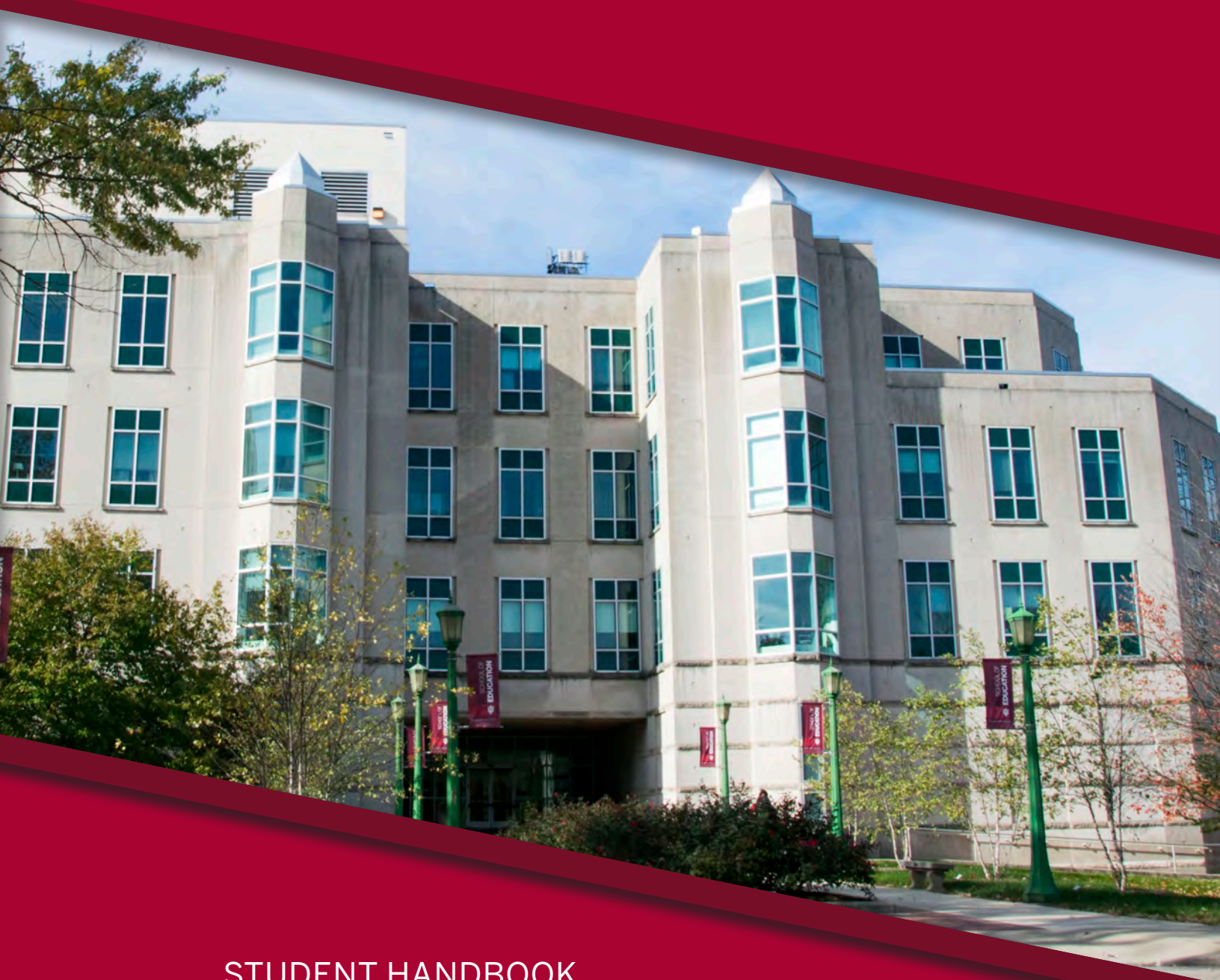




SCHOOL OF EDUCATION

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Ed.S. **SCHOOL PSYCHOLOGY**



STUDENT HANDBOOK

**2019-2020**



**Indiana University**  
**School of Education**  
**Department of Counseling and Educational Psychology**

**School Psychology**  
**Ed.S. Program**

**Student Handbook**  
**2019-20**

**Revised August 2019**

## FOREWORD

Welcome to the School Psychology Program! The school psychology faculty is extremely pleased that you have chosen to join us as we work together toward achieving your career goals. While you are learning many new things here, you also will be providing some valuable services to children, teachers, families and communities, as well as to adding to the knowledge base through research and dissemination activities. You are about to embark on a path that will lead to many rewards, including the development of friendships that will last a lifetime.

