if approved by the committee and the Dean of the Graduate College. Changes in the plan can be made with the approval of the advisory committee and the Dean of the Graduate College; final changes which accurately reflect your program must be completed the semester or summer session in which the degree is conferred. A waiver form must be submitted for each required class that you have already taken so as to receive credit. (See waiver form in the Evaluation and Waiver Forms section of the handbook or online at the OSU School Psychology website). You should use the curriculum plan as well as the advising check sheet to determine needed courses.

**Second Year**

During the second year, you will take advanced professional coursework in consultation, therapy, and assessment. More coursework in statistics and psychological foundations are also appropriate for you during this time. You will be enrolled in the "shadow" practicum (SPSY 5210). During this course you will shadow an advanced student who is on their specialist level practicum (SPSY 5510). You will also be enrolled in SPSY 6333: Instructional Consultation during semester three and SPSY 6343: Behavioral Consultation during semester four. Requirements for these courses include case studies in a school setting under supervision. If you did not have a thesis completed before you were admitted to the doctoral program you should by now have an idea for a thesis or research equivalent and have begun to review the literature.

You will enroll in SPSY 6033 Introduction to Psychotherapy with Children and Adolescents in the spring; this will prepare you for the therapy practicum experience the

spring of your third year.

**Third Year**

This is an exciting time in the program. You will complete therapy and school-based practica. The therapy practicum is completed during the spring semester. The specialist-level school psychology practicum is a two-semester 600-hour school-based sequence in psycho-educational assessment, consultation, and intervention. A certified and licensed school psychologist and your university faculty supervise this experience. You are required to attend classroom meetings where practicum experiences are processed, the Science-Based Learner Success (SBC/LS) model is reinforced, cases are presented, and new techniques are introduced. Emphasis is placed on appropriate assessment, diagnosis, and intervention for academically related difficulties such as learning and attention problems, and consultation and treatment of school related problems. Focus is also placed on successful outcomes and positive impact on clients. Students are frequently involved with school-based teacher assistance teams, interventions at the pre-referral level, staffings and parent conferences. Practicum experiences coincide with level of training and coursework in particular skills, moving from emphasis on assessment to case consultation, direct interventions and systems involvement. Practicum experiences involve more complex cases and system issues. In initial field experiences, you will shadow supervisors, be observed by supervisors on initial tasks, and then be given more independent responsibilities. You will be expected to gain skills in all major areas of professional school psychology, including assessment for intervention planning, home and school consultation, direct interventions with children, and some systems level consultation. It is your responsibility to be familiar with specific experiences and skills for which you should be striving on your practicum, as these expectations and experiences provide you with depth and breadth in your training. Your university supervisor can assist you in

negotiating appropriate experiences with your field supervisor. You will also attend workshops and conferences available to your supervisors and interact with other pupil-services professionals in the school system, such as school counselors, speech-language pathologists, and special education teachers.

**Portfolios & Comps**. You will continue to develop your portfolio each year. As part of your practicum experience, you will develop a portfolio demonstrating your experiences and competencies organized by the program outcomes listed above. Your portfolio will be turned in as part of your annual evaluation, and during the year in which you take comprehensive exams, will be part of your comps. The dissertation proposal must occur before the student is allowed to take the second part of the comprehensive examinations. Comprehensive exams have two parts. First you need to register and complete the ETS Praxis II School Psychology Exam. Part one of the comprehensive exams involves the ETS Praxis II – School Psychologist Exam. This is a nationally standardized examination required for certification as Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists and is accepted by the Oklahoma State Department of Education for the certification examination as school psychologist. The national benchmark is a passing score of 165. A score of 165 is required for the NCSP credential and this score is the minimum score required by the program as well. All students are required to have their passing PRAXIS scores sent directly to the director of their program before they will be approved to apply for internship. The program director will not sign off on internship materials if PRAXIS scores have not been received. It is not sufficient for the PRAXIS scores to be sent to OSU in general as they will likely not make it to the student's graduate record folder. The program students use their score on the test for application for the National Certification in School Psychology and for state certification in school psychology through the OK State Department of Education.  The Praxis II has the following sections:

- Data-Based Decision Making
- Research-Based Academic Practices
- Research-Based Behavioral and Mental Health Practices
- Applied Legal Foundations
- Ethical/Legal and Professional Foundations

Second, Ph.D. students also take an examination constructed by the program faculty which assesses mastery of program objectives. This is a day-long written exam. Please note - THE DISSERTATION MUST BE PROPOSED BEFORE YOU CAN SIT FOR THE COMPREHENSIVE EXAM PART 2. The dissertation must be proposed and comprehensive exams passed before the student is judged ready for internship and given permission to apply for internship. Once you have passed the dissertation proposal and the comprehensive exams you are officially a candidate for the Ph.D. degree.

**Fourth Year**

By now you will have met the requirements excluding internship, for the National Association of School Psychologists Nationally Certified School Psychologist certification and the Oklahoma State Department of Education requirements for state certification as a school psychologist. Technically all you would need for these credentials would be the school psychology internship. However, you will complete that later, at the end of your program of study. These semesters you will enroll in the Doctoral practicum and complete an additional 400 hours in the School Psychology Center. Many APA/APPIC internships require that you have at least 1000 hours of practicum experience, and you will be competing with students who have many more. During this year, you will reinforce your professional skills, develop familiarity with mental-health center operations and procedures, and demonstrate therapy and consultation skills in those settings. During this time you also will begin to develop your own supervision skills and you may supervise students enrolled in SPSY 6113 Social, Emotional, Behavior, and Personality Assessment of Children and Youth. This is the year that you will typically apply for internship, unless you intend to remain on campus for an extra year. See requirements regarding the dissertation

proposal and sitting for comps, which you must complete successfully prior to applying for internship.

**Fifth Year**

If all required course work is completed then this will be your internship year. During this year while you are on your internship, you will compile a portfolio in your specialty professional practice area, including a paper describing your competencies and specialty area. You should take your EPPP at this time as well.

**Sixth Year**

This will be your Postdoctoral year. Please plan on staying in touch with us. We will need outcomes from you, such as your employment, licensure status and credentials, professional products and other news.

**Recommended Course Sequence Ph.D.**

Please use the following sequence to develop and submit your Plan of Study. Also, please note that this is a recommended sequence based on scope and sequence of the program. That is, certain foundation courses must be taken before you take some of the professional practice courses, and certain practice courses must be taken before others, and certain courses must be taken before you go on practicum. The same goes for the statistics/research sequence. In addition, courses in the first four semesters are designed to meet the requirements of the Masters en route degree, so you need to have those. Only if you have approved waivers for courses should you skip them; if you do, you should move to the next courses in the sequence and not skip ahead. Courses are also designed to have companion practical experience, and even with waivers it is very difficult, if not impossible, to move to practicum ahead of schedule. Relax and enjoy! Remember that much of your training occurs outside the classroom. If you try to hurry, you will miss a lot of that! Note also that all of our

courses, except for some foundation courses, are only taught once a year.  If you delay a course, it could mean delaying your practicum and program sequence for a year. Furthermore, note that courses in other areas and departments fill up quickly, so you should enroll as soon as possible. Course offerings are subject to change. Please check with your advisor, advanced students, faculty teaching courses, and other areas & departments to make sure a course will still be offered when and where you expected it to be. Be flexible!

|  | Total | | PhD Hrs | | | MS hrs | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| DOCTORAL SEQUENCE | 129 | | 94 | | | 35 | | | | | |

