

SCHOOL PSYCHOLOGY PROGRAM

EDUCATION SPECIALIST (EdS)

HANDBOOK

2008-2009

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INTRODUCTION

Welcome to the School Psychology Program (SPP) at the University of Florida! We are delighted that you have chosen the University of Florida as the institution from which to obtain an advanced graduate degree in School Psychology. For many of you, this will be your first introduction to graduate studies. Before long, you will notice three main differences between your undergraduate experience and your experience in graduate school.

First, you will notice that academics are taken much more seriously in graduate school. Students generally discover that they are among peers with both high ability and a commitment to academics. There is more course content to be mastered within a given time period, and more individual study time is required in preparing adequately for course and practicum assignments. In addition, there is an expectation that each student become involved in collaborative and independent research.

Second, you will notice that graduate students receive individual attention and support from departmental faculty and staff. A small number of students enter graduate school; hence the student/faculty ratio is smaller. Faculty take a personal interest in their students' academic and professional development. Graduate students are encouraged to meet with faculty members, get to know them, and develop mentoring relationships and research partnerships. School psychology students matriculate through the program with a closely knit cohort of their peers. Students are encouraged to develop professional relationships and friendships both within and across cohorts. In addition, there are numerous opportunities for faculty, staff, and graduate students to socialize in more relaxed and informal settings.

Third, you will notice that organizational skills are crucial in graduate school. You will understand the importance of carefully organizing your daily schedule in order to more efficiently maximize your time. This is particularly true for applied professional training programs such as the SPP. From a student's perspective, there may seem to be an endless stream of important assignments and activities related to course work, practicum, assistantships, and research. There are also deadlines of which to be aware; departmental and university forms to fill out; and rules, regulations, and procedures of which to keep abreast. Students are expected to remain informed of important information that affects their professional preparation and future employment.

Our goal as SPP faculty and Educational Psychology support staff is to enable your time with us to be as successful, rewarding, and productive as possible. Toward this end, we have developed this program handbook that you will be continually referring to throughout your time with us.

PURPOSE OF THE PROGRAM HANDBOOK

The Specialist Program Handbook is designed to provide students with information for successful matriculation through their program of studies in the School Psychology Program at the University of Florida. Please find included in the handbook policies and procedures set forth

by the Program, the Department of Educational Psychology, and/or the University of Florida Graduate School. Needed information that is not contained in this Handbook can be provided by faculty advisors, the SPP Director, or may be obtained from one of the following sources:

University of Florida Graduate Catalog
<http://gradschool.rgp.ufl.edu/students/catalog.html>

University of Florida Graduate Student Handbook
<http://gradschool.rgp.ufl.edu/students/introduction.html>

You should become well acquainted with all relevant policies and procedures contained in handbooks and catalogs provided by the Program and the University Graduate School. Please save this SPP Handbook, as a source of reference throughout your graduate study. Keep in mind that this document is intended as a supplement to regular consultation with the SPP Director and a faculty advisor. The University of Florida SPP Handbook is updated and revised on a regular basis.

GENERAL INFORMATION

The Department of Educational Psychology offers three major graduate programs: Educational Psychology, Research Methodology, and School Psychology. All programs offer programs leading to a Masters (MAE or MED) and/or Doctoral (PhD) degree, with the School Psychology Program also offering the Education Specialist (EdS) degree.

Upon admission to the School Psychology Program (SPP), you are assigned a temporary faculty advisor, who will work closely with you during your first year in the program. Your faculty advisor is responsible for guiding your selection of courses, and along with the SPP Director and Department staff, assisting you with the paper work and procedures necessary for the administration of your graduate program. Make an effort to get to know your advisor and the entire school psychology faculty, as soon as possible. It is expected that you will take the initiative in seeking out your faculty advisor when necessary. Schedule meetings with your advisor to discuss your transition to graduate school, program requirements, professional interests, future career goals, and the selection of a faculty advisor who will serve as the chair of your specialist supervisory committee. The SPP expects that your faculty advisor may change as you get to know the faculty and select an advisor that you are both comfortable with and shares your professional interests and goals.

Communication within the program occurs through various means and is designed to enhance your understanding of course and practicum requirements, program policies, changes that occur in the program, and issues such as licensure and certification that effect your future as a school psychologist. A primary means of communication is use of the program list serve that is operated by the School Psychology Graduate Student Association (SPGSA), and notices that are sent by the Program Director to specific cohort groups. Each August, prior to the beginning of

the fall semester, an “All Program” Meeting is held that all enrolled students are required to attend. Additional program meetings are scheduled at the discretion of the Program Director. Each student has a mailbox in the Department of Educational Psychology Office, and upon entering UF as a graduate student you will also have an email address assigned. Students are advised to check their mailboxes and email accounts on a regular basis. During your graduate study it is important that we maintain an accurate address, telephone number, and email address for you. These should be given to the Graduate Secretary in the Department of Educational Psychology.

The SPP Committee meets on a monthly basis to plan program activities, discuss needs and issues, review student progress, and engage in short-term and long-term planning. This committee also discusses program policies and procedures in relation to the Department of Educational Psychology, the College of Education, and the University of Florida Graduate School. In addition to SPP faculty, student representatives are members of the committee. Student representatives, elected by each cohort group, meet with the SPP Committee. Students are urged to share ideas and issues with their student representatives in order to have input into SPP decisions, changes, and future planning.

PROGRAM DESCRIPTION

The School Psychology Program (SPP) at the University of Florida prepares school psychologists as scientist-practitioners who, through their services, promote the psychological and academic development of children and youth. Specialist training in the SPP consists of 80 graduate credit hours, including a year-long internship, and leads to the EdS degree. The SPP specialist program is fully accredited by the Florida Department of Education and is approved as a “Nationally Recognized” Program by the National Council for Accreditation of Teacher Education (NCATE) through the National Association of School Psychologists (NASP).

School Psychology Program Philosophy and Goals

The mission of the University of Florida’s School Psychology Program (SPP) is to prepare school psychology practitioners whose activities promote the psychological and educational development and well-being of children and youth. The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between science and practice throughout all academic and professional preparation opportunities. As scientists, students develop a solid foundation of content knowledge in core areas of psychology, education, research methods, and professional school psychology. SPP students effectively utilize this body of evolving knowledge to prevent, assess, and intervene regarding psychological and educational issues impacting children, families, and institutions; and to evaluate basic and applied research. Program faculty strive to demonstrate that scholarly and applied practice roles are not distinct, and instead are inextricably linked when considering the work of school psychologists across a diverse range of practice settings.

The SPP is committed to preparing future school psychologists to assume professional leadership roles in university, school, and community settings. Across these settings, school psychologists work to ensure positive educational outcomes for all children and youth, and utilize their professional knowledge and skills to function as change agents. School psychologists help others understand and attain their educational, legal, and individual rights and work to promote change at various levels. To fulfill these critical roles, SPP students develop competencies that sustain their ability to provide a comprehensive range of direct and indirect psychological services to children, youth, their families and educators. This includes competency to use a wide variety of assessment methods; to consult with families, educators and other professionals; to design and implement direct and indirect interventions tailored to individual and group needs; to develop prevention and other intervention programs that promote optimal development; and to evaluate the effectiveness of interventions, programs, and other school psychological services.

Professional preparation provided by the SPP is consistent with the program mission, with particular emphasis on the following four characteristics:

Cognitive-Behavioral Orientation. While the SPP exposes students to a range of psychological orientations that are evident in school psychology research, scholarship, and professional practice, emphasis is placed on a cognitive-behavioral orientation. This orientation recognizes the interrelationship of thoughts, feelings, and behavior and serves as a foundation for much of the program coursework, practica experiences, and program competencies.

Schools as Organizations. The SPP emphasizes schools as a crucial context for educational and psychological development. SPP students develop knowledge, skills, and expertise in understanding children and youth within the schooling process. This is accomplished through extensive practica in school and educational settings, with a goal of using professional knowledge and skills to address needs of individual students and to enhance learning environments and educational opportunities for all students.

Diversity and Individual Differences. The SPP promotes awareness and sensitivity to the individual differences and diverse backgrounds of children, youth, families, and educators who are recipients of school psychological services. Through program experiences and faculty mentoring, students develop knowledge and appreciation for diversity and demonstrate respect and the ability to work effectively with others regardless of race, ethnic origin, gender, ability, economic background, or sexual orientation.

Data-based Decision Making. An organizing theme for the SPP underscores the view of school psychologists as professionals who rely on data-based decision making in all areas of professional practice and development. Through a process of identifying needs, collecting information, intervening and making decisions, and assessing outcomes, school psychologists demonstrate their problem-solving skills and improve their ability to intervene effectively. The

program cultivates this professional perspective through required program experiences, faculty mentoring, supervision, and feedback. This framework is viewed as critical to the development of a school psychologist's knowledge and skills while involved in graduate training and as a guide to future professional development as SPP graduates work to expand and improve their knowledge of scholarship and related professional practices.

Competency Areas

The SPP prepares specialist students for the profession of school psychology through a coordinated sequence of coursework; practical experience in applied settings in the context of practica and internship; opportunities to generate new knowledge through research and other forms of scholarship; and personal and professional development through interacting closely with professors, other SPP students, field supervisors, and former program graduates. As a result of these experiences, at the completion of their program, students will demonstrate competency in assessment, direct interventions, indirect interventions, research, and professional practice.

- Professional Practice Competencies
- Assessment Competencies
- Direct Interventions Competencies
- Indirect Interventions Competencies
- Research Competencies

A. Professional Practice Competencies

- A1. Demonstrates understanding of the major professional issues that influence the profession and practice of psychology, including school psychology.
- A2. Displays behaviors and attitudes consistent with state and federal laws, rules, and policies that impact the profession and practice of psychology.
- A3. Displays behaviors and attitudes consistent with the Ethical Principles of Psychologists and Code of Conduct.
- A4. Demonstrates effective communication and interpersonal skills when interacting with children, families, educators, colleagues, and other professionals.
- A5. Responds to supervisory feedback to promote personal and professional development.
- A6. Demonstrates understanding of the organization and operation of schools, including systems variables that promote positive learning and behavior in students.