We believe that you will find graduate study in School Psychology to be rewarding and challenging as you prepare to become scientist--practitioners who will assume roles in leadership, scholarship, and practice in schools and other settings where children and youth are developing and learning. The successful student is one who makes a commitment to excellence and to the children, youth, families, and others whom they ultimately will serve. We challenge you to become the best that you can be and to energetically pursue your personal/professional goals.

This handbook describes several aspects of the program and its requirements, as well as answering many questions about how to navigate successfully to graduation. Maintain frequent contact with your advisor who will help plan your individual program of studies to assure that you will meet your goals. The faculty looks forward to working with you to achieve your objectives. Again, welcome!

The Indiana University School Psychology program faculty

### *Core Faculty*

Scott Bellini, Ph.D., Associate Professor

Heather Ormiston, Ph.D. Assistant Clinical Professor

Dave Shriberg, Ph.D., Professor and Program Director

### *Affiliated Faculty*

Sarah Hurwitz, Ph.D., Assistant Professor

Rebecca Martinez, Ph.D., Associate Professor

Anna Merrill, Ph.D., Adjunct Professor

### *Emeritus Faculty*

Jack Cummings, Ph.D., Professor Emeritus

Thomas Huberty, Ph.D., Professor Emeritus

Russ Skiba, PhD., Professor Emeritus

The program is approved by the National Association of School Psychologists (NASP). Any questions related to the program's approval status should be directed to the NASP Program Review Board:

### **NASP Contact Information**

Program Approval Board

National Association of School Psychologists

[nasponline.org/certification/NASPAproved.aspx](https://nasponline.org/certification/NASPAproved.aspx)

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# Indiana University

## School Psychology EdS Program Student Handbook

### Program Philosophy

The School Psychology Program at Indiana University is grounded in the scientist-practitioner model in which the graduate is prepared to solve problems associated with the personal, social, and educational development of children and youth from diverse cultural, economic, ethnic, and racial backgrounds. Emphasis is placed on the integration of research and practice, with the goal to instill in the student the belief that the professional psychologist should use current knowledge to address the myriad of factors that may affect children's development. Scientist-practitioners also contribute to the knowledge base of psychology. School psychologists address the needs of individual students and advocate for change using population-based approaches to serve children and families.

### NASP Domains, Program Goals, Objectives, and Competencies

In this section, we provide the **goals** of the program, **objectives**, intended **competencies**, and their primary respective links to the NASP **domains**, with the recognition that many of the goals, objectives, and competencies are linked to more than one NASP Domain. The program curriculum includes training goals, objectives, and competencies that, when mastered, will prepare you for internship and professional practice after graduation. You will acquire these competencies through a combination of coursework, practicum experiences, group and individual supervision, supervision of others, and completion of the internship and dissertation. *We place particular emphasis on developing leaders for social justice.*

### National Association of School Psychologists Training Domains

The EdS Program is fully approved by the [National Association of School Psychologists \(NASP\)](#) and the curriculum is designed to provide training and preparation for the practice of school psychology consistent with NASP domains below.

### NASP Training Domains

- 2.1 *Data-Based Decision Making and Accountability*
- 2.2 *Consultation and Collaboration*
- 2.3 *Interventions and Instructional Support to Develop Academic Skills*
- 2.4 *Interventions and Mental Health Services to Develop Social and Life Skills*
- 2.5 *School-Wide Practices to Promote Learning*
- 2.6 *Preventive and Responsive Services*
- 2.7 *Family–School Collaboration Services*
- 2.8 *Diversity in Development and Learning*

- 2.9 *Research and Program Evaluation*
- 2.10 *Legal, Ethical, and Professional Practice*

**Program Goals**

Our five training goals are:

*Goal 1: Knowledge and Competence in Cultural Diversity and Social Justice*

*Goal 2: Knowledge about Organizations and Professional Roles*

*Goal 3: Observation and Assessment Skills*

*Goal 4: Intervention and Consultation Skills*

*Goal 5: Research, Evaluation, and Dissemination Skills*

**Goal 1: Develop Knowledge and Competence in Cultural Diversity**

The Indiana University School Psychology program’s faculty and students have a strong commitment to social justice as an integral part of our training. Longstanding patterns of oppression and discrimination have left our nation with inequities that continue to plague our schools and society. We believe that school psychologists have a responsibility to develop an identity that incorporates a commitment to social justice. This dedication to equity cannot be an add-on or a single course in diversity. Rather, the commitment to cultural responsiveness and advocacy must be an integral part of the training and role of the school psychologist, as central as our commitment to evidence-based practice and effective collaboration. Thus, we train our students in the concept of a continuum of care to provide the most effective evidence-based services for all individuals, but also to act as an advocate and systems change agent, actively monitoring the quality of the educational experience and outcomes for students from groups who have been under-represented or marginalized.

Objective #1: Demonstrates awareness and knowledge of diversity and equity issues

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Aware of and sensitive to cultural traditions and customs of families and communities	2.8
#2: Demonstrates knowledge of factors that have created or maintain inequity (e.g., white privilege)	2.8
#3: Advocates equal opportunity for marginalized or historically underrepresented	2.5, 2.7, 2.8

Objective #2: Demonstrates ability to provide culturally relevant psychological services

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Understands and develops strategies to address cultural mismatch	2.2, 2.3, 2.4
#2: Demonstrates cultural competence when working with school personnel and parents in a consultative role	2.2, 2.7
#3: Provides psychological service to individuals that is respectful	2.2, 2.3, 2.7
#4: Designs effective, culturally competent behavioral, social, and/or academic intervention strategies	2.2, 2.3, 2.4, 2.8, 2.9
#5: Awareness of oneself as a cultural being, including cultural strengths and personal biases/prejudices	2.8

## **Goal 2: Develop Knowledge about Organizations and Professional Roles**

Schools, families and communities are complex institutions. Understanding the intricacies and dynamics of these institutions is essential to successfully improving children’s academic and social-emotional health. To negotiate these systems, knowledge of ethical and legal standards is essential. Ethics, statutes, regulations, and institutional cultures are not distinct, but are inextricably interwoven and should guide the behavior and conduct of all professional psychologists. To become a competent school psychologist, students must develop a thorough understanding of ethical principles, legal requirements, professional behavior, and best practices and how they are intertwined. These principles are addressed continually through direct orientation, applied practice, and reflection in all core classes, practicum, and internship.

Objective #1: Demonstrates knowledge about organizations where psychological services are provided

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Understands role of the psychologist in diverse settings	2.5, 2.10
#2: Understands organization and functioning of public schools	2.2, 2.5, 2.10
#3: Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers	2.2, 2.5, 2.10

Objective #2: Understands supervisory relationships and appropriate roles

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Recognizes need for and seeks supervisory assistance	2.10
#2: Accepts and uses supervisory feedback	2.10
#3: Demonstrates effective supervision of less experienced peers	2.10

Objective #3: Develops knowledge about appropriate ethical, professional, and legal conduct

Competency	Related NASP Domains
#1: Demonstrates awareness of ethical and legal principles	2.10

### Goal 3: Develop Observation and Assessment Skills

Observation and assessment form the basis upon which interventions are built. It is critical that the psychologist be able to understand and respond to a referral question. We believe that quality assessment is comprehensive and involves the use of multiple tools. Selection of appropriate tools requires knowledge of their evidence base for use.

Objective #1: Demonstrates knowledge of assessment methods

Competency	Related NASP Domains
#1: Has comprehensive knowledge of assessment methods appropriate to the referral questions	2.1, 2.9
#2: Uses a variety of observational methods, e.g., narrative recording, time-sampling and computer-assisted methods	2.1, 2.3, 2.9

Objective #2: Demonstrates skill in conducting assessments and use of results

Competency	Related NASP Domains
#1: Selects and correctly administers cognitive, academic, behavioral, social, emotional, and adaptive assessment procedures	2.1
#2: Conducts comprehensive assessments	2.1, 2.3, 2.4
#3: Communicates assessment results, in writing and orally, that address the referral questions	2.1, 2.2, 2.3
#4: Uses assessment results for the development of academic, behavioral, and social interventions	2.1, 2.2, 2.3, 2.4

### Goal 4: Develop Intervention and Consultation Skills

The school psychology program has a long-standing commitment to the scientist-practitioner model of preparation. Toward that end, we provide experiences that prepare school psychologists who rely on evidence-based practices when designing and implementing interventions. It is essential that psychologists develop professional and collaborative relationships with teachers, parents, administrators, and community members. These relationships form the basis for trust and increase the fidelity with which interventions are implemented.