**Fall**

| 1st year Fall | | | 2nd year fall | | | 3rd year fall | | | 4th year fall | | | 5th year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MS SPSY 5023 Intro to School Psych | 3 | | REMS 6013 Multiple Regression | 3 | | SPSY 6153 SPSY | 3 | | SPSY 6310 Doc Prac SPSY | 3 | | 6610 | Intern | 2-3 |
| MS SPSY 5113 Dev Psychopathology | 3 | MS | SPSY 6333 Instructional Consulation | 3 | | SPSY 5510 Adv Prac SPSY | 3 | | SPSY 6000 Dissertation | 4 | | | | |
| MS EPSY 5103 Human Development | 3 | | SPSY 5853 Applied Beh Analysis | 3 | | SPSY 6000 Dissertation | 3 | | FDEP 6133 Biological Basis | 3 | | | | |
| MS REMS 5013 Research Methods | 3 | | SPSY 5813 Parent and Family Intervention | 3 | | SPSY 6033 Intro Psychthpy Chd/Adol | 3 | | Specialty Course | 3 | | | | |
| MS SPSY 5110 Obs & Participation FE | 2 | MS | SPSY 5210 Intro Prac SPSY | 2 | | | | | | | | | | |
| | | MS | SPSY 5000 Thesis | 2 | | | | | | | | | | |
| **Total Hours** | **14** | | | **16** | | | **12** | | | **13** | | | | **0** |

**Spring**

| 1st year Spring | | | 2nd year Spring | | | 3rd year Spring | | | 4th year Spring | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MS SPSY 5793 Child/Youth | 3 | | SPSY 6343 Behavioral Consultation | 3 | | SPSY 5310 Prac Child & Adol Thpy | 3 | | SPSY 6310 Doc Prac SPSY | 3 | | 6610 | Intern | 2-3 |
| REMS 6003 ANOVA | 3 | | SPSY 6113 Soc Emot Beh Assmt | 3 | | SPSY 5510 Adv Prac SPSY | 3 | | SPSY 6000 Dissertation | 4 | | | | |
| MS SPSY 6253 Single Case Designs | 3 | | REMS 6663 Applied Multivariate Statistics | 3 | | SPSY 6000 Dissertation | 2 | | Specialty Course | 3 | | | | |
| SPSY 6143 Dev Psychopharm | 3 | | SPSY 5210 Intro Prac SPSY | 2 | | SPSY 5503 Crisis Interv Schools | 3 | | | | | | | |
| MS SPSY 5000 Thesis | 2 | | SCFD 6983 Diversity & Equity Issues Ed | 3 | | SPSY 6030 Ethics | 3 | | | | | | | |
| **Total Hours** | **14** | | | **14** | | | **14** | | | **10** | | | | **0** |

**Summer**

| 1st year Summer | | | 2nd year Summer | | | 3rd year Summer | | | 4th year Summer | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MS SPSY 5803 Theory | 3 | | SPSY 5873 ABA II | 3 | | SPSY 6310 Doc Prac SPSY | 2 | | SPSY 6000 Dissertation | 2 | | 6610 | Intern | 2 |
| MS FDEP 5463 Psy Lrn and Beh | 3 | | FDEP 5183 Theories Soc Psych | 3 | | FDEP 6123 History & Systems | 3 | | | | | | | |
| | | | SPSY 6313 Adv Interv Acad Achv | 3 | | | | | | | | | | |
| **Total Hours** | **6** | | | **9** | | | **5** | | | **2** | | | | **6** |

### Description of Practica and Internship

*FACT:* The national average placement of School Psychology Doctoral students into APA accredited internships is 82%. The OSU School Psychology Program has had 96% placement of students into APA accredited internship sites since our program gained accreditation.

### *Practica*

There are distinct practica required for students in the program. Doctoral students typically complete all 5. SPSY 5110, SPSY 5210, SPSY 5310, SPSY 5510, and SPSY 6310. The practicum sites are clearly committed to training and all have appropriately specialized and credentialed supervisors for school psychology. The Practicum sites offer a wide range of training opportunities appropriate for school psychology practicum students and emphasize best practice as well as frequent opportunities for the application of empirically supported assessment, intervention, and consultation practices. Program students obtain school-based experience through a variety of settings and experiences, based on their level in the program and they also obtain experience in a clinic setting just prior to internship.  The students complete their practica in school settings that provide licensed school psychologists as

supervisors. Practicum supervisors provide a minimum of one hour of face-to-face supervision a week, and typically much more informal supervision.

*SPSY 5110* 1st year - fall semester

This class meets weekly for discussion and supervision from the university faculty member and there is a specified set of experiences in which the students must engage while in the field. It is paired with SPSY5023 – Introduction to SPSY.  This experience involves observation and participation in a general education classroom and serves to orient students to the public schools, expose them to children's learning and behavior in the schools, give exposure to general education and special education service delivery, and afford the opportunity to work with various school personnel and parents. Students keep time and effort logs and they compile a variety of artifacts that may be included in a professional portfolio. The students complete 120 hours in a semester and this is approximately 10 hours per week.

*SPSY 5210* 2nd year - fall and spring semesters

SPSY 5210 practica occur in the second year and are complimentary to the coursework in instructional assessment and consultation and behavioral assessment and consultation. The SPSY 5210 students are assigned to a senior student who is enrolled in the SPSY 5510 (specialist practicum in school psychology) who provides some cursory supervision. The university faculty are the primary supervisors of the SPSY 5210 students as they begin to work in the schools. The students complete 120 hours over two semesters in this practicum.

During the fall semester of this practicum students begin developing skill set necessary for problem-solving consultation and intervention development (e.g., observation, interview, record review, rating scales, and other direct assessment techniques like curriculum-based measurement, systematic data collection, etc). The students initially shadow the more senior student (one who is enrolled in SPSY 5510) and observe the advanced student engage in psychological service delivery. Near the midpoint of the first semester the SPSY 5210 students are given data collection assignments that require them to engage in various splinter skills as part of a case. Students are assigned data collection components of ongoing cases that the advanced SPSY 5510 student has ongoing and for which the 5510 student is the case manager.

During the spring semester SPSY 5210 practicum students are expected to use those various splinter skills as a case manager and they conduct a total consultation and intervention case. The case may be a behavioral referral or an academic concern referral. Over the course of the SPSY 5210 experience the students are expected to demonstrate consultation and intervention skills that effectively address school-based referral concerns. Specifically, beginning level skills such as:

- Problem Identification and Analysis, Development of Hypotheses, Testing of Hypotheses, Development and Implementation of Interventions, Evaluation of Interventions, Effective Communication, Collaboration, Presentation of findings, Case conceptualization, Timely completion of work, Technology

*SPSY 5310*  3<sup>rd</sup> year - spring semester

SPSY 5310 practica is at least 120 hours of supervised experience in providing individual cognitive-behavioral therapeutic services to children, adolescents, and young adults. Therapy sessions may be held either in schools or in the school psychology center on the OSU campus. Psychologists-in-training may receive both group and individual supervision weekly from a licensed health service psychologist.