B. Assessment Competencies

- B1. Demonstrates applications of fundamental measurement concepts and psychometric issues related to the use and interpretation of assessment results with individuals of varying abilities and from diverse racial/ethnic and linguistic backgrounds.
- B2. Demonstrates knowledge of major classification systems and criteria used to diagnose and identify psychological and educational problems.

- B3. Demonstrates proficiency in administering, scoring, and interpreting a broad range of methods for assessing cognitive, academic, and social-emotional functioning and adaptive behavior and skills.
- B4. Demonstrates proficiency in conceptualizing and conducting comprehensive assessments that address referral questions and are consistent with state and local policy and with legal and ethical guidelines.
- B5. Demonstrates proficiency in communicating the results of assessments in written and oral fashion.
- B6. Demonstrates proficiency in using assessment results to generate academic and behavioral interventions in school, family, and community settings.

C. Direct Intervention Competencies

- C1. Demonstrates proficiency in interviewing children, parents, and teachers for the purposes of information gathering, problem identification and analysis, and problem-solving.
- C2. Demonstrates understanding of the reciprocal relationship between child characteristics and environmental variables and their influence on assessment and direct intervention.
- C3. Demonstrates proficiency in observing and recording behavior in classrooms and other settings using a variety of observational methods.
- C4. Demonstrates proficiency in using assessment results to generate, implement, and evaluate direct interventions in ways that demonstrate awareness and sensitivity to individual differences and diverse backgrounds.
- C5. Demonstrates proficiency in applying various direct interventions, including cognitive-behavioral, counseling, and applied behavioral methods.
- C6. Applies a well-grounded theory and scholarship to justify the planning, implementation, and evaluation of direct interventions.

D. Indirect Intervention Competencies

- D1. Demonstrates understanding of theory and application of prevention models for the promotion of psychological wellness and educational development.
- D2. Demonstrates understanding of organizational and system variables that promote positive educational and psychological outcomes for all students.
- D3. Demonstrates understanding of responses to crises as well as consultation models for system-level crisis preparation and response.
- D4. Demonstrates proficiency in developing and implementing a program for parents or professionals that addresses the needs of children, youth, and/or their families.
- D5. Demonstrates understanding of prominent consultation theories and approaches.
- D6. Demonstrates effective consultation skills when working with parents, families, teachers, and other professionals.
- D7. Demonstrates proficiency in evaluating the outcomes of indirect interventions.

E. Research Competencies

- E1. Demonstrates understanding of fundamental principles of statistics and research used in basic and applied research.
- E2. Demonstrates understanding of statistical methods for detecting bias in the assessment of groups from diverse racial/ethnic and linguistic backgrounds.
- E3. Demonstrates proficiency in evaluating basic and applied research in school psychology and related areas.

PROGRAM RESOURCES

The SPP draws upon four main resources to meet program goals: (a) the UF campus and community, (b) the College of Education, (c) the SPP itself, and (d) students. These resources provide students with the tools and experiences needed to obtain a solid graduate education and specialized preparation for the practice of school psychology. Resources are blended to enhance the general and specific objectives of school psychology students.

UF Campus and Community

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's ten universities and a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: education, research, and service. Teaching-undergraduate and graduate through the doctorate-is the fundamental purpose of the University. Research and scholarship are integral to the education process and to expanding humankind's understanding of the natural world, the mind, and the senses. Service is the University's obligation to share the benefits of its knowledge for the public good.

These three interlocking elements span all of the University of Florida's academic disciplines and multidisciplinary centers and represent the University's obligation to lead and serve the needs of the nation, all of Florida's citizens, and the public and private educational systems of Florida, by pursuing and disseminating new knowledge while building upon the past. The University of Florida is committed to providing the knowledge, benefits, and services it produces with quality and effectiveness. It aspires to further national and international recognition for its initiatives and achievement in promoting human values and improving the quality of life.

The University of Florida offers degrees in more fields than all but two universities in the world. Students benefit from the numerous cultural and community resources typically generated by a major university. Many of these resources are located on campus and are easily accessible. Of special interest to students in school psychology are the related professional programs located on campus, such as Clinical Health Psychology, which is located in the College of Health

Sciences/Shands Medical Center, and Counseling Psychology and Experimental Analysis of Behavior, both of which are located in the Department of Psychology. Other desirable features of the University of Florida include the Brain Institute, the Center for Latin American Studies, Black Studies, and a host of other multi-disciplinary institutes. Recently, Gainesville was voted by Money Magazine as one of the most livable cities in the nation.

UF Libraries. The Libraries of the University of Florida form the largest information resource system in the state of Florida. While the collections are extensive, they may be supplemented by drawing upon a variety of library services offered through cooperative library programs. These provide UF's users access to the resources of many other libraries. The libraries of the University of Florida consist of eight libraries. Six are in the system known as the George A. Smathers Libraries of the University of Florida and two (Health Sciences and Legal Information) are attached to their respective administrative units. All of the libraries serve all of the university's faculty and students, but each has a special mission to be the primary support of specific colleges and degree programs. Because of the interdisciplinary nature of research, scholars may find collections built in one library to serve a specific discipline or constituency to be of great importance to their own research in another discipline. It most likely will be necessary to use more than one library to discover all resources available at the University that are pertinent to a particular research interest. The libraries have built a number of nationally significant research collections primarily in support of graduate research programs.

College of Education

The mission of the College of Education is to prepare exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

College Departments. The College of Education provides resources to students in the SPP in a number of ways. The College includes departments of Counselor Education, Educational Leadership and Policy, Special Education, and Educational Psychology, which houses the SPP, and the School of Teaching and Learning. The College of Education is nationally recognized for its programs in bilingual education, early childhood education, counselor education, special education, and other areas of interest to school psychology students. Other resources within the College include the Lastinger Center for Learning and the Alliance Project, which involve research and professional development partnerships with high poverty schools in Gainesville, Jacksonville, Orlando, and Miami-Dade County.

P.K. Yonge Developmental Research School. The P.K. Yonge Developmental Research School, established in 1934 as a unit within the College of Education, serves as a vehicle for research, demonstration, and evaluation regarding teaching and learning. The school's primary research goal is to enhance instruction in reading, mathematics, science, and foreign languages using state-of-the-art educational technology. The student body demographically reflects the state of Florida including students in kindergarten through 12th grade from a wide range of

ethnic, racial, and socioeconomic backgrounds. School psychology faculty and graduate students provide school psychological services and conduct research projects involving P.K. Yonge students and teachers.

School Psychology Program

Resources within the SPP include the school psychology faculty, the resources shared by the host department, and the extensive network of field placements located throughout Florida. Resources within the Department include the use of computers, a psychological test library, and a large faculty with a wide variety of research interests. The SPP has developed an extensive array of practicum experiences in public schools, hospitals, adolescent/child psychiatric units, alternative educational settings, child care facilities, P.K. Yonge Developmental Research School, the Multidisciplinary Diagnostic and Training Program, and other sites on and off campus.

School Psychology Program Faculty. The School Psychology faculty consists of Drs. Diana Joyce, John Kranzler, Thomas Oakland, Tina Smith-Bonahue, and Nancy Waldron.

Dr. Diana Joyce is an Assistant Scholar in School Psychology and serves as Practicum Coordinator of the SPP. She received her Ph.D. in School Psychology from the University of Florida in 2000. Her primary areas of scholarly interest include conduct/behavioral disorders, temperament, and social-emotional issues. Dr. Joyce is a licensed Psychologist and School Psychologist and supervises practica across four county school systems and nine clinical sites. She serves on advisory committees and teaches practicum seminars, social-emotional assessment, and developmental psychopathology.

Dr. John Kranzler is Professor of Educational Psychology and serves as Director of the SPP. He received his Ph.D. in School Psychology from the University of California, Berkeley in 1990. His major areas of scholarly interest include the structure and development of intelligence, psychoeducational assessment, and school psychology issues. Dr. Kranzler serves on advisory committees and teaches Psychoeducational Assessment I, Issues and Problems in School Psychology, Nature, Nurture and Individual Differences, and Educational Measurement and Evaluation.

Dr. Thomas Oakland is Professor of Educational Psychology. Dr. Oakland received his Ph.D. in Educational Psychology from Indiana University in 1967. Dr. Oakland was a member of the school psychology faculty at the University of Texas at Austin, a Fulbright Scholar, and worked in more than 30 countries. His major areas of scholarly interest include the psychoeducational assessment of children, international psychology, and children's temperament. Dr. Oakland serves on advisory committees, teaches Ethics & Law, Psychoeducational Assessment III, Seminar in School Psychology, and supervises SPP interns.

Dr. Tina Smith-Bonahue is Associate Professor of Educational Psychology. She received her Ph.D. in School Psychology from the University of North Carolina at Chapel Hill in 1994. Her major areas of scholarly interest include early childhood development, family interventions, early childhood psychoeducational assessment, and psychological interventions. Dr. Smith serves on advisory committees and teaches School Psychology Interventions, and Measurement and Evaluation in Early Childhood.

Dr. Nancy Waldron is Associate Professor of Educational Psychology. She received her Ph.D. in School Psychology from Indiana University in 1985 and was a faculty member with the School Psychology Program before coming to UF in 1999. Dr. Waldron's teaching and research interests include academic assessment and interventions, school consultation, and the inclusion of students with disabilities in general education. Dr. Waldron serves on advisory committees and teaches courses in Academic Assessment and Intervention, School Consultation, Inclusion, and Cultural Diversity.