Objective #1: Demonstrates ability to gather information upon which to base interventions



<b>Competency</b>	<b>Related NASP Domains</b>
#1: Values contributions and insights of families, teachers, and colleagues	2.2, 2.7
#2: Uses interview for problem identification, problem analysis and problem-solving	2.1, 2.2, 2.3, 2.4

Objective #2: Demonstrates ability to develop and implement interventions

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Presents results of academic and behavioral observations, both orally and in written form	2.1, 2.3, 2.4
#2: Coordinates and monitors implementation of collaboratively-developed intervention plans	2.1, 2.2, 2.3, 2.4, 2.9
#3: Has knowledge of a range of evidence-based individual and group interventions	2.3, 2.4, 2.6, 2.9
#4: Implements effective behavioral, social, and/or academic intervention strategies	2.3, 2.4, 2.6, 2.7, 2.9
#5: Demonstrates knowledge of and applies evidence-based practices	2.1, 2.3, 2.4, 2.9

Objective #3: Demonstrates ability to evaluate effectiveness of interventions

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Recognizes factors of treatment acceptability and treatment integrity	2.1, 2.3, 2.4, 2.7, 2.9
#2: Systematically collects data to monitor the effectiveness of interventions	2.1, 2.3, 2.4, 2.9
#3: Modifies intervention plans in response to systematically collected data	2.1, 2.3, 2.4, 2.9

Objective #4: Develops consultation and collaboration skills

<b>Competency</b>	<b>Related NASP Domains</b>
#1: Demonstrates effective interpersonal communication skills in professional interactions	2.6, 2.7
#2: Understands behavioral, conjoint, process, and instructional models of consultation	2.2, 2.7
#3: Develops effective collaborative relationships with teachers and parents	2.2, 2.5, 2.7
#4: Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns	2.2, 2.3, 2.4, 2.5, 2.7

## Goal #5: Develop Research, Evaluation, and Dissemination Skills

A scientist-practitioner also contributes to the knowledge base. Although the EdS Program does not require a thesis, students are expected to develop research, evaluation, and dissemination skills that can be applied to practice.

Objective #1: Demonstrates ability to conduct research and evaluation

Competency	Related NASP Domains
#1: Understands merits of diverse research methods	2.1, 2.9
#2: Accesses electronic databases to inform practice	2.9

Objective #2: Demonstrates ability to disseminate information to others

Competency	Related NASP Domains
#1: Conducts an in-service presentation using interesting information about child, family, or school issues	2.2, 2.5
#2: Disseminates research knowledge to families, teachers, and others	2.2, 2.7, 2.9

## Program Overview and Spirit

Over the course of the program you will receive a comprehensive curriculum, prepared in foundations of psychology and education, practices and methodologies of school psychology, the multicultural context of the school, and research inquiry techniques through coursework and practical experience. Practicum and experiential aspects of the profession begin from the first semester of enrollment, and you will have a variety of opportunities to expand and apply acquired skills. Practica are offered concurrently with theoretical and applied course work.

Historically, program faculty have been very involved in professional organizations, e.g., Division 16 (School Psychology) of the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Indiana Association of School Psychologists, the Council for Exceptional Children, and the American Educational Research Association (AERA). We strongly urge you not to let the coursework and field experiences—as strong as they are—be the sole source of your school psychology training while at Indiana. Get involved! Attend and present at state and national conferences. Join research teams. Join committees around topics that you are passionate about. Be actively engaged in the field. Both the CEO (Kathy Minke) and the Past-President (Lisa Kelly-Vance) of NASP are IU school psychology alums. We see you as the next generation of IU school psychology program students and graduates who will lead important changes that benefit children, families, educators, and communities. The faculty are committed to actively supporting your growth as a leader and social justice advocate. The more you are able to engage in the field in various ways, the greater opportunity you will have for professional growth as a leader.