*SPSY 5510*  3rd year - fall and spring semesters

SPSY 5510 is a significant school-based practicum in which the student is on site for 600 hours during the academic year.  This is approximately 3 days per week on site.  The student is expected to engage in broad range of psychological services under supervision from a field- based psychologist. Students early in the practicum shadow their supervisors, are observed by supervisors while performing basic skills which will be needed on the practicum, and then are they are expected to perform more independently. As the practicum progresses the students engage in more complicated problem solving and psychological service delivery. This two semester sequence of practicum is designed to expose students to various problems, populations, and procedures used by school psychologists and to allow for supervised experience in the public school setting. These experiences are integrated into the students' training and are arranged to become increasingly complex to match the students' level of readiness.  Students develop skills as case managers with School-Building Level Committees for pre-referral consultation and intervention.  They are responsible for developing interventions for educational and behavioral

difficulties. They serve as members of a multidisciplinary team, and practice conducting multi- factored psychological and psycho-educational assessment for special education eligibility determinations. They conduct assessment for intervention and participate in Individual Education Plan development for children with various school difficulties. The students typically also have an individual psychotherapy case. Furthermore they are expected to develop and run a group for children which addresses an area of concern that the children all have in common.  These often are social skills groups. The students attend professional development activities at the state school psychology conferences in the fall and spring sponsored by the Oklahoma School Psychological Association and take other opportunities that are available through the district in which they are placed.

The practicum settings are carefully selected by the training program to be appropriate for the goals and objectives of the training program, most importantly comprehensive service delivery to children, youth and families. The practicum placement agency provides appropriate support for the practicum experience including: (a) a written contractual agreement specifying the period of appointment, the terms of compensation if any, and goals and responsibilities for all parties (b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), (c) provision for participation in continuing professional development activities, (d) expense reimbursement consistent with policies pertaining to agency school psychologists (e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, (f) release time and recognition for practicum supervisors, and (g) a commitment to the practicum as an educational/training experience.

*SPSY 6310*  4<sup>th</sup> year fall and spring semesters

The doctoral practicum, which is clinic-based, expands upon existing skills and focuses on integration of service delivery across systems after the student has completed the SPSY 5510 600 hour school-based experience. Students continue to be exposed to the opportunity to gain skills in all major areas of professional school psychology; including assessment for intervention planning, home and school consultation, direct interventions with children, and some systems level consultation (more of this is done on the internship). Students also attend workshops and conferences available to their supervisors and interact with other pupil services professionals in the school system, such as school counselors, speech-language pathologists, and special education teachers. The university faculty provide the clinic supervision. The 6310 has the following objectives

- develop advanced consultation, assessment and intervention skills within a mental health clinic context.
- demonstrate competencies in psychological service delivery to show a readiness for internship.
- become familiar with clinical intake and treatment protocols.
- develop supervision skills with SPSY 6113 school psychology students.
- further develop skills and understanding of multicultural issues in consultation, assessment, and treatment (e.g., race, gender, sexual orientation and their impact)
- demonstrate knowledge of ethical principles relevant to psychological service delivery.
- develop competencies in use of DSM-V and its match with IDEIA

*Sufficient experience for internship.* The school psychology practicum sequence provides substantial experiences in preparation for the internship. Students begin their experience with a 120 hour observation and participation experience in the schools (SPSY 5110). This experience familiarizes the student with the organization and operation of the schools prior to engaging in psychological service delivery under supervision in the schools. The observation and participation field experience also is also required by the Oklahoma State Department of Education to partially fulfill the requirements for school psychologist certification for those students who do not have a teaching certificate from a state department of education. The majority of the program students enter the program with Bachelors degrees in psychology and therefore do not have teaching certificates. The second practica experience (SPSY 5210) occurs over two semesters and is paired with consultation, intervention, and assessment coursework (see description above) and the students accrue at least 120 contact hours. SPSY 5310 occurs in the spring semester while the school-based practica (SPSY 5510) is typically two consecutive semesters for a total of 600 hours. Graduates who intend to practice outside the traditional schools must have extensive knowledge of the school system, and children and youth are educated even within other settings such as residential facilities. The doctoral practicum (SPSY 6310) is a two to three semester sequence for a minimum total of 400 hours. The overriding goal is development of professional identity and competence. The students obtain over 1000 hours of practicum experience, which helps to ensure that they are competitive for APA-accredited internships and the APPIC match. Students are evaluated throughout their practicum experiences by the university and field supervisors. They also

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compile a portfolio to demonstrate skill in major school psychology practice areas. Students also maintain time and effort practicum logs, using Time 2 Track.  Is a web-based data management system.  It is configurable for your specific field of study - School Psychology. It is also integrated with the AAPI Online

If you'll be applying for an internship through APPIC, Time2Track makes it easy to track your hours for the AAPI Online. Time2Track is regularly updated to match changes to APPIC's requirements.

## Internship

The internship for the Ph.D. program must be consistent with APA requirements for doctoral level internships and/or the CDSPP, and fulfill all Oklahoma State Board of Examiners of Psychologists (OSBEP) requirements for licensure eligibility. Doctoral students must apply for APA accredited internships in school psychology. The program has also adopted a strict policy of not approving internships for doctoral students, who were previously employed in schools, in their district of origin. Students must be supervised by at least two licensed health service psychologists. They must complete from 1500 to 2000 hours depending on whether they have a 9 or 12 month contract. Please note that NASP/NCSP requirements include completion of at least ½ of the internship (600 hours since the NASP internship requirement is 1200 hours) in a school setting. If you intend to complete your entire internship in a non-school setting, then you must fulfill and document the NASP minimum of 600 hours in the schools that you completed alternative to the internship that meets internship requirements.

## Certification and Licensure Processes

The Ph.D. with an emphasis in school psychology at OSU is designed to lead to eligibility for certification and licensure in the state of Oklahoma. If you wish to become credentialed in another state, be sure to check the requirements of the specific state in which you are interested and work with your advisor to ensure that you meet those guidelines.

## Licensure:

The Oklahoma State Board of Examiners of Psychologists (OSBEP) is charged by the state legislature to credential psychologists at the doctoral level.  In order to be licensed, you must receive training in a psychology program, with the most common programs being clinical, counseling and school psychology.  State law requires that in order to be licensed, you must graduate from a program that is accredited by the American

Psychological Association (APA). Therefore, while you must meet the requirements of the OSBEP as set forth each year in the Annual Directory of Licensed Psychologists/Psychologists Licensing Act and Rules of the Board, you must also fulfill program requirements designed to meet APA Guidelines in order to be license-eligible. Besides specific course requirements, the SBE requires specific internship and postdoctoral experiences. See the directory and OSU internship guidelines for details. You must also pass the national licensure examination, a jurisprudence examination, and an oral examination. The license credentials you to work in schools, agencies, and private practice within your areas of competence. You apply directly to the OSBEP for licensure, but must have supporting signed documentation from the university, your internship, and your postdoctoral setting/supervisors. The OSBE directory may be obtained directly from their office:

> State Board of Examiners of Psychologists
> 201 N.E. 38th St., Suite 3
> Oklahoma City, OK 73105
> (405) 524-9094

**Certification:**

The Oklahoma State Department of Education (OSDE) is charged with issuing school psychology certificates for specialist/60 hour school psychologists and Ph.D. graduates who wish to obtain a certificate sometime during their training.

The Nationally Certified School Psychologist (NCSP) certificate is also available to you. This certificate is issued by the National Association of School Psychologists and is recognized for reciprocity by some states. You must fulfill NASP/NCSP training requirements and pass the National School Psychology Examination administered by ETS in order to obtain this certificate. Information regarding the NCSP may be obtained through:

> National School Psychology Certification System
> National Association of School Psychologists
> 4340 East West Highway, Suite 402
> Bethesda, MD 20814
> www.nasponline.org/certification

You will be provided additional information regarding credentialing procedures during the doctoral seminar, advising, and mentoring by advanced students. Please feel

free to ask questions at any time.