School Psychology Program Affiliate Faculty. The SPP has benefited from the contributions of outstanding adjunct faculty that regularly teach courses and supervise practica. These individuals have brought their professional experiences into the classroom to benefit student learning and professional development. Drs. Eric Storch and Marcia Wiesel-Leary hold Affiliate faculty status with the SPP. Dr. Storch is an Assistant Professor of Clinical Psychology in Psychiatry at the University of Florida, with additional academic appointments in the Departments of Pediatrics and Psychology. Dr. Marcia Leary is a school psychologist with the Alachua County Schools in Gainesville. In 2006, she was named Florida School Psychologist of the Year by the Florida Association of School Psychologists.

STUDENTS

Students are the most valuable resource of the SPP. They shape the SPP and are shaped by it in the reciprocal process of graduate education. Requirements for admission, opportunities for financial support and information about the graduate student association and joining professional organizations are described below.

Application/Admission Requirements

The minimum requirements for admission to the EdS track in the SPP include a GPA of 3.00 and a score of 1000 on the GRE. Occasionally, exceptional students meeting one but not both of these minimum requirements are admitted.

Formal review of applications by the SPP begins in December for admission the following fall semester (that begins in August). Completed applications are due to the SPP by **December 15th**, applicants are encouraged to submit application materials to the UF Graduate School by December 15th to ensure review, as a limited number of applicants are admitted each

year. In a typical year, 12-14 students (EdS and PhD combined) are admitted to the program. Approximately half of the students in each entering class are pursuing a specialist degree. Admission to the SPP is competitive. In recent years, less than one-fifth of those applying to the SPP have been admitted.

Individuals with undergraduate majors in psychology or education are considered to be best qualified for admission to the SPP. Relevant professional and life experiences are also considered positively in the application process. The course of study assumes the knowledge of psychology that one would acquire in most undergraduate psychology programs. Students are expected to be familiar with developmental psychology, learning theory, abnormal/personality theory, and statistics/experimental design. Applicants who do not have a background in psychology are expected to take these courses prior to admission to the SPP or early in the course of graduate study. Coursework taken to meet such prerequisites is not counted towards the graduate degree. Undergraduate courses taken prior to or during a student's course of study do not satisfy graduation requirements.

The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, religious preference, disability, or sex, in the administration of educational policies, admissions, financial aid, employment, or any other University program or activity.

Financial Support

Because the SPP is a full-time program, many students are in need of financial support. There are three main sources of financial support for SPP students: scholarships, assistantships (research and teaching), and related work on and off campus. Alumni Graduate Fellows represent the highest graduate student award available at the University. Funded at nationally competitive levels, these highly prestigious awards support students in all programs and departments of the University awarding a PhD. The first class of the "Alumni 100" Graduate Fellows began in the fall of 1999. The University has steadily increased the number of fellowships available each year. The Alumni Graduate Fellowships focus on identifying and supporting students who seek the Ph.D. degree or selected terminal master's degrees (e.g., the MFA). To ensure that Alumni Fellows receive every opportunity to succeed, the Alumni Graduate Fellowships provide a full four years of support for qualifying students.

Graduate School Fellowships are named in honor of Dr. Linton E. Grinter, who was Dean of the Graduate School, 1952-1969. Each year \$630,000 is awarded to students in the form of Grinter Fellowships. The intent of the Grinter Fellowship is to facilitate the recruitment of truly exceptional graduate students to the University of Florida. Currently enrolled UF graduate students are not eligible, except in the particular case in which they will be entering a PhD. (or other terminal degree) program for the first time. Ordinarily, the Grinter is limited to PhD. students. Exceptions are made for those areas in the University that have a terminal degree different from the PhD. (e.g. Master of Fine Arts, Architecture, Building Construction, and Landscape Architecture). Grinter Fellowships are not assistantships. No duties may be required of the student (except those duties associated with an assistantship held concurrently). Grinter

Fellowship stipends are normally in the \$2,000-\$4,000 range. Continuation of the Grinter beyond the first year (up to a total of three years) is contingent upon satisfactory student progress. Additionally, the McKnight Doctoral Fellowships are available for African-American students enrolled in doctoral programs.

In addition to these sources of support, teaching and research assistantships often are available. Doctoral students and those with excellent academic records generally are considered first for these positions. Most assistantships are available for serving as instructors for undergraduate classes within the Department of Educational Psychology, as well as other departments within the College. SPP students compete with other graduate students in the Department of Educational Psychology for departmental assistantships. In order to be eligible for teaching assistantships, SPP students must have already taken a course (or courses) in the subject area for which they will serve as a teaching assistant. This can be accomplished within the first or second years in the program. SPP students can increase their chances for being selected for teaching assistantships if they display exemplary work in these courses. Students are encouraged to meet with the Department of Educational Psychology department chair to ask about the proper procedure for applying for teaching assistantships.

Research assistantships are available to students from a number of sources. Individual faculty members often receive grant monies that can support a research assistant. Individual faculty with grants often approach students who demonstrate a consistent record of solid academic performance, dependability, and a strong work ethic. These assistantships frequently support students for more than 1 year. In addition to an hourly wage, tuition waivers for in-state matriculation fees accompany many assistantships. Non-Florida Tuition Waivers are available to eligible out-of-state students with assistantships. For more information on these sources of financial assistance, contact the Office of Student Services (G416 Norman Hall) or the chair of the Department of Educational Psychology.

School Psychology Graduate Student Association

The School Psychology Graduate Student Association (SPGSA) is formally recognized by the Department of Educational Psychology and the University of Florida as a forum for students' academic issues and professional development. All students enrolled in the UF-SPP are automatic members of SPGSA. All students are requested to pay a minimal annual membership fee to off-set the expenses of the SPGSA. Formal duties are the responsibility of a representative group consisting of two (2) students from each year of the program. These students serve on a volunteer basis for one year, after which time two additional members will rotate into these positions. Student representatives are selected by their respective student cohort (i.e., the first-year representatives are selected by the first-year student cohort, etc.). Responsibilities of SPGSA members are intended and designed to accomplish the following four goals:

- Facilitate greater communication and social interaction among students across years in the UF SPP.

- Establish a behavioral norm among students of academic and professional involvement in school psychology activities.
- Assist faculty in evaluating the effectiveness of the UF SPP in meeting the resources and needs of graduate students.
- Establish a clearinghouse for information and opportunities that will prepare students for the demands of pre- and postgraduate professional work.

Within the SPGSA student representative body, an Executive Board is elected to conduct administrative duties. The Executive Board consists of the following offices:

- President-Based on input from the entire body of the SPGSA, establishes the agenda for monthly meetings. The President orchestrates and presides over the meetings.
- Vice-President-The Vice-President supervises special projects and presides over ad-hoc meetings.
- Secretary-The Secretary is responsible for the taking and distribution of minutes from SPGSA meetings.
- APA Representative-The APA Representative reports to the SPGSA on current issues and trends within the APA (American Psychological Association).
- Treasurer-The Treasurer alerts the SPGSA to any funding available through Student Government and maintains the SPGSA bank account.

The President of the Executive Board is required to attend all SPP faculty meetings. SPP faculty are not members of the association, and the SPP Director is designated by the university as the faculty advisor to the group.

Joining Professional Organizations

Professionals are expected to demonstrate their commitment to their profession by joining and becoming active in professional associations. School Psychologists often hold membership in one or more state, national, and international associations. Many school psychologists in Florida hold membership in the Florida Association of School Psychology. In addition, many are members of the APA's Division of School Psychology (Division 16) and the NASP. School psychologists interested in the international dimensions of their profession hold membership in the International School Psychology Association (ISPA). Students in the SPP also are also members of the School Psychology Graduate Student Association (SPGSA) at UF. All students are required to maintain a membership in APA, NASP, or both throughout the duration of their studies.

Students are encouraged to apply for student membership in one or more of these associations and to attend and make presentations at their annual meetings. Program faculty have or currently hold offices in each of these associations. Membership application forms for these associations can be obtained from the SPP Test Library or by contacting program faculty.

COURSE OF STUDY

The full-time course of study in the SPP is designed to integrate field experience and academic study. Through continuous enrollment in practica and internship, rigorous course work, and supervision of field placements, students continuously apply knowledge and skills in field settings and generate practical and relevant questions on issues needing further study. Because of this interwoven sequence of study, part-time study is very difficult. Moreover, non-degree status in the SPP is not allowed.

All students must meet the standards advanced by the Graduate School, College, and Department, as well as the SPP. All SPP requirements are congruent with standards from these other bodies (e.g., NCATE, NASP). Among the most important standards are those governing the formation and composition of committees, final examinations, and program plans. Students should discuss these issues with their advisor early in their graduate career.

The UF Graduate School standards and rules are extensive and binding for all SPP students. Therefore, students must familiarize themselves with the rules in the Graduate Catalog and in the SPP Program Handbook. This handbook cannot and does not claim to summarize all relevant rules and regulations. Students are strongly encouraged to consult the UF Graduate Catalog, the Graduate Student Handbook, and their faculty advisor for additional information.

Students occasionally enter the program with previous course work or experiences that may allow or require alteration of the typical program. Such changes must be negotiated in advance with the student's advisor and other relevant individuals, such as the department chair, director of graduate studies, and relevant faculty, regarding the acceptability of the proposed changes. A Planned Program of Study must be written and approved to finalize any proposed change. This is a formal contract of the course of study and should be filed no later than the second semester of graduate study.