## Program Curriculum

Students seeking the EdS degree most often are interested in working in the public schools. The program of study has been established through careful consideration of the current trends in the field, needed foundations and skills, and requirements of the School of Education, the National Association of School Psychologists, and various licensing entities. The individual program is a collaborative product between you and your Advisory Committee, based upon your areas of interest and program requirements, and requires a total of at least 65 credit hours. The following overview describes the nature of the course work and associated experiences of the EdS program.

The EdS degree is similar to the Ph.D. program in its content and differs primarily in the amount of research courses taken, practicum, the minor area, and research and the dissertation beyond the second year. EdS and Ph.D. students most often work collaboratively and are in the majority of the same classes while on campus. The core courses are identical for both degrees and students in both programs work together during their first two years on campus.

Over the course of this program, you will receive a comprehensive school psychology curriculum. This program consists of a mix of “school psychology core” classes (38-42 credits), 12 credits in “psychological foundations”, 6 “inquiry” credits, and 9 credit hours towards your minor. Here are the courses that fall under each category:

### School Psychology Core: 38-42 hours

P655	Cognitive Assessment and Intervention	4
P656	Practicum in School Psychology (covers two semesters)	6
P657	Academic Assessment and Intervention	4
P670	Behavioral Analysis and Consultation for School Psychologists	3
P680	Ethical, Legal, and Professional Issues in School Psychology	3
P681	Psychology of Cultural Diversity	3
P682	Developmental Psychopathology of Childhood and Adolescence	3
P691	Personality Assessment and Intervention	3
P692	Seminar in Therapeutic Interventions with Children	3
P695	Practicum in Personality and Behavioral Assessment	3
P696	Practicum in Therapeutic Interventions with Children	3
P596	Internship in School Psychology I	2-6

### Psychological Foundations Courses: 12 hours

Human Development (3 cr.)

P514	Lifespan Development: Birth to Death	3
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Social Basis of Behavior (3 cr.)

G656	Social Basis for Behavior	3
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Cognitive/Learning Basis of Behavior (3 cr.)

Select one course from the following

P540 Learning and Cognition in Education 3

P544 Applied Cognition and Learning Strategies 3

Counseling Course (3 cr.)

Select approved counseling course in consultation with advisory committee 3

### **Inquiry Courses: 6 hours**

Y502 Intermediate Statistics Applied to Education 3

Y520 Methods of Educational Inquiry 3

Y500 Laboratory in Statistics \* (1)

\* Y500 is a corequisite with Y502, but cannot be counted toward the required 6 hours.

### **Electives: 2-12 hours**

Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study. Elective courses must be approved by the advisory committee and must be relevant to the field of School Psychology. The electives category may be used to add to the major, research/inquiry, or minor components to bring the total program credits earned to at least 65 hours.

### **Minor: 9 hours**

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Some students select counseling for their minor. If you select a counseling minor, here are the requirements:

### **Requirements for Counseling Psychology Minor (9 cr.)**

Counseling minors must take three courses in counseling psychology. Students should take G522 (Counseling Theories), G523 (Laboratory in Counseling and Guidance), and one of the following courses:

G505 Individual Appraisal: Principles and Procedures (3 cr.)

- ☐ G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- ☐ G532 Introduction to Group Counseling (3 cr.)
- ☐ G552 Career Counseling: Theory/Practice (3 cr.)
- ☐ G567 Introduction to Marriage and Family Counseling (3 cr.)
- ☐ G575 Multicultural Counseling (3 cr.)
- ☐ G609 Interventions in Performance Psychology (3 cr.)
- ☐ G615 Psychopathology and Advanced Diagnosis (3 cr.)
- ☐ G622 Advanced Theories of Counseling (3 cr.)
- ☐ G632 Advanced Group Leadership (3 cr.)
- ☐ G650 Topical Seminar in Counseling Psychology (3 cr.)
- ☐ A relevant course related to counseling psychology practice from another department may be counted as a counseling psychology course at the discretion of the minor advisor.

There are a number of other minors that you might choose that are less prescribed. Again, please consult with your advisor as course offerings change and so that your minor can be as close to your personal goals as possible.