**Research Aspects of the Program**

**(Development of the Scientist)**

The primary goal of the program is to build upon existing knowledge and experience while emphasizing the scientist component of doctoral level training in theory, research, and practice. Therefore, in addition to development of professional practice skills, earning a Ph.D. entails scholarly involvement and making a contribution to the scientific base from which school psychologists practice. To this end, you are expected to take a series of research and statistics courses, participate in research teams, produce a research product prior to the dissertation suitable for presentation or publication, propose your dissertation prior to the internship, and successfully complete and defend your dissertation prior to graduation. You are expected to present at regional and/or national conferences. You are strongly encouraged to participate in research and scholarship that can reach fruition through publication in peer-reviewed journals.

Deadlines to keep in mind for submission of research to professional organizations include the following:

6. Oklahoma School Psychologists Association - submit proposal for spring and fall conferences, usually just a few weeks before the conference

7. Oklahoma Psychological Association - submit proposal in late September or October for spring conference

8. National Association of School Psychologists - submission deadline is typically in the summer (June) for the following spring annual convention.

9. American Psychological Association - submission deadline is usually in November for the conference the following August

Relevant school psychology journals include, School Psychology Review (NASP), the School Psychology Quarterly (APA), the Journal of School Psychology, Psychology in the Schools, and the Journal of Psychoeducational Assessment. Other relevant journals are in the areas of clinical, clinical child psychology, development, educational, personality and social psychology, counseling, and marriage and family.  See the American

<u>Psychologist</u> for a complete listing of APA journals. You can also submit to OSPA Today, the Communiqué', the APPIC newsletter, and the Div 16 newsletter.

Research interests are integrated into the program through coordination with didactic instruction and student career and specialty training goals. For example, you may combine your dissertation topic with your selection of specialty domain area competencies. In addition to the school psychology faculty, many other departmental faculty are involved in student research and you are encouraged to seek out these people.

**Dissertation:**

The dissertation is designed to demonstrate your own original initiative, thinking, and contribution to the scientific literature.  It may be an extension of your earlier work or a new idea, but it is a project for which you take responsibility and ownership.  To that end, it will be up to you to schedule meetings with your chair and committee, develop a timeline, and to make adequate progress throughout your program. Pick a topic which is meaningful to you, doable within the time frame of your program, and will sustain you through the long time period the dissertation requires. It should also help you to meet your career goals.

The research and the preparation of your dissertation will follow a set sequence. The full proposal**,** which includes your first three chapters (Introduction, literature review, and methodology), must be approved by your committee prior to sitting for comps, which are required to apply for APPIC. See the recommended sequence above for dissertation progress. If you do not complete the dissertation before you leave for internship, you must submit to your dissertation chair a plan and timeline for completion of the dissertation. You should collect your data either before or during your internship, and do your data analysis and discussion sections before, during, or just after the internship so that you are ready to graduate no later than two semesters following the internship. You must be continually enrolled for at least 2 credit hours every semester until completion of the dissertation and all other requirements for graduation.

Be aware that as you take longer to complete the dissertation, your chair will be gathering other obligations with incoming students and you will have increasingly

demanding professional obligations. Thesis guidelines are to provide you with structure so that the dissertation can be conceptualized as a series of small steps which can be accomplished.  Be aware that all research involving human participants and animal subjects must be approved by the University Institutional Review Board (IRB), which is there to protect you and the university as well as the participants involved. Applications and guidelines are available at the Graduate School. You must have IRB approval and the full proposal completed before collecting data.

See the Graduate Calendar regarding due dates for filing the draft and final approval of the dissertation prior to graduation. These due dates are strictly adhered to. The first submission is usually due to the graduate college midterm of the semester you intend to propose, so don't get caught off-guard!

## III.  PROCEDURAL GUIDELINES

### A.  Student-Faculty Relations

Student-faculty relations in the School Psychology Program at Oklahoma State University are vitally important in maintaining the quality of the program. Foremost, the faculty adhere to the most recent <u>American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2010 and 2016amendments)</u>. You will be provided with the Ethical Principles of Psychologists in your first semester of enrollment in the School Psychology Program through SPSY 5023, Introduction to School Psychology. Students are treated with respect and dignity; every effort is made to be fair and responsive to student needs. To facilitate open communication between faculty and students, a student representative is elected by the school psychology students to serve as a student representative to the School Psychology Program committee. The student representative may attend School Psychology Program Committee meetings to provide student perspectives to the faculty and to be able to communicate faculty issues and concerns back to students. Please feel free to ask your student representative to express your opinion at meetings. Regular meetings of all students and faculty are also held in which questions are addressed.  We want to hear you.

SPGO, your student organization, is there to enhance student-faculty relations through planning parties, representing students at professional events, and communicating as a whole from faculty to students. Please note that your SPGO faculty representative is there as an organizational sponsor. If you have needs regarding the program itself, these should be communicated to the program director.

## B. Student Complaints

Just as we provide students with open and honest evaluations, we expect you to be able to openly communicate with your professors. You will have a multi-year relationship with them and they are accountable for your professional development. Thus, it is important for ongoing relations, program cohesion, and your professional development for you to be able to address concerns in a professional and courteous manner directly with faculty. If you have a concern, your first step is to take the matter up with the individual with whom you have the concern unless there are extreme circumstances that prevent you from doing so. You should be willing to hear their side of the story, and to try to resolve the issue informally if at all possible, as is recommended in the APA ethical guidelines. You may also ask your student representative to bring program suggestions or concerns to our faculty meetings.

Due process is of utmost importance if a student should have a complaint that needs further attention. Complaints at OSU are taken very seriously, and you should consider ramifications of your actions on all concerned. Thus, there are several required steps that must be followed in order for us to be able to help you.

1) You should present your concerns to the Training Director or another program faculty. Please note that program faculty are obligated to discuss concerns with each other, unless the issue is of a personal nature. If the matter is not personal or sensitive, and future action is likely to be taken, please do not ask another faculty to withhold information from the training director. We will make every effort to address your concern at the program level. Remember that this is your program, and we all want it to be the best it can be.

2) If the issue cannot be resolved satisfactorily at the program level, you may take the matter to the School Head. If necessary, the School Head may establish a committee to consider the problem. Recommendations from the committee are

forwarded to the Head for review and a decision is made by the Head. The COE Dean's Office is sometimes involved at this level.

3) If the matter is not resolved to the satisfaction of the student, the student may take the matter to the Graduate College or to one of the appropriate university boards or committees for resolution. A number of University boards or committees handle student complaints. The Academic Appeals Board reviews and renders judgments regarding course grades. The Committee on Sexual Harassment addresses issue of sexual harassment.

## C. Student Evaluation of the Program

Student feedback regarding the effectiveness of the graduate program is critical to our continued growth, particularly in this transition time. You will be provided formal and informal opportunities to evaluate the program content and sequence, specific courses, supervisors, and other aspects of the program. Please reciprocate the professional courtesy shown to you when providing feedback to university or field personnel, and provide constructive alternatives when appropriate. Doctoral level training is by definition rigorous; please weigh the long-term outcome in terms of your professional knowledge and competencies against the current demands upon you when evaluating the program as a whole.

## D. Evaluation of Student Progress and Professional Competencies

Our primary goal is student development of necessary knowledge and competencies for doctoral school psychologists practicing at the highest level of professional standards. Careful advising is used for students needing assistance within a supportive atmosphere. Faculty carefully weigh the obligations to students with those of the public they will serve.

Feedback is given to students in writing and in face-to-face supervision. Students' strength and areas needing improvement are discussed, and students are given the opportunity to develop a plan to improve skills where needed. Our philosophy is that emphasis should be placed on mastery of information and the ability to synthesize and apply problem-solving strategies. In addition to evaluation of professional competencies, practice standards, and legal and ethical issues, students' interpersonal skills as they relate to professional practice, confidence, motivation, flexibility, organizational skills, time management, and creativity are also reviewed when determining readiness for advanced

components of the program. Evaluation is considered a growth enhancing/learning process. Feedback from practicum and internship supervisors each semester provides ongoing information regarding your ability to translate didactic experience into practice, and is critical to your success as are grades. Please see attached evaluation forms.