Course Requirements for the EdS Degree in School Psychology

<u>PSYCHOLOGICAL FOUNDATIONS</u> (12)		<u>Credits</u>
	DEP 6099 Survey of Developmental Psychology	3
OR	EDF 6113 Educational Psychology: Human Development	
	EDF 6215 Learning Theory	3
OR	EXP 6099 Survey of Cognition and Perception	3
	SOP 6099 Survey of Social Psychology	3
OR	EDF 6938 Social Psychology of Education	
	SPS 6195 Developmental Psychopathology	3

EDUCATIONAL FOUNDATIONS (6)

TSL 6700	Issues in ESOL	3
SPS 6193	Academic Assessment & Interventions for Diverse Learners	3

STATISTICS & RESEARCH METHODS (9)

	EDF 6403	Quantitative Foundations of Educational Research	6
OR	EDF 6400	Quantitative Foundations of Educational Research: Overview	3
		AND	
	EDF 6402	Quantitative Foundations of Educational Research: Inferential Statistics	3
	EDF 6910	Supervised Research	3

PROFESSIONAL SCHOOL PSYCHOLOGY (8)

	SPS 6052	Issues and Problems in School Psychology	3
	SPS 6815	Ethics & Law in Psychology	3
	SPS 7931	Internship Seminar in School Psychology	2

ASSESSMENT (9)

	SPS 6191	Psychoeducational Assessment I: Cognitive	3
	SPS 6192	Psychoeducational Assessment II: Social/Emotional	3
	SPS 6197	Psychoeducational Assessment III: Learning Disabilities	3

INTERVENTIONS (12)

	SPS 6410	Interventions I: Applied Behavior Analysis	3
	SPS 6707	Interventions II: Cognitive Behavioral Approaches	3
	SPS 6708	Interventions III: Counseling & Systems Level Interventions	3
	SPS 7205	School Consultation	3

SUPERVISED FIELD EXPERIENCE (24)

	SPS 6941	Practicum in School Psychology	6
	SPS 6942	School Psychology Practicum II	6
	SPS 7949	Internship in School Psychology	12

Sequence of Study

SPP courses reflect an integrated and sequential program of study, thus they must be taken in a specific sequence. Practica form an integral and essential component of professional training. Because practica in the SPP provide opportunities for students to practice, under supervision, the application of knowledge and specific skills taught in a particular course,

specific practicum must be taken each semester in the program. Students are advised to carefully select courses required by the SPP, but not taught by the SPP faculty (e.g., statistics and research methods, foundations courses). The SPP courses are listed below by semester. A minimum of 12 graduate hours is required by the Graduate School for full-time enrollment during the fall and spring semesters for students not on appointment. Specialist students are awarded an EdS degree upon completion of all program requirements. A Masters degree is not awarded to students completing the specialist program. Please note that non-SPP course offerings may be subject to change.

Students in the EdS track must enroll for 3 credit hours of practicum (SPS 6941) during the fall and spring semesters of their first 2 years in the School Psychology Program. All students accruing supervised practicum hours during the summer must enroll for at least 1 credit hour of practicum. All students who are working in practical settings with primary intention of completing portfolio requirements also must enroll for at least 1 credit hour of practicum during the semester in which they are placed. The number of credit hours that must be taken will depend upon the nature of the practicum experience and requisite supervision and will be determined by the Practicum Coordinator. All practicum and other applied placements require a minimum of one day per week in the applied setting.

<u>First Year</u>	<u>Credits</u>
<u>Fall Semester</u>	
SPS 6052 Issues and Problems in School Psychology	3
SPS 6410 Direct Interventions I: Applied Behavior Analysis	3
SPS 6193 Academic Assessment & Interventions for Diverse Learners	3
SPS 6941 Practicum in School Psychology	3
 <u>Spring Semester</u>	
SPS 6191 Psychoeducational Assessment I: Cognitive	3
SPS 6941 Practicum in School Psychology	3
EDF 6403 Quantitative Foundations of Educational Research	6
Selected course in Social Psychology	3
 <u>Summer Semester</u>	
SPS 6195 Developmental Psychopathology	3
Selected course in Educational or Psychological Foundations	3
Selected course in the area of Educational Foundations	3
 <u>Second Year</u>	
<u>Fall Semester</u>	
SPS 6192 Psychoeducational Assessment II: Social/Emotional	3
SPS 6707 Direct Interventions II: Cognitive-Behavioral Approaches	3

SPS 6942	School Psychology Practicum II	3
SPS 6815	Ethics & Law in Psychology	3

Spring Semester

SPS 6197	Psychoeducational Assessment III: Learning Disabilities	3
SPS 6708	Direct Interventions III: Counseling & Systems Level Interventions	3
SPS 7205	School Consultation	3
SPS 6942	School Psychology Practicum II	3

Summer Semester

Selected course in Human Development or Learning	3
Supervised Research	3

Third Year

Fall Semester

SPS 7949	Internship in School Psychology	6
SPS 7931	Internship Seminar in School Psychology	1

Spring Semester

SPS 7949	Internship in School Psychology	6
SPS 7931	Internship Seminar in School Psychology	1

Note: Careful selection of non-SPP courses will allow students to complete the program in the prescribed time. Keep in mind that SPP courses are offered only once per year and must be taken in the prescribed sequence.

ACADEMIC POLICIES & PROCEDURES

Faculty Advisor & Selection of Supervisory Committee

By the end of the first year of study, students should select a faculty advisor and chair of their specialist supervisory committee. The duties of the chair and supervisory committee are to provide advice, check on progress, supervise the preparation of the dissertation, and conduct the final examination. For the EdS degree, the supervisory committee must consist of two faculty members of the SPP. In addition, the chair must be a member of the UF graduate faculty.

Selecting a chair is an important decision made in the early stages of program. Students work most closely with their chair in developing an area of professional interest, completing portfolio requirements, and discussing internship options. The chair provides expertise in the student's area of interest, specific feedback on work, and support. Before inviting a SPP faculty member to chair the supervisory committee, students should carefully consider two major issues:

(a) how well they would work in collaboration with the faculty member, and (b) how much expertise he or she has in their area of professional interest. This information can be obtained by meeting individually with prospective faculty members, by reading their published work, and by talking with other faculty members and with students who have worked under the guidance of prospective chairs. After gathering this information, students are advised to meet with the faculty member(s) they are considering. They should ask questions that will help them decide whether he or she would be a good chair for their graduate program, particularly with regard to expectations and roles. Establishing clear, direct communication with a chair is very important. Students should not necessarily expect a faculty member to agree to chair their committee, especially if they do not have a clear area of professional interest.

After obtaining a commitment from a faculty member to chair the committee, students then discuss prospective committee members with him or her before issuing invitations. The chair may have specific recommendations for the committee. In addition, it is important for students to know the time frame of the project. Faculty members may go on leave of absence or on sabbatical. Some faculty members may choose not to be available while on sabbatical or during the summer months and thus may be unwilling to meet with students or to attend meetings and provide feedback on written work. Replacing a committee member can be difficult, especially in the later stages of a degree program. Students are not allowed to replace committee members in the semester in which they intend to graduate.

Terminal Degree Change

Students admitted to the EdS program occasionally decide that they would like to pursue doctoral studies. When this occurs, SPP faculty will consider their application to the doctoral program similar to the regular admissions process. An application for a change in terminal degree should occur during the fall semester of their second year in the program. Students should write a letter to the SPP Director indicating their intention to change their terminal degree from the EdS to the PhD. They also should reactivate their admission file by contacting the Graduate Secretary in the Department of Educational Psychology. Students must submit a revised statement of purpose and may add any additional information (e.g., updated letters of recommendation) to their admissions file as they deem appropriate. In addition to information contained in the application file, the following information gathered during the student's tenure in the Program will be considered: (a) progress during the first year of the SPP will be considered as evidence of academic potential (i.e., UF Graduate GPA of 3.70 or higher, with no grades of "I" or "U" on transcript); (b) progress toward completion of the Publication Quality Empirical Research Study or Master's thesis (e.g., approved proposal, etc.) and other research activities (e.g., independent research, participation in research projects, and/or research assistantships) will be considered as evidence of research potential; and (c) annual student evaluations will be considered as evidence of academic potential, research potential, and communication and interpersonal abilities.

Continuous Enrollment

The SPP and the UF Graduate School require continuous enrollment until the completion of the EdS degree. If a student fails to enroll in appropriate course work for two successive semesters they will be dismissed from the program. Reapplication through the regular admission process, where the student is treated as a new applicant, is then required for readmission. However, a student may request a leave of absence for a period lasting no longer than one year. These requests, submitted in writing to the Program Director, must be approved by the SPP faculty. Requests are usually granted if the student is in good standing and has good and sufficient reasons for the leave of absence.

Satisfactory Academic Progress

The only passing grades for graduate students in the SPP are A, B+, B, C+, C, and S. In 5000-level courses and above, C+ and C grades count toward a graduate degree if an equal number of credit hours in courses numbered 5000 or higher have been earned with grades of B+ and A. Grades points are not designated for S and U grades; these grades are not used in calculating the GPA. Grades of S (Satisfactory) and U (Unsatisfactory) are the only grades awarded in courses numbered 6910 (Supervised Research), 6941 (School Psychology Practicum), 6973 (Individual Project), 7979 (Advanced Research), and 7980 (Doctoral Research). Additional courses for which S and U grades apply are noted in the departmental offerings. Students must receive a grade of S in all courses graded S/U before they will be allowed to begin the internship. Grades of I (Incomplete) must be removed no later than the end of the semester following the semester in which the grade of I was assigned. Grades of "I" carry no quality points and lower the overall GPA. ALL GRADES OF I, X, D, E, or U MUST BE REMOVED PRIOR TO THE BEGINNING OF THE INTERNSHIP AND THE AWARDED OF A GRADUATE DEGREE. In addition to satisfactory progress in academic coursework, students must meet expectations in each area of training competency (see pp. 8-10). Overall progress in each competency area will be evaluated during the annual student review at the end of each academic year.

Any graduate student may be denied further registration in the University or in a graduate program such as the SPP should scholastic performance or progress toward completion of the planned program become unsatisfactory to the SPP, Department, College, or Dean of the Graduate School. Failure to maintain a B average (3.00) in all graduate coursework is, by definition, unsatisfactory. Students failing to maintain a B average (3.00) in graduate coursework required by the SPP for two consecutive semesters will not be allowed to continue in the SPP.

Grievance Procedures

If a student in the SPP believes that he or she has been subject to improper demands or procedures, the matter may be brought to the attention of the Program Director by filing a grievance. A grievance should only be filed after first trying to resolve the situation with the individual(s) involved. A grievance is defined as, “dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters” (UF Handbook for Graduate Students, page 48). Upon receipt of the written grievance, a meeting will be scheduled with the Program Director to discuss the nature of the complaint. The student and the program director may elect to have one or more individuals present at the meeting.