In order to matriculate through the program within the required time limits, it is important that you, your advisor, the program faculty, and your committee periodically examine your progress in meeting the program requirements and your stated goals. The program faculty have the responsibility to continually assess the progress and performance of each graduate student. The primary purpose of this assessment is to facilitate professional and personal growth and is provided in a continual and timely manner.

The program faculty also recognizes that developmental stressors are inherent both in the transition to graduate school, as well as during the course of training. During graduate school, higher academic expectation is frequently encountered than some students have experienced before. Even the best students may experience frustration over not being able to meet all demands at their usual level of perfection. When clinical work begins there is stress inherent in working with clients. Further, supervision is more intensive, concentrated, and frequent during the graduate program which may increase your sense of personal and professional vulnerability. You are encouraged to talk through this stage with your supervisors, be willing to accept feedback and modify your performance accordingly, and continue on your quest for professional excellence.

Because graduate students make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the training program to provide activities, procedures, and opportunities which can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, and contact with support individuals (e.g., advisor, supervisors, university counselors) and/or groups (e.g., other graduate trainees, former students, etc.). Please be aware that faculty judgment of your ability to deal with personal stressors, as it affects professional competence, will be included in your annual evaluation process. Any effort you have made to seek needed

assistance to improve your performance, rather than to deny problems, will be construed in a positive light.

Your progress in the program is evaluated in several ways:

      a. annual student evaluation and feedback session
      b. practica and internship logs and evaluations
      c. LiveText portfolio assessment
      d. comprehensive exams
      e. classroom performance and grades
      f. professional disposition

## E. Provisions Made for Persons with Disabilities

The School of Teaching, Learning, and Educational Sciences, as well as Oklahoma State University, is committed to providing students with disabilities with quality equal educational opportunities. Student Disability Services is an office involved with addressing the concerns of those with disabling conditions and has initiated several projects in this regard. The Office of Student Disability Services frequently refers college students to the SPC for evaluation of suspected disabilities which might adversely affect school performance and success.

The Americans with Disabilities Act Compliance Office is active in completing and maintaining removal of physical barriers in the buildings and on the campus to provide access to students with mobility, vision and hearing impairments. Willard Hall is ADA compliant, has state of the art accessibility features, and was designed to be barrier free, as are many buildings on the OSU campus.

## F. Cultural and Individual Differences and Diversity Information and Resources: Office of Institutional Diversity https://diversity.okstate.edu/

Oklahoma State University, in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 (Higher Education Act) and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran, in any of its policies, practices, or procedures. This provision includes, but is not limited to, admissions, employment, financial aid, and educational services. Potential students and faculty are

actively recruited from all the above categories and given full consideration for admission, employment, promotions, and/or tenure by the University and within the STLES.

The School Psychology Program makes every effort to promote understanding of and respect for the full range of cultural and individual diversity. Recruitment of faculty and students from diverse cultural backgrounds is always a high priority, and our current faculty and student population reflects this effort. The program also strives to develop understanding, knowledge, scholarship and skills in all of our students to enhance the likelihood they will facilitate child success across the full range of diverse learners they might encounter as professional school psychologists. We are convinced that the changing cultural diversity of schools and society will have substantial impact on the delivery of school psychological services and research conducted by professional school psychologists.

## G. Retention, Remediation, Withdrawal and Dismissal Standards
### Retention

Students must maintain a minimum of a 3.25 average on a 4.0 scale in all academic work completed. A grade of B or better must be achieved on all professional school psychology course work, practicum and internship. In order to continue to the next phase of practicum/internship, you must make a B or better on prior practica. If you earn a C in a practicum course, you must make a written petition to retake practicum with the School Psychology faculty, including a plan for improving performance and a statement of why you feel you will be successful upon retake. If approved to retake practicum, your status in the program will be reviewed after the retake and it may be recommended that you discontinue the program, complete the state certification requirements only, or continue in the doctoral program.

If you receive an incomplete in a course, you will be expected to complete all work necessary to remove the incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following fall semester. A total of three or more unremoved incompletes on a student's record, or a pattern of recurring incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.

You must maintain continuous enrollment in the program, up to and including the semester you graduate. The Graduate College can deny your graduation application for any lapse in

enrollment. Failure to enroll for two consecutive semesters will result in dismissal from the program by program faculty. Your plan of study must clearly reflect adequate progress through the program, and you should adhere to that plan as much as possible.  Changes to the plan of study must be filed with the graduate college.  You must

have the appropriate foundation and practice coursework prior to and/or in conjunction with enrolling in the practicum.  See the recommended course sequence for a determination of courses required for enrolling in practicum.  You also must make adequate progress in the research competencies and dissertation phases. Please develop a written plan with your advisor describing the sequence and time in which you will meet requirements other than those reflected on the plan of study. You must meet the residency requirements of the Graduate School, one year in full-time residence within the two years prior to graduation. However, the program expects you to attend full-time as many semesters as possible, and you will find it difficult if not impossible to meet all requirements within the six year time frame with only one year in residence.

The evaluation of your performance in the program will cover all the goal areas outlined above, including professional, ethical and interpersonal competencies. The evaluation of adequate progress will include progress in coursework, research, and practica and internship, along with other areas outlined in the program goals and competencies. Please see the evaluation form for specific areas which will be rated. Your performance on the comprehensive examination, professional portfolios developed each year and during practica, and your specialty portfolio developed during the internship or before, should be turned in according to your written time-table and will be used as part of the evaluation process. We will make every effort to work with you to achieve program and personal professional goals. We anticipate your successful completion of the program! Please complete all evaluation components and meet with your advisor prior to scheduling your annual evaluation meeting.

### Remediation, Withdrawal and Dismissal Procedures

Remediation and Dismissal procedures for the School Psychology program are addressed in the following aspects: Definition of Professional Impairment and Remediation Plan, the University procedures for academic dishonesty and misconduct, the general procedure of the School Psychology program for considering specific allegations against students, and the annual review of students' progress.  Each of these will be outlined individually.

It is our obligation to outline a definition of professional impairment which significantly

impacts performance and service delivery.  For the purposes of this document

an impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,

2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or 3) an inability to control personal stress, and/or excessive emotional or behavioral reactions which interfere with professional functioning.

While it is a professional judgment as to when a graduate student's behavior becomes impaired rather than just problematic, for purposes of this document a problem refers to a trainee's behavior, attitude, or characteristic, which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics: 1) the student does not acknowledge, understand, or address the problem when it is identified, 2) the problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training, 3) the quality of services delivered by the student is sufficiently negatively affected, 4) the problem is not restricted to one area of professional functioning, 5) a disproportionate amount of attention by training personnel is required, and/or, 6) the trainee's attitude/behavior does not change as a function of feedback, remediation efforts, and/or time.

Complaints from faculty or field supervisors regarding professional and ethical conduct will be brought to the student's attention. If necessary, a remediation plan will be developed. Severe infractions, such as disruptions in professional settings, sexual involvement with supervisors or clients, severe ethical violations, or severe impairment of professional functioning due to personal problems, can lead to immediate dismissal from the program. If an impairment is identified, the following procedures will be implemented with all steps being documented in writing, as well as communicated to the student (in writing and orally) during a formal conference with their advisor and/or other appropriate faculty. The student will be formally notified of the specific problem areas noted by the faculty. This written notification is placed in the student's record and kept in the graduate records office. Unless the problems are severe enough to warrant an immediate dismissal, a plan to remediate the problem will be developed by the student and the program faculty. If the student refuses to accept a plan, she or he will be dismissed from the program. This

plan will, as much as possible, behaviorally define the student's problems, identify the expected

behavior patterns or goals, specify possible methods that could be used to reach those goals, and designate a date for goal attainment or re-evaluation. During this remedial period, the student is on probation. At the time of re-evaluation, one of the following options will be chosen by the program faculty: 1) a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program,

2) continued probation and remediation, an updated remedial/behavioral plan, and a date set for another re-evaluation, 3) counseling the student out of the program, 4) formal dismissal from the program. A written statement will be generated at each benchmark specified in these actions and will be placed in the student's confidential file in the graduate records office. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the faculty to formally review his/her case. This review panel may consist of committee members and the departmental chair. This review panel will make the final determination, forwarding the formal recommendation to the Chairperson and Dean of the Graduate School.

Please note that you are here voluntarily. If you chose to withdraw from the program, we will wish you well.  If you choose not to complete a remediation program, you may choose to withdraw as well. If for any reason you are considering withdrawing from the program, please let your advisor, your GA and practicum supervisors, and the program director know this so that they can plan accordingly.  Faculty spend much time and resources on students, and it is in your best interest to be open and honest with them if you feel the program is not your best fit. We would also then have the opportunity to discuss your options and advise you. We also may be able to provide you with additional information, such as a program that might be a better fit for you, a letter of recommendation, or information that suggests your feelings are typical and that you should remain in the program! Again, please do not ask your advisor to withhold this information from the training director, who may be able to help you as well, and needs information as soon as possible in order to address program needs your leaving might cause if you left on very short notice. If you remain in the program, we will encourage you as we would any other student with whom we had not had this discussion.

### University Dismissal Procedures

In addition to professional practice issues, academic misconduct can also result in dismissal. Students and faculty are expected to help maintain the quality and integrity of the educational process by conducting themselves in an honest and ethical manner. Any form of academic misconduct represents an erosion of academic standards and should not be tolerated by either the

teacher or student.

Within the University community, there are several reasons for academic sanctions (Oklahoma State University Catalog). These include:

1. Academic Dishonesty
2. Plagiarism
3. Unauthorized collaboration on out-of-class projects.
4. Cheating on in-class exams.
5. Unauthorized advance access to an exam.
6. Fraudulent alterations of academic materials.
7. Knowing cooperation with another person in an academically dishonest undertaking.
8. Academic Misconduct

Academic misconduct differs from academic dishonesty in that the intent in academic misconduct is not to obtain "undeserved intellectual credit or advantage." Once an instructor determines that academic misconduct or academic dishonesty has allegedly occurred, there are specific guidelines for procedures (Students Rights and Responsibilities, 1993). Students may obtain a copy of this document from the Office of Student Activities.

*Please see Oklahoma State University Catalog for a full description of University policy and procedure.

### H. Procedure for Considering Allegations of Professional Violations Against Students

In the event a specific allegation of professional misconduct is brought against a School Psychology student at times other than the Annual Reviews, the procedure for considering the allegation will be as follows:

a. The allegation is delivered in writing to the Director of Training.

b. The Director of Training investigates the allegation, with the investigation including a written response from the student involved.

c. If the allegation is deemed to have merit, the Director of Training presents the written record to the school psychology program faculty within 30 days

   of initial receipt for consideration. The student shall be given an opportunity to meet with the program faculty to respond verbally to the allegation.

d. The program faculty will first make a determination as to the validity of the complaint. In cases where the complaint is found to be valid, the program faculty may by majority

vote elect among the following options:

1.) Refer the matter to the University's Office of Student Misconduct. 2.)
Formally reprimand the student in writing.

3.) Require appropriate remediation, suspending client contact or other activities
   during the remediation process.

4.) Suspend the student for a specified period of time. 5.)  Dismiss
the student from the program.

# I. APPENDICES

## APPENDIX A

**OSU School Psychology**

**Internship Evaluation Form**

**Field Based Supervisor Assessment:**

Please evaluate the candidate's performance during internship in all areas, compared to other interns at this level. For each domain, indicate whether the portfolio products provided indicate that performance during internship was at the level of Unacceptable, Approaching, Target, or Exemplary. Performance during internship is required to be on Target level or above in all areas for the internship to be considered successfully completed.

Candidates must submit through their portfolio submission a comprehensive academic case study, a comprehensive behavioral case study, a comprehensive consultation case study, and an initial/complete diagnostic assessment report with treatment recommendations. Included within these case studies must be at a minimum, assessment data, intervention data, and outcome data. The assessment data must include formal and informal assessments conducted (direct and indirect assessment of performance, interviews, functional analysis, etc.) as appropriate for the case. The intervention data for each of the case studies must include the protocols from any interventions implemented within the case as well as any data collection methodologies. The outcome data must also be included, and provide actual data demonstrating positive impact on student learning.

In addition, the candidates must submit a vita as well as any other products necessary to demonstrate the competencies assessed below.

| Candidate Information | | |
|---|---|---|
| **Name** | | Date |
| **Internship Site** | | |
| **Review Period** | From: | To: |

| Evaluator | |
|---|---|

When evaluating internship portfolio products, ratings of candidates should be based on the rubric below, keeping in mind the specific domain associated with the product assessed. Ratings of 2 or above are considered adequate for candidate performance and are required for all items assessed for successful completion of internship.

| Rubric | |
|---|---|
| **0** = Unacceptable | The intern has not demonstrated the characteristic/disposition or ability to perform the task when provided with experience and supervision and is in need of more intense direct supervised assistance and additional planned activities. |
| **1** = Approaching | The intern has demonstrated aspects of the skill or characteristic/disposition, or has demonstrated the skill but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to perform the task or demonstrate the characteristic. |
| **2** = Target | The intern has competently demonstrated the characteristic/disposition or ability to perform the task. More experience may be beneficial but is not needed for competency attainment. |
| **3** = Exemplary | The intern has demonstrated strong skill or characteristic/disposition development and can independently perform the task with no supervision. |

| Ratings |
|---|

**2.1 Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

1. A behavioral case study report (utilizing functional behavioral assessment methods) that links assessment data to recommendations, which resulted in treatment/intervention data demonstrating an effective outcome.

2. An academic case study report that links assessment data to recommendations, which resulted in treatment/intervention data demonstrating an effective outcome.

3. Diagnostic assessment report links assessment data to recommendations which resulted in treatment/intervention data demonstrating and effective outcome.

**2.2 Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

1. Consultation case study report including assessment results, hypothesis statement, goals, strategies and outcomes.

2. Candidate demonstrates characteristics of effective communications, both oral and written.

3. Candidate demonstrates effective collaborative interactions with consultative stakeholders.

4. Candidate utilizes problem solving strategies within the consultative framework.

**2.3 Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

1. Academic case study report demonstrates knowledge of empirically validated academic intervention strategies.

2. Academic case study report demonstrates effective use of data to support skill development and goal selection.

3. Candidate has an understanding of components of effective instruction and how to apply this understanding to academic intervention development.

**2.4 Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.

1. Behavioral case study report demonstrates knowledge of empirically validated behavioral intervention strategies.

2. Behavioral case study report demonstrates an examination of Functional Variables associated with the target behavior (FBA data was collected).

3. Behavioral case study report demonstrates effective use of data to support skill development and goal selection.

4. Candidate has an understanding of components of effective behavioral instruction and how to apply this understanding to intervention development.