During the meeting information will be gathered regarding the nature of the complaint. After the problem has been identified, alternative actions will be explored for the purpose of resolving the complaint. If successful, parties involved in the complaint will be informed of the outcomes of the meeting and steps taken to monitor actions plans until completion.

If the student is not satisfied with the outcome of the meeting with the Program Director, he or she may appeal any decision or proposed action to the Chair of the Department of Educational Psychology. The Program Director will forward all information relevant to the grievance onto the Department Chair. At this point, the grievance procedures of the University of Florida will be followed as specified in the UF Handbook for Graduate Students (page 48-50).

EVALUATION OF STUDENT PROGRESS

Assessment & Evaluation System

The UF School Psychology Program (SPP) utilizes a comprehensive, multi-method, multi-source process to assess candidate learning and professional development to ensure that all candidates acquire and integrate the knowledge and skills needed to be effective school psychologists prior to graduation. The following sections describe major assessment components of the program. Program faculty reserve the right to alter the exact components of each method to correspond with program goals and requirements, as well as requirements from accreditation bodies. Candidates will be given sufficient notice of any changes to properly prepare and complete each component.

The major components of the SPP Assessment and Evaluation System are presented and described below.

Year I and Year II

Course-embedded assessments - conducted in courses and practicum and may include exams, papers, reports, presentations, videotapes, simulations, and case studies

Practicum Performance Appraisal – evaluation forms completed by field-based supervisors and faculty to assess knowledge and professional competencies, professional behaviors, and

interpersonal characteristics.

Working Portfolio – an on-going collection of evidence to document candidate progress in meeting program goals and competencies completed during the first two years in the school psychology program.

Annual Student Evaluation – a summary of candidate progress in the program that includes completion of evaluation forms by faculty, assistantship supervisors, practicum field-based supervisors, and a candidate self-evaluation.

Year III

Intern Performance Appraisal - an evaluation completed by field-based supervisors to assess knowledge and professional competencies, professional behaviors, and interpersonal characteristics.

Professional Portfolio - a collection of evidence to document attainment of program goals and competencies and demonstrate preparation for entry-level professional practice in school psychology. The professional portfolio is completed during the internship year in the specialist program.

Qualifying Examination - written and oral examination of candidate competency in areas consistent with program goals and objectives. The completed Professional Portfolio will constitute the written examination. The oral examination will be conducted by the candidate's supervisory committee and will involve a review of components of the Professional Portfolio.

Certification Examination - obtain a passing score on all sections of the Florida Teacher Certification Examination (FTCE) including General Knowledge, Professional Education, and Subject Area in School Psychology; and the ETS-Praxis II Subject Area Exam in School Psychology.

Annual Student Evaluation

At the end of each academic year, students receive an annual evaluation of their professional development and progress. Information for this evaluation is collected from a diverse range of individuals. Information considered in the annual review process includes:

- Academic Performance forms completed by all SPP faculty who have had substantial contact with the student over the course of the year. This results in 3-5 completed evaluations for each student.
- An Annual Student Progress form completed by an Employer/Supervisor typically connected to a student's teaching or research assistantship. If this supervisor happens to be a school

psychology faculty member, students will be encouraged to solicit one evaluation from a course instructor, research mentor, or employer outside of the Program.

- Practicum Evaluation Forms completed for the fall and spring semesters by an on-site supervising psychologist.
- Review of graduate transcripts to provide information about overall GPA and courses completed in the past year.
- Completion of a self-evaluation using the academic performance, employment, and practicum evaluation forms. Students also submit an annual activity report that summarizes coursework, practicum experiences, research experiences, and dates for completion of program requirements.

The SPP faculty meet as a group to review the evaluation forms and discuss each student's progress. The Director of the SPP, in conjunction with the student's advisor, then completes a written summary of the discussion. A formal letter of evaluation is completed by the SPP Director and forwarded to each student. Faculty members meet individually with their advisees to discuss the faculty's evaluations, along with the student's self-evaluation. The purpose of this meeting is to discuss academic and professional progress as well as future plans and goals. The meeting also is intended to provide students with an opportunity to provide feedback to faculty regarding the evaluation and the SPP in general. The signature of the student is required to indicate receipt of the letter. If the student wants to contest any portion of the evaluation letter they have the option of submit a written statement to the Program Director identifying any disagreement or concerns they have with the evaluation. The annual evaluation letter and any student dissent statement are kept in the student's program file.

Portfolio Contents

A portfolio is a systematic and organized collection of evidence concerning a candidate's knowledge and professional competencies. The portfolio is used to demonstrate that candidates possess the specific professional competencies that are expected in the UF School Psychology Program. The content of the portfolio will include samples of work that have been completed throughout the program, as well as work created specifically for the portfolio. The process of putting together the portfolio has been divided into two phases, working and professional. The *Working Portfolio* is created during the first two years in the program and generally reflects products from course work and practicum. The *Professional Portfolio* includes the content of the Working Portfolio, as well as additional products that are developed during the second and third years in the program. Portfolio defenses are scheduled during the spring semester of the internship year (typically in February). Therefore, candidates in the specialist program will be completing the Professional Portfolio during the internship year.

Current Vita - A revised, up-to-date curriculum vita that includes education, professional positions, practicum experiences, professional memberships, awards or recognitions, conference

presentations, and publications.

Statement of Professional Goals - A current and updated statement of professional goals which details a) short-term and long-term career/professional goals and plans after completion of the degree program, and b) the candidate's specific goals and plans for the remainder of the program.

Attendance at Professional Conferences/Workshops – Documentation of attendance at professional conferences, in-services, workshops, and other professional meetings.

Four Psychological Evaluations with Reflection Paper –Four examples of psychological reports that address a range of academic and behavioral concerns. Psychological reports should include a reason for referral, background information, range of assessment procedures appropriate to the referral concern, discussion of assessment data, and recommendations. Each report must be accompanied by a reflection paper that discusses the comprehensiveness of the evaluation and connections to the professional literature and research.

Working Portfolio Two examples of psychological reports that represent evaluations completed during course work, practicum, or other professional experiences. One evaluation must address an academic concern, and one an emotional/behavioral concern.

Professional Portfolio Two examples of psychological reports that represent evaluations completed during advanced practicum or internship. One evaluation must address an academic concern, and one an emotional/behavioral concern.

Five Intervention Case Studies with Reflection Paper- Five examples of intervention case studies that demonstrate a range of intervention competencies including behavioral intervention, counseling, and consultation. Each case study must address the following areas: background and context of the problem, a description and analysis of the problem, goals for intervention, a specific description of the intervention, collaboration efforts with school, family, and/or community-based individuals, outcome data and a discussion of the results of the intervention. Each case study must be accompanied by a reflection paper that demonstrates how the intervention reflects a selected theoretical orientation, as well as connections to the professional literature and research.

Working Portfolio Three examples of intervention case studies that were completed during course work, practicum, or other professional experiences. The completed case studies must include a behavioral intervention, a counseling intervention, and a consultation. At least one of the

three case studies must address an academic concern.

Professional Portfolio

Two examples of intervention case studies that were completed during advanced practicum or internship. The completed case studies must include a direct (counseling or behavioral intervention) and an indirect (consultation at the individual or systems-level) intervention. Case studies should demonstrate that the intervention(s) resulted in measurable, positive impact on children, youth, and/or families.

Research Proposal – A research proposal completed as part of a course requirement that proposes an empirically-based research study in an area of interest. The proposal should include a literature review, statement of the research problem, and proposed research design.

Response to an Ethical/Legal Dilemma – A short paper that discusses the resolution of an ethical/legal dilemma. Candidates may propose a specific legal or ethical dilemma they have encountered in practicum and/or internship or select from a list of dilemmas developed by the program faculty. Candidates will apply specific principles from the Principles for Professional Ethics (NASP, 2000) and Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

In-service Training Program or Workshop – Substantive contribution in the development and presentation of an in-service workshop or program to an educational, community agency, or family/parent organization or group. Evidence provided should include a detailed outline of the presentation, specific objectives and expected outcomes, and samples of handouts and materials used during the presentation.

Annotated Bibliography and Research Critiques - Compile an annotated bibliography in a specific area of professional interest. From the bibliography, select two empirically-based research articles and complete a research critique.

Guidelines for Completion of Portfolio Products

To assist candidates in the preparation of the portfolio, specific guidelines are provided regarding the organization of the portfolio, as well as specific products that require more detailed instructions. These guidelines should serve as a starting point for candidates and faculty advisors as they work collaboratively to develop a portfolio that appropriately reflects the competencies of the UF SPP and the individual knowledge, skills, and experiences of the candidate.

General Organization of the Portfolio

A portfolio that is submitted to faculty for review should follow these general guidelines with regard to appearance and presentation:

- Organize portfolio in a three-ring binder of appropriate size for the volume of products
- Select a binder that has a professional appearance
- Include identifying information on the front and spine of the binder
- Include a Table of Contents
- Use clear plastic inserts or other appropriate system to display products
- Divide sections in the binder by using tabs that are labeled and extend beyond inserts
- Layout/ presentation quality of each product should be clear and easy to read
- Products should be free of spelling/grammatical errors and instructor comments
- All identifying information regarding clients should be removed from each product
- In consultation with your faculty advisor select the best exemplars of your work

Intervention Case Study

The purpose of the Intervention Case Study is to demonstrate that candidates possess the knowledge and professional skills to collaborate with families, school, and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth. The candidate is able to integrate knowledge and skills in delivering a comprehensive range of services that result in measurable positive outcomes for children and youth.

The case study must focus on a direct (behavioral intervention, counseling) or indirect (consultation) intervention that the candidate was responsible for developing, implementing, and evaluating. Case studies may involve academic and/or behavioral/social concerns and may reflect interventions conducted in a home, school, or community setting. Candidates should consult with a faculty advisor to determine the cases that are best suited for inclusion in the portfolio.