**2.5 Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

1. Both behavioral and academic case study reports demonstrate that assessment approach varies to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.

2. Both behavioral and academic case study reports provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.

3. Diagnostic assessment report demonstrate that assessment approach varies to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.

4. Diagnostic assessment report provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.

5. Candidate possesses adequate knowledge of issues of assessment, consultation and intervention related to populations of various diverse backgrounds.

6. Candidate has experience with and works effectively with various diverse populations.


**2.6 School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

1. Candidate has an understanding of schools and other settings as systems.

2. Candidate has participated in a school based committee designed to enact a system change.

**2.7 Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

1. Candidate is familiar with prevention and risk-reduction programs and activities.

2. Candidate is able to apply principles for responding to crises (suicide, death, natural disaster, violence, etc.)

**2.8 Home/School Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

1. Academic case study report demonstrates effective use of home/school collaboration.

2. Behavioral case study report demonstrates effective use of home/school collaboration.

3. Candidate effectively communicates with parents/caregivers using appropriate language.

4. Candidate adequately evaluates parent/caregivers background and training needs.

**2.9 Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

1. Candidate appropriately selects and utilizes research to inform assessment, intervention and consultative activities.

2. Academic and behavioral case study reports present data within an appropriate single-case deign to allow for conclusions about the effectiveness of the intervention.

**2.10 School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

1. Candidate demonstrates active involvement in state or national association.

2. Candidate demonstrates practice that is consistent with the code of ethics for national professional associations in School Psychology.

3. Candidate's vita indicates participation in local or national conference.

**2.11Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologist's access, evaluates, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

1. Candidate utilizes, as evidence from portfolio products, technology relevant to assessment, reporting and dissemination activities.

2. Candidate utilizes, as evidence from portfolio products, technology relevant to interaction with professionals, parents and children.

**Impact on student learning**

1. Behavioral case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.

2. Behavioral case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.

3. Behavioral case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.

4. Academic case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.

5. Academic case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.

6. Academic case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.

7. Consultation case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.

8. Consultation case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.

_____

9. Consultation case study results are evaluated as effective by consumers
examination of goal attainment through the use of goal attainment assessments.

_____

## Evaluation

Evaluation of performance is to be completed at the end of the internship period by the field-based supervisor.

_____ This student has successfully completed the internship experience and is recommended for additional experiences and/or credentialing as appropriate. (must have ratings of 2 or above on all assessed areas)

_____ This student needs to contract for completion of additional experiences, noted above rated below 2, before the internship can be considered successfully completed.

_____ I have serious ethical and/or practice skill reservations regarding this student and would recommend that they repeat the internship.

## Verification of Review

*By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.*

| Candidate Signature | | Date | |
|---|---|---|---|
| Supervisor Signature | | Date | |

_____    _____
Supervisor                    Date              Intern                    Date

*Signature indicates that the supervisor's evaluation has been discussed between the supervisor and the student.

## OSU School Psychology

## Portfolio Evaluation Form

**University Based Supervisor Assessment:**

Please evaluate the candidate's performance in all areas, compared to others at this level. For each domain, indicate whether the portfolio products provided indicate that performance during internship was at the level of Mastery, Accomplished, Average, Developing or Beginning. Performance during internship is required to be average or above in all areas for the internship to be considered successfully completed.

Candidates must submit through their portfolio submission a comprehensive academic case study, a comprehensive behavioral case study, a comprehensive consultation case study and an initial/complete diagnostic assessment report with treatment recommendations. Included within these case studies must be at a minimum, assessment data, intervention data and outcome data. The assessment data must be formal and informal assessments conducted (direct and indirect assessment of performance, interviews, functional analysis, etc.) as appropriate for the case. The intervention data for each of the case studies must include the protocols from any interventions implemented within the case as well as any data collection methodologies. The outcome data must also be included which provide actual data demonstrating positive impact on student learning.

In addition, the candidates must submit a vita as well as any other products necessary to demonstrate the competencies assessed below.

| Unacceptable (0.000 pt) | Approaching (1.000 pt) | Target (2.000 pts) | Exemplary (3.000 pts) |
|---|---|---|---|
| The candidate has not demonstrated the characteristic /disposition or ability to perform the task when provided with experience and supervision is in need of more intense direct supervised assistance and additional planned activities. | The candidate has demonstrated aspects of the skill or characteristic /disposition, or has demonstrated the skill but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to perform the task or demonstrate the characteristic. | The candidate has competently demonstrated the characteristic /disposition or ability to perform the task. More experience may be beneficial but is not needed for competency attainment. | The candidate has demonstrated strong skill or characteristic /disposition development and can independently perform the task with no supervision. |

| Behavioral Case Study | | | | |
|---|---|---|---|---|
| **Behavioral Case Study Report -- A behavioral case study report (utilizing functional behavioral assessment methods) that links assessment data to Recommendation which resulted in treatment/intervention data demonstrating an effective outcome.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Behavioral Case Study Report -- Demonstrates knowledge of empirically validated behavioral intervention strategies.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Behavioral Case Study Report -- Demonstrates an examination of Functional Variables associated with the target behavior (FBA data was collected).** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Behavioral Case Study Report -- demonstrates effective use of data to support skill development and goal selection.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Behavioral Case Study Report -- Demonstrates effective use of home /school collaboration.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Behavioral case study report outcome data is presented and described using a single- case design valid for the type of intervention and data collected.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Behavioral case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Behavioral case study results are evaluated as effective by consumers' examination of goal attainment through the use of goal attainment assessments.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |

| Academic Case Study | | | | |
|---|---|---|---|---|
| **Academic Case Study Report -- Links assessment data to recommendation which resulted in treatment /intervention data demonstrating an effective outcome** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Academic Case Study Report -- Demonstrates knowledge of empirically validated academic intervention strategies.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Academic Case Study Report -- Demonstrates effective use of data to support skill development and goal selection.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Academic Case Study Report -- Demonstrates effective use of home/school collaboration.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Academic Case Study Report -- Candidate appropriately selects and utilizes research to inform assessment, intervention, and consultative activities.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Academic case study report outcome data is presented and described using a single- case design valid for the type of intervention and data collected.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Academic case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Academic case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |

| Diagnostic Assessment Report | | | | | |
|---|---|---|---|---|---|
| **Diagnostic Assessment Report -- Links assessment data to recommendation which resulted in treatment/intervention data demonstrating an effective outcome.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Diagnostic Assessment Report -- Demonstrates that assessment approach varies to account for individual differences in culture/language disability, or any other relevant aspect of diversity.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Diagnostic Assessment Report -- Provides recommendation that vary to account for individual differences in culture/language disability, or any other relevant aspect of diversity.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Diagnostic Assessment Report -- Candidate possesses adequate knowledge of issues of assessment, consultation, and intervention related to populations of various diverse backgrounds.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Diagnostic Assessment Report -- Candidate has experience with and works effectively with various diverse populations.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Consultation Case Study Report – Includes assessment results, hypothesis statement goals, strategies, and outcomes.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Consultation Case Study Report – Candidate utilizes, as evidence from portfolio products, technology relevant to interaction with professionals, parents, and children.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Consultation case study report outcome data is presented and described using a single- case design valid for the type of intervention and data collected.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |

| | | | | |
|---|---|---|---|---|
| **Impact on Student Learning -- Consultation case study report results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Impact on Student Learning -- Consultation case study results are evaluated as effective by consumers' examination of goal attainment through the use of goal attainment assessments.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Academic and Behavioral Case Study Reports present data within an appropriate single-case design to allow for conclusions about the effectiveness of the intervention.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Behavioral and Academic Case Study Reports and Diagnostic Assessment Report -- Candidate demonstrates practice that is consistent with the code of ethics for national professional associations in School Psychology.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Behavioral and Academic Case Study Reports and Diagnostic Assessment Report -- Candidate utilizes, as evidence from portfolio products, technology relevant to assessment, reporting, and dissemination activities.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Specialty Area** | | | | |
| **Candidate has developed a specialty area approved by his/her advisor that is consistent with the research and/or practice of school psychology.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |
| **Candidate has completed or is on target for completing all components of the approved specialty area.** | **Unacceptable** | **Approaching** | **Target** | **Exemplary** |

**APPENDIX C**

Oklahoma State University School Psychology Program
Course Waiver Application

Our students enter the program from a variety of backgrounds, and you may feel that you have successfully completed a course comparable to some required by the program. For each required course within the program which you wish to request a waiver, please complete a separate form. Attach a copy of the course syllabus and/or catalog description. All waivers must be on file before completion of the plan of study.