It is expected that case studies included in the *Professional Portfolio* demonstrate measurable, positive outcomes for children, youth, or families who are the recipients of intervention services.

The case study should be 8 to 10 pages in length and address the following areas:

1. Background and Context of the Problem
 - Problem is identified in observable, measurable terms
 - Present and expected level of performance is described
 - Baseline data is provided
2. Description and Analysis of the Problem
 - Assessment procedures are described
 - Hypotheses are discussed
 - Specific goals for the intervention are presented

3. Intervention Design & Implementation
 - Description of the intervention
 - Description of phases/steps in implementation of intervention
 - Discussion of factors that effected the design and implementation of the intervention
 - Discussion of collaboration efforts with family, school and/or community-based individuals
 - Include a sample of all relevant intervention materials
4. Evaluation and Outcome of the Intervention
 - Provide outcome data and discussion of results
 - Include a graphic presentation of data
 - Discussion of progress toward established goals
 - Discussion of future needs for intervention/support

Reflection Papers

Each psychological evaluation and intervention case study included in the portfolio must be accompanied by a 5 page single-spaced reflection paper. The purpose of each paper is to consider the actions and decisions made during the assessment and/or intervention process. The papers should demonstrate an understanding of a theoretical orientation and reliance on empirically-based research and the professional literature. Additionally, each candidate should demonstrate their ability to critique their own professional decisions and practices and thus demonstrate continuing professional growth and development.

Psychological Evaluations - For each evaluation included in the portfolio address the following issues and questions in the reflection paper.

1. Based on the referral question, what was the purpose of this evaluation (diagnosis, program planning, intervention development, eligibility determination)?
2. How did the referral question guide the assessment process? To what extent did the techniques selected adequately address the referral question and child's needs? What would you do differently in terms of selection of techniques?
3. What legal and/or ethical considerations affected the selection of the measures and techniques used in the evaluation? For example issues related to special education services and supports and/or issues related to the reliability and validity.
4. Discuss theoretical or empirical bases used in the interpretation of findings. To what extent are the conclusions in the report supported on these bases?
5. Discuss the link between assessment and possible interventions. To what extent does this report provide evidence for the development and evaluation of intervention strategies? If you find the report inadequate in this regard, how would you change the assessment process to improve the link between assessment and intervention?

Intervention Case Studies - For each case study included in the portfolio address the following issues and questions in the reflection paper.

1. Identify and discuss the primary theoretical orientation or model that was selected to guide the intervention process. Provide a rationale for the selected theoretical orientation or model. How did the selected orientation or model affect the methods, decisions, and outcomes of this intervention?
2. Identify the type of intervention used as either direct (behavioral intervention, counseling) or indirect (consultation) and explain the rationale for this selection. What are the benefits and limitations of the selected type of intervention given the primary concerns in the case? Upon reflection, would you choose a different type of intervention for a case like this in the future? Why or why not?
3. Discuss the empirical bases for the selected intervention. What other interventions did you consider? Provide a rationale for why the selected intervention was appropriate or not based on the assessment data, the needs of the client, and the professional literature.
4. To what extent did the intervention result in “measurable positive changes for the client?” Was the change sufficient? What are the primary factors that contributed to this positive or negative change?

Research Proposal

The research proposal may be completed as part of a course requirement that involves the development of an empirically based research study in an area of interest. The proposal should include a literature review, statement of the issues addressed by the research, and proposed research design. The proposal should be approximately 20 pages double spaced and in a style consistent with the APA Publication Manual (5th edition). Candidates should consider the following guidelines when completing the research proposal:

- Basic components of paper are title page, abstract, literature review, methods section, and evaluation section.
- Based on the identified topic or area of research, select and synthesize the relevant literature surrounding that topic, establish guiding research questions, and propose a specific research study. Identify how your proposed research question clearly fits with existing literature.
- The Literature Review should consider current research related to the identified topic. Approximately 20 references should be used that are drawn from a range of scientific journals. A clear statement of the research problem must be included.
- The Methods section should identify the specific procedures and details needed to conduct the proposed experimental investigation including participants, setting, materials, dependent variable(s), data collection and reliability of methods, experimental design, data analysis, and procedures that identify step-by-step how the research will be carried out.

- The evaluation section should identify how you will determine the effectiveness of your proposed study. Identify the findings you expect to obtain and how that finding will advance the services, the field, and professional literature.

Response to an Ethical/Legal Dilemma

Candidates will write a 5 to 6 page, single-spaced paper, consistent with APA 5th Edition format, that discusses an issue that has important legal and ethical dimensions and is important to the practice of school psychology. Candidates may propose a specific legal or ethical dilemma they have encountered in practicum and/or internship, or select from a list of ethical dilemmas available from the school psychology faculty. The selection of the specific issue or dilemma should be done in consultation with a faculty advisor.

Candidates will demonstrate knowledge of the APA ethics code and the NASP principles of professional ethics, together with relevant state and federal judicial opinions, statutes, codes, rules, and policies.

The paper will be evaluated on the extent it addresses the following:

- the issues are defined clearly
- the potential legal and ethical issues are identified
- relevant state and federal judicial opinions, statutes, codes, rules, and policies are identified and discussed
- relevant sections of the ethics code are identified and discussed
- a suitable program of action that addresses the issue is discussed
- methods to prevent the future occurrence of this issue are identified and discussed
- knowledge of a problem-solving model applicable to legal and ethical issues is evident.

Annotated Bibliography & Research Critiques

Compile an annotated bibliography in a specific area of professional interest (e.g., applied behavior analysis, early intervention, inclusion, academic supports, adaptive behavior, ethics in school psychology, cognitive evaluation). From the bibliography, select *two* empirically based research articles and complete research critiques based on the following guidelines.

1. Guidelines for annotated bibliography:

- Confer with your advisor to approve the topic area selected for compiling the annotated bibliography as well as the general direction and scope the bibliography should take.
- Identify and annotate 20 articles in one area of research. The majority should be empirically based. However some articles that discuss or review/summarize the area of research are acceptable to include.
- In general, the bibliography should include those articles that are significant and relevant to the topic selected, provide an overview of the topic, and details about the topic, as well as historical and current/future perspectives.

- An annotated bibliography includes a list of citations to books, articles, and other documents. Each citation is followed by a brief (e.g., 150 words) descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are descriptive and critical; they clarify the author's point of view and information included in the text. This is not an abstract. Abstracts provide descriptive summaries that often are found at the beginning of scholarly journal articles or in periodical indexes.
- First, locate and record citations to books, periodicals, and other documents that may contain useful information. Briefly examine and review the actual text. Then choose those that provide a variety of perspectives on your topic.
- The majority of the articles selected should be recent articles (within the last 10 years), with only a limited number of key or seminal articles dating back beyond 10 years.
- Cite the book, article, or document using the APA 5th edition style.
- Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that:
 - describe the content (focus) of the text
 - describe the usefulness of the text
 - discuss any limitations that the text may display, e.g. age/grade level included in sample, language issues, etc.
 - describe the intended audience
 - evaluate the methods (research) used
 - evaluate reliability reported
 - discuss conclusions
 - describe your reaction to the text

Example:

Voeltz, L.M (1980). Children's attitudes toward handicapped peers. *American Journal of Mental Deficiency*, 84, 455-464.

As services for severely handicapped children become increasingly available within neighborhood public schools, children's attitudes toward handicapped peers in integrated settings warrant attention. Factor analysis of attitude survey responses of 2,392 children revealed four factors underlying attitudes toward handicapped peers: social-contact willingness, deviance consequence, and two actual contact dimensions. Upper elementary-age children, girls, and children in schools with most contact with severely handicapped peers expressed the most accepting attitudes. Results of this study suggest the modifiability of children's attitudes and the need to develop interventions to facilitate social acceptance of individual differences in integrated school settings.

2. Guidelines for Research Critique:

- Obtain approval from your advisor to critique two of the 20 references included in your annotated bibliography.
- The selected articles must be empirically-based.
- For each empirical article selected, summarize in 3 to 4 pages the (a) purpose of the research, (b) methods, (c) type of design used, (d) results, (e) summary of implications, and (f) strengths and weaknesses of the research (not just the author's ideas but also your own opinion of the article).

Portfolio Review Process

The portfolio review process is designed to meet the following goals:

- To provide candidates with a systematic and instructional opportunity to 1) assess their own competencies and progress in the program, 2) demonstrate competencies consistent with program goals and expected outcomes and 3) reflect on areas in need of further preparation and training.
- To provide a mechanism for faculty to evaluate candidate progress in the program and determine readiness for internship and initial professional practice in school psychology.
- To meet university and program requirements for completion of a Final Examination to demonstrate completion of program requirements and competencies.

The acquisition of portfolio products will be monitored each semester through practicum. Portfolio reviews will be conducted for all candidates in the school psychology program each spring as part of the annual student evaluation process. Reviews of the *Working Portfolio* will be completed by the candidate's faculty advisor. A formal review of the completed *Professional Portfolio* will occur during the spring semester of the internship year. This final review of the portfolio will be conducted by the candidate's supervisory committee and will serve as the Final Examination for the EdS degree. A review of the entire contents of the portfolio will be completed by each supervisory committee member, followed by an oral examination conducted by the entire committee. To pass the Final Examination and be recommended for graduation, students must pass both the written and oral portions of the exam.

State & National School Psychology Examinations

Successful completion of state and national school psychology examinations are required by the SPP, the UF College of Education, and the State of Florida in order to obtain a degree in school psychology. All students in state-approved educator preparation programs at the

University of Florida must pass all pertinent sections of the Florida Teacher Certification Examination (FTCE). To obtain a degree in School Psychology there are three sections of the FCTE to complete: General Knowledge, Professional Education, Subject Area Exam in School Psychology. Students must receive a passing score on all sections of the FCTE, as established by state guidelines, prior to graduation. This requirement applies to all students graduating from the UF SPP, even if you intern or intend to seek a position outside of the state of Florida.

Additionally, the SPP requires that all students pass the PRAXIS II exam in School Psychology that is administered by the Educational Testing Service (ETS). The passing score for the exam is 660; which is consistent with the standards set by the National School Psychology Certification Board to become a Nationally Certified School Psychologist (NCSP) and the State of Florida to become a Licensed School Psychologist.

A suggested examination timeline is included to assist students in completing all college and program required exams in advance of graduation. Additional questions about examinations and licensure requirements can be directed the SPP program director or the UF College of Education Student Services Office in G416 Norman Hall.

INTERNSHIP

University Perspective

Internships are the culmination of a student's professional training. A successful internship is an interactive, dynamic experience in which the intern applies knowledge and skills gleaned from coursework to real settings. Successful internships develop abilities (i.e., the appropriate application of knowledge and skill) for problem identification, hypothesis generation, intervention, and determination of outcomes. Internships should not merely consist of exposure to the “real world” or be a source of inexpensive labor for hosting sites. The most important part of the internship is the growth and development of the intern.

Internships are taken at the end of the student’s program of professional preparation. Students must complete all required coursework prior to the beginning of the internship. Courses with grades of I, X, D, E, or U are considered incomplete. The final selection of an internship site is made through consultation with a faculty advisor, the program director, and the university supervisor of interns. Six hours of credit per semester is awarded for the internship, but no more than 12 hours of internship credit may be counted toward the minimum units required for the EdS degree in the SPP.

Field Perspective

Internships consist of a full-time experience in a public school for the course of one year. Guidelines and requirements put forward by the National Association of School Psychologists are followed by the program. Generally, this means that EdS interns must work a minimum of

1200 clock hours, with at least 600 clock hours in a school setting. Half-time placements over a two-year period, work during summer months in a school setting, and other deviations from a full-time, school-year internship are made only when the characteristics of the student (e.g., previous professional experiences) and of the placement (e.g., year-round school) argue in favor of meaningful changes.

The SPP encourages students, with the assistance of faculty, to investigate a wide range of internship possibilities at least 1 year before the internship begins. Every effort is made to honor student preferences for the location of the internship. Occasionally, however, it is in the best interest of the students to be placed in internship sites that are not the top choice. All internship placements must be approved by the school psychology faculty prior to initiation of the internship. Ultimately, the final decision as to an internship site for each student rests with the UF school psychology faculty.

Occasionally, students desire to complete the internship at a location out of the state of Florida. This is permitted under three conditions: (1) the internship meets both NASP and SPP standards, (2) the interns are provided with university-based supervision, and (3) the internship is approved by UF school psychology faculty.

Host concerns

Hosting sites are expected to provide a minimum of two hours of supervision per week per intern. This supervision should be regularly-scheduled, formal “set aside” time for supervision, reflection, and development of appropriate competencies. This is not meant to be a time when the intern is taught routines, district policies, etc. The later activities should take place on a daily basis during the internship time. Host supervisors must be credentialed and have a minimum of three years of experience in their current place of employment. Host supervisors may not supervise more than two interns at a time.

All internships are governed by a written contract. It is the responsibility of the university internship coordinator to explain the contract and negotiate its approval with site supervisors. Other plans, contracts, etc. required by the host district must be reviewed by the university internship coordinator in order to approve the internship placement. In order to insure all parties are informed of internship activities, it is expected that all parties (intern, host, and university) will receive copies of all documents, letters, etc., pertaining to the internship.

Host supervisors are expected to provide the following:

1. Two hours per week of supervision (one hour may be shared with the university when logistics permit);
2. A salary commensurate with the duties and actions of the intern;
3. Material resources needed to perform the duties associated with the internship (e.g., office space, telephone, secretarial support, test materials);
4. Support for developmental activities of the intern (e.g., funds with availability for in-service activities and professional conventions);

5. Written contractual agreement specifying these features (i.e., period of appointment and terms of compensation (if applicable), schedule of appointment/calendar, provision for professional development, expense reimbursement, appropriate work environment, release time for supervision, and commitment to internships as a training experience);
6. Bi-annual evaluation by the site supervisor of the intern's progress (using forms created by the university).

In return for these services, hosts receive from the UF:

1. The skills, abilities, and human resources of the intern;
2. A tuition waiver for any Florida public university campus for each semester that they serve as a supervisor;
3. Input and contact from university trainers that naturally stems from the activities associated with supervision of an intern.

Important: Students in the SPP *must accept personal responsibility for any injuries they may sustain while performing any required practicum and internship placements*. Neither the school, school district, nor the University of Florida provides workers' compensation for students while they are engaged in field experience, practica, or internships required by the SPP. Therefore, we strongly encourage all students to maintain health insurance to cover any injury they might sustain while participating in a required field placement in an educational setting. Should a student be injured while in a required field setting, he or she will not be covered by workers' compensation insurance.

Intern concerns

Interns are responsible for identifying an internship site, negotiating the terms of the internship, and meeting the demands of the internship as represented in the internship plan and other formal agreements among the university, host, and intern. Although this is a significant responsibility for interns, they are assisted in this process by the SPP faculty member providing university-based supervision of interns and the SPP Director. In a sense, the identification and negotiation process is a supported, supervised "dry run" for the search for employment that follows the internship. Note: Interns must educate themselves regarding University, Program, and host site requirements and meet these requirements.

Most interns have little difficulty meeting the diverse and at times competing demands of the university and site host, but an active, vigilant, and informed stance regarding these issues is the best insurance against problems with missed deadlines, misunderstandings, and other unnecessary difficulties.

The internship plan must be individually negotiated to reflect the needs of each individual intern and the intern's host. However, internship plans must have certain features if they are to meet the training needs of the university.

General guidelines for plans include the following:

1. An expected breakdown of intern activities, including:
 - a. 75-80% (30-35 hrs./wk) in required job activities;
 - b. 10-15% (4-6 hrs/wk) for university responsibilities, such as time off to travel to UF for internship meetings and seminars
 - c. 5-10% (2-4 hrs./wk) in professional development activities, such as supervision, in-service activities, professional workshops, etc.
2. A delineation of work hours (times to begin, end, and working days).
3. A graded course of activities to move the intern from a passive learner to an active school psychologist with full responsibilities for at least one school or segment of a “full load.”
4. Clear acknowledgment that the intern, university, and site host will honor and are bound by NASP/NCATE standards for internship and professional conduct.

The SPP provides contracts that interns must use to develop internship plans. Signatures are required from appropriate parties to insure all individuals understand and agree to the internship plan.

University supervision

The SPP provides supervision of internships via direct contact with interns in individual and group settings, indirect supervision of interns through field supervisors, and regular contacts (by phone and visits) with site hosts. The university supervisor must, at a minimum, insure at least one direct visit with a host supervisor per semester in order to supplement the indirect contact provided by quarterly supervision forms. More frequent contact may be necessary or desirable, and host-initiated contact is always welcomed. The University supervisor may not supervise more than 10 interns at any one time.

Applying for Internships

The internship experience represents the culmination of the student’s applied professional preparation in the SPP. Specialist students obtain internships in public school settings. The following are responses to the most commonly asked questions concerning the internship application process.

When should I begin thinking seriously about applying for internships?

Many students worry about where they will intern, almost from the beginning of their first semester in the program. This is partly due to a natural habit of conscientious planning for the future, tinged with unwarranted fears that an internship will be unavailable if early plans are not made. Most internships begin in August. The internship application process follows a natural progression in school psychology programs, and there is no need to worry about this earlier than is necessary. A description of the internship application procedure follows.

For specialist students who are considering an internship in a public school system, the process typically begins in December or January for selection of an internship site to begin the following academic year. School districts in Florida have recently moved to coordinating the interview and selection dates for school psychology interns across the state. Applicants to school-based internships are encouraged to make initial contacts with preferred districts in December, submit application material in January, and complete interviews in January and February. Notification of selected interns typically occurs in March.

How would I know what internships are available?

Some school districts mail official announcements of internship openings to school psychology programs well in advance of the starting date for the internship. The SPP Director and Internship Coordinator disseminate these announcements as soon as they are received on the program listserve, or post them on the program bulletin board in the Educational Psychology Department. Some psychological service directors will advertise openings by informally contacting the SPP by phone. Again, this information is disseminated to potential interns as soon as it is received.

Some students prefer to contact school districts or other internship sites directly to inquire about internship positions and request application materials. This practice is commonplace and is expected by contact persons at internship sites. The program has a directory of phone numbers for psychological service directors in school districts across all Florida counties; this information is generally available on the website for the Florida Association of School Psychologists.

How will I pay for my tuition during the internship year?

The Florida legislature has made it possible for students in school psychology programs to have their tuition fees waived for internship credit hours during all semesters of their internship year, provided that the internship is (a) in a public school system in the state of Florida and (b) supervised by a school psychologist certified by the Department of Education. This policy does not extend to internships in other sites in Florida or to internships in other states. It also does not extend to credits for courses beyond SPS 7949 (6 credit hours) and the associated internship seminar, SPS 7931 (1 credit hour). In the summer before the internship year, the SPP Director submits names of interns and their social security numbers to the department program assistant, who in turn submits this list to the financial services office (S113 Criser Hall). The financial services office processes the fee waivers.

Do internships pay?

There is much latitude in what internship sites offer financially. Some sites cannot offer any financial compensation. However, this does not present a hardship to some students who elect to live with (and are financially supported by) family while working in these settings. Other settings offer payment based on an hourly rate or based on the number of psychoeducational evaluations that are completed by the intern (e.g., case-by-case basis). Most settings will offer

stipends ranging from \$8,000 to \$15,000 for no less than a 10 month per year contract. Some districts include fringe benefits with this stipend (e.g., travel reimbursement, sick days, health/dental insurance), while others do not.

What happens before, during, and after an interview?