Student Name:_____Date:_____

- OSU required course prefix, number, and name:

  _____

- Prefix, number, and name of course you wish to substitute:

  _____

Institution: _____

Date taken: _____    Instructor: _____    Grade: _____

Was this course applied toward your Master's or Specialist degree? (Check one).  MS_____EdS_____

Briefly describe below why you feel this course is equivalent and how it is sufficient for your professional training as a school psychologist.


How would this waiver affect your plan of study and what course, if any, would you substitute on your plan of study?

_____ This waiver and/or substitution is approved; the above listed required course does not have to appear on the student's plan of study.

_____ This waiver is denied; the above listed required course must appear on the plan of study and be completed successfully.


_____        _____
Advisory Chair Signature                                                                    Date


_____        _____
Program Coordinator Signature                                                            Date


_____        _____
Program Faculty Member                                                                   Date

## APPENDIX D
## OSU SCHOOL PSYCHOLOGY PROGRAM

## DOCTORAL COMPREHENSIVE EXAM EVALUATION FORM

| Content Area | Unacceptable (0 points) | Approaching (1 point) | Target (2 points) | Exemplary (3 points) |
|---|---|---|---|---|
| *Professional Practice* | | | | |
| Assessment (for all diagnosis and intervention) | | | | |
| Assessment strategies/ data analysis | | | | |
| Problem identification/ diagnosis | | | | |
| *Consultation* | | | | |
| Instructional/ academic | | | | |
| Goals & evaluation plan | | | | |
| Intervention selection & integrity | | | | |
| Behavioral/ social/ emotional | | | | |
| Goals & evaluation plan | | | | |
| Intervention selection & integrity | | | | |
| **Content Area** | **Unacceptable (0 points)** | **Approaching (1 point)** | **Target (2 points)** | **Exemplary (3 points)** |
| *Direct Intervention/ Therapy* | | | | |
| Treatment goals & evaluation | | | | |
| Evidence-based intervention selection & integrity | | | | |
| *Psychological & Educational Foundations* | | | | |
| Social/diversity | | | | |
| Biological | | | | |
| Cognitive/Learning | | | | |
| Affective | | | | |
| Development/Individual differences | | | | |

| Education service delivery | | | | |
|---|---|---|---|---|
| Professional Standards | | | | |
| Ethical decision making | | | | |
| Child Based Learner Success Model | | | | |
| Professional level writing (organization, mechanics & clarity) | | | | |

**Commonly Used Terms -**

**Advisor** – An informal term, the advisor is also known as your <u>Academic Advisor</u>. This person is sometimes also your Committee Chair, but not always.  The Advisor is the faculty who assumes the primary responsibility for the supervision of your dissertation and with whom you do the day to day work of the dissertation.  The Committee Chair is an approved formal position defined by the Graduate College and requires a certain faculty rank and other qualifications.

**Dissertation Committee Chair** – Your "Chair" must be a core SPSY faculty and a full member of the Graduate College.  This means the person is tenured and meets the Graduate College criteria for full membership.  A core SPSY faculty who has not achieved tenure yet may be your advisor, but a SPSY faculty, who is a full member of the Graduate College must be the formal chair.

**Group V**- Group V is part of the OSU Graduate Council and is the representative body of the Graduate Faculty.  The various groups serve as the legislative and executive authority of the Graduate Faculty at OSU. Graduate Faculty are organized into six Subject Matter Groups that include: Group I Biological Sciences, Group II Humanities, Group III Physical Sciences and Technology, Group IV Social Sciences, Group V Education and Group VI Biomedical Sciences.

**Advisory Committee** – This is the committee you select to assist you in the development and evaluation your dissertation research.  The committee typically consists of four people. Your committee chair must be a full member of the Graduate Faculty- Group V, and a core SPSY faculty.  This person may or may not be the dissertation director, e.g., if your advisor has not yet achieved full graduate faculty status he/she can direct your research but they cannot have the title

of Committee Chair.   Two additional committee members must be from SPSY. A fourth

committee member (Outside Member) must be from outside SPSY and must hold graduate faculty

membership.

**Dissertation Proposal**- This is a formal presentation of your dissertation research idea to your

committee prior to its approval. This usually occurs at the end of your 3rd year in the program.

The dissertation usually must be successfully proposed before a student is allowed to take the

comprehensive examinations.

**Dissertation Defense** – This is your formal defense of your dissertation research after it has been

completed.  This might occur at the end of your 4th year prior to your departure for internship, but

often is completed after you have finished your internship.

**Area Coordinator** – Within STLES, there are 8 general areas. These areas are (1) School

Psychology; (2) Special Education; (3) Curriculum Studies; (4) Elementary Education; (5) Math

and Science Education; (6) Reading and Literacy Education; (7) Secondary Education; and (8)

Workforce and Adult Education.  Each area has a leader or "coordinator." These coordinators

meet regularly and coordinate STLES classes, budget, and activities. Our current area coordinator

is Dr. Duhon.

**Comprehensive Exams** – These are also known as "comps." Comprehensive exams are two part.

The first is a daylong written vignette-based exam which assesses professional practice and

theory.  The second is the ETS- Praxis II, a standardized examination for school psychology and

required by the NASP for NCSP certification).

**Professional Education Unit** – The SPSY programs are designated as advanced programs in the PEU.

The Professional Education Unit prepares and develops professional educators who facilitate life-long

learning and enrich quality of life for people in public schools and other educational settings.

**Plan of Study** –The POS lists all the courses you take while at OSU which are required for your degree.

If you are admitted to the program from the bachelors level you will submit a POS in fall of your first

year or prior to completing 17 hours in advance of the award of your master's degree. You typically

submit a second POS for the PhD degree during your 3$^{rd}$ year.  The POS is where you designate your committee chair and dissertation director ("advisor") to be officially recognized by the Graduate College.

**Annual Evaluations-** This is a method used by the program to give each student feedback about his/her performance in the program.  The Annual Evaluations occur in October each year for all students after they have completed their first year.  The program uses Livetext portfolios as part of this process.

**LiveText-** LiveText is an online electronic portfolio development and management system.  An internet based subscription website that allows users to create and submit projects and assignments on-line.   You start with a template and add your work and reflections on your work into LiveText.  You may be asked to upload artifacts of your progress such as papers, presentations, and scanned images of objects, digital photos or even video.  Then you can share your work with others for review.  The web address is http://www.LiveText.com.

**Electronic portfolio-** The portfolio is defined as a documented profile of an individual's accomplishments, learning and strengths related to state and Oklahoma State University's Professional Education Unit mission and core values.  The Livetext portfolio for the SPSY programs has been carefully designed to match program goals and objectives.