Students are required to first obtain approval from the SPP faculty before submitting application materials to a prospective internship site. Students may not request an interview from sites that are not approved by the SPP faculty. Prior to submitting application materials, students must complete the “Request to Apply for Internship” Form which can be obtained from the Graduate Secretary in the Educational Psychology Office. This form asks for information about completion of program requirements, as well as the list of preferred internship sites. To encourage discussions between students and faculty about the selection of appropriate internship sites, the form must be signed by the student’s faculty advisor, SPP Director, and the university coordinator of internship. Once this form is signed, and the list of potential internship sites is approved by all individuals, the student can proceed to submit application materials and schedule interviews.

Before the Interview. Most internship sites require students to submit any or all of the following information: (1) a cover letter, (2) completed application (available from the site), (3) two to three letters of recommendation, (4) a resume, (5) samples of written reports, and (6) transcripts of undergraduate/graduate coursework.

Good cover letters include a clear statement expressing interest in completing an internship at that site. This letter should include a brief description of your specific interests, goals, and expectations for the internship. Ask your advisor or other students to review what you have written before mailing it. Some sites mail a batch of applications to school psychology program directors. These applications are then disseminated to interested students. Other sites may mail applications only upon request. The school psychology faculty are usually the persons from whom students request recommendation letters. Faculty usually mail these letters directly to the internship site.

In our experience, prospective sites are most interested in the evaluation procedures students are proficient in, the types of prior experiences the student has had in practica, and the kinds of special competencies that students may possess. Students should save their best reports written in assessment classes, make any necessary corrections by retyping them (if necessary), delete or fictionalize names to protect the student's anonymity, and prepare them in an attractive binder or clear plastic cover. Specific products from the student’s Professional Portfolio will also be appropriate for this purpose. Official copies of transcripts should be requested from the appropriate institution, and not Xerox copies.

During the interview. Thoughts of interviewing for an internship may cause some students to feel anxious, insecure, and incompetent. Employers recognize that the internship is a learning experience, and they do not expect you to be a “fully formed” professional. Keep in

mind that the internship site needs an intern just as badly as you need an internship. Be warm, personable, emphasize your strengths, and display a positive attitude as to your willingness to develop any weaknesses you have. Since they should have reviewed your application materials already, their primary interest is in getting to know you as a person and seeing if there will be a good “fit” between your needs/interests, their needs, and what they have to offer.

You must be on-time for the interview. Both men and women should wear a comfortable suit that is conservative and professionally appropriate. Carry an attractive portfolio or brief case in which you can store (1) a pencil, pen, and notepad on which to write; (2) additional copies of your vita and written reports; (3) other information you received about the internship site, and (4) other materials that may be given to you by the interviewers.

In order to be mentally prepared for the interview, it is helpful to anticipate typical questions that may be asked of you:

- a. What is the theoretical orientation of your graduate program? (Usually asked by sites that are unfamiliar with the UF SPP).
- b. Describe your practicum experiences.
- c. What kinds of experiences are you looking for in this internship?
- d. You may be asked “scenario” questions (e.g., how would you consult with a teacher who is having a problem with a young student who is throwing tantrums? How would you evaluate a student suspected of having ADHD?).
- e. How would you describe your strengths and weaknesses?
- f. Are you interviewing at any other sites?
- g. What questions do you have about the internship?

After the interview. Thank the interviewers for the opportunity to interview at their site. Do not be afraid to ask the interviewers when they will be making their decision. Make sure that they have your address and phone number where you can be reached.

If the site selects you as an intern, the following procedures are followed. First, the SPP faculty must approve the internship. Students should not verbally accept an internship until after they have consulted with Internship Coordinator. Second, the program sends a written contract to the internship site that specifies the length and conditions of employment, general responsibilities, supervision requirements, and other matters (if applicable). A copy of this contract is given to you, and the other copy is kept by the SPP. Third, many internship sites have their own employment contracts that may be signed in addition to the UFSPP contract. Students should consult with the University Internship Coordinator if questions arise about any terms of employment for the internship. Internships should be approved – and internship contracts signed by all involved parties – by the end of the spring semester as SPP faculty are not required to be on campus during the summer. Failure to obtain an acceptable internship by the end of spring may delay the start of an internship.

Who ultimately decides where I do my internship?

The SPP has a strong commitment to pairing students with internship sites in which they

will be happy, productive, and supported in developing their professional skills and talents. It is our experience that factors which make internship locations desirable for students are a function of (1) opportunities for professional growth, (2) a suitable match between a student's qualities and those of the internship site, (3) opportunities to fulfill personal and social needs, (4) constraints imposed by family responsibilities, and (5) financial considerations. Assuming that a site accepts you for an internship, every effort is made by the SPP to pair students with their first choices for internship sites.

However, internship sites differ widely with respect to the quality of supervision and the availability of opportunities to develop important skills. In most cases, students' first choices of an internship site will coincide with a high quality internship experience. In situations in which this is not the case, it is necessary for the SPP faculty to require students to complete internships in locations that may not be their first choices. Students are encouraged to discuss with SPP faculty the specific characteristics that high quality internship sites must possess. In summary, while students are allowed wide latitude in selecting possible internship sites, the final approval for placement ultimately rests with the SPP faculty. All internships must be approved in advance by the internship coordinator and the SPP Director.

What if I want to do an internship in a school district in another state?

Each year, a small number of students complete specialist internships outside the state of Florida. Since school-based internship sites are plentiful within Florida, the SPP encourages interns to select a site within the state. Nevertheless, we recognize that there may be circumstances that necessitate an out-of-state school-based internship for some students.

The SPP will approve an out-of-state school-based internship only under the following conditions: (1) The circumstances for moving out of state reflect a necessity, and not merely a preference; (2) the host school district agrees to the terms, conditions, and training philosophy of NASP and the SPP (as determined by the program director), and (3) the student will have opportunities for university-based supervision (in addition to the site-based supervision) from a school psychology training program in that state. All three conditions must be met in order for an out-of-state school-based internship to be approved.

How is my performance evaluated in an internship?

The SPP evaluates student performance in their internship by both formal and informal methods. Toward the end of the fall semester (e.g., November), the internship instructor will mail an evaluation form to the student's site supervisor. The site supervisor will complete the evaluation, share the results with you, and have you sign the evaluation. The evaluation will then be mailed back to the SPP. This same procedure will be followed again toward the end of the spring semester (e.g., April). This information, along with other information, will be used to assign a letter grade for SPS 7949 in both semesters.

Students also are required to travel to UF to meet with their university-based supervisor on designated days throughout the internship year in order to complete requirements for SPS 7941 (out-of-state interns will participate in this experience in their state). Attendance and

participation in these meetings will be used to assign a grade for SPS 7941.

Informally, the on-site supervisor and SPP faculty may communicate evaluation information by phone (in addition to the formal evaluation described above). This information also will be considered in assigning grades to SPS 7949 and SPS 7941.

CREDENTIALING PROCESS IN SCHOOL PSYCHOLOGY

A degree in school psychology is an integral part of obtaining credentials in the field of psychology and can provide many career opportunities. Credentials can be divided into two categories (certification, license) with each having different requirements and privileges.

Certification involves an application process that requires fingerprinting, criminal records review, verification of employment, passing entry exams, and demonstration of state professional competencies. Some states also offer additional certification as a Clinical Educator to meet requirements for supervision of interns and colleagues. This certification requires completion of a state mandated training program and a competency measure. National certification as a school psychologist can be obtained through the National Association of School Psychologists. This certification provides recognition for professional standards and achievement and requires an application process, verification of supervision, and a passing score on a national exam (ETS-Praxis II in School Psychology). As a graduate of a NASP approved school psychology program, applicants complete a streamlined application process.

Licensure can be obtained as a school psychologist with an EdS degree in school psychology, verification of supervised experience (often 2-3 years), and successfully passing a state mandated exam. Licensure is required for private practice as a school psychologist and can permit insurance billing, and billable supervision. In addition, some employers grant greater opportunity for advancement and supervision responsibilities with licensure.

Some employers provide income supplements to persons with advanced credentials (i.e., certifications/licensure), especially if the clinician has additional responsibilities (e.g., supervision). Obtaining additional credentials can afford greater competitive advantage when seeking employment, more diverse career opportunities (e.g., school /clinical settings, private practice), and increased expertise. A detailed review of the credentialing process is noted in the Appendix based on the State of Florida requirements. Please note that this process is subject to change and may vary from state to state.

**General Timeline
School Psychology EdS Degree**

1. Complete all required coursework during the first two years in the program.
2. Select a faculty advisor to chair your supervisory committee by the end of spring semester of your first year.
 - a. Supervisory committee must consist of 2 school psychology faculty members.
 - b. See Linda Parsons to fill out the form to officially designate your committee. This committee can change if needed.
 - c. Working portfolio will be reviewed by your advisor at the end of years one and two.
3. Complete Planned Program of study form (see Linda Parsons) by the beginning of the second year.
4. In consultation with your faculty advisor, begin work on your Annotated Bibliography and Research Critiques for the portfolio in the summer after your first year.
5. Submit a “Request to Apply for Internship” form to the program director and internship coordinator prior to submitting internship applications (fall or spring of year two).
6. Apply for internship end of fall/beginning of spring semester of year two.
7. For individuals interested in the doctoral program, apply for a “Change of Terminal Degree” at the beginning of the fall semester of your second year.
 - a. Application letter requesting to change from EdS to PhD as the terminal degree, as well as a revised Goals Statement and updated references must be delivered to the program director.
8. Begin internship in the fall of your third year.
 - a. Professional portfolio to be completed and submitted to your supervisory committee by February 1st.
 - b. Complete the EdS final oral qualifying examination by meeting with your supervisory committee by the end of February. Specific dates for oral examinations will be scheduled by the program director.
9. Graduate spring or summer semester of third year.

***Meet regularly with your faculty advisor
to develop an individual degree plan.***

APPENDIX