## **Curriculum Sequence**

This program is designed to provide a sequence of courses that builds your knowledge and skills over time. Much thought has been put into this sequence, with an aim towards every class having strong value on its own, but the value of each course gets multiplied when considered as part of the overall sequence. The first year primarily consists of “core” school psychology courses. Under the belief that it is most helpful for students to begin applying their knowledge in the field as soon as possible, you are in a field placement in all fall and spring semesters, with the expectations for your work in these field experiences expanding over time as you obtain more coursework and supervised experience.

In the first semester, you typically will take foundational courses in consultation, assessment, and ethics as you begin your first practicum (which is typically 1 day/week). In the second semester, you take additional coursework related to assessment and interventions, as well as your core course in social justice. The assessment courses are specifically designed as a two-part sequence with part I occurring in the fall and part II occurring in the spring. You are in a school-based practicum in the spring semester of your first year.

During the summer after your first two semesters, you begin to take courses in other psychology foundational areas and/or courses specific to your minor. During your second year, you complete your “core” school psychology courses in consultation, assessment, and interventions. These courses are designed to build upon the first year. For example, your first

consultation occurs in the fall of your first year and focuses more on individual-level consultation; whereas the consultation course you take in the spring of your second year is focused more on systems-level consultation. You will be in a practica that is equivalent to 1-2 days/week throughout your second year, with scaffolded experiences with the goal of you being ready to handle the responsibilities of a full-time internship by the end of your second year. All second year practica are supervised by faculty members and on-site psychologists.

During your second summer in our program you will complete any remaining courses save for your internship course. During your third year in the program you will be in an internship full-time. This internship is described in more detail later in this document.

### **Individual Program Planner**

Once you begin at IU, you will work with your advisor to create your program of study via IU's online system. You will take the vast majority of your courses at the same time as the rest of your cohort, but there will also be some differences based on things such as your minor and whether you decide to obtain a masters' degree along the way. A SAMPLE program planner is located in the Appendix. SAMPLE is in all caps—we are generally not an all caps kind of faculty!—because there will be some variation. That said, students have found it helpful to have a course sequence listed in one place, even if there will be some variations. So, please see the Appendix for a sample sequence of courses.

## **Master's Degrees for School Psychology Students**

Most school psychology students are interested in obtaining a master's degree en route to obtaining their Ed.S. or Ph.D. degree. Most students will be eligible for a Master of Science Degree in Learning and Developmental Sciences-**Educational Psychology** track (M.S. Ed.) at the end of their second year of study\*

### **I. Application Procedure**

To obtain a M.S.Ed. you must first apply to the Learning and Developmental Sciences program by following these steps:

1. a. Open the on-line application online  
Complete instructions and a link to the application can be found here:  
<https://sisjee.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR>
- b. Log on with guest/network id.
- c. Choose *M.S.Ed. in Learning and Developmental Sciences -Educational Psychology track*

d. check the box that says you have already paid an application fee (at this time, we cannot guarantee that you won't be charged a fee but so far our students have not been charged).

Once you have submitted your application, please email Cyndi Herrera ([cherrera@iu.edu](mailto:cherrera@iu.edu)). She will work with the graduate student admissions office to have your Ph.D. or EdS application documents transferred to your M.S. application.

2. Dr. Mary Waldron will review your application. Once you receive your letter admitting you to the M.S.Ed in Learning & Developmental Sciences -Educational Psychology Track, make a face-to-face appointment with Dr. Waldron ([mwaldron@iu.edu](mailto:mwaldron@iu.edu)).

Once you have been admitted to the M.S. program, you will need to fill out an electronic POS. You will find this at <https://info.educ.indiana.edu/epos/>. Most of the information is pre-populated. Please discuss any transfer credits or substitutions with Dr. Waldron and your POS advisory committee. Once you have submitted this electronic form, it will route to all those on your advisory committee and then finally to the Graduate Student Recorder's Office for final approval.

3. When all requirements are completed, you may apply for graduation

\* Because PhD students have other required courses to take, they may or may not be able to get the master's at the end of the second year, depending on when courses are offered, variations in individual's Programs of Study, and other factors. Usually, however, PhD students can get the master's after completing two years of study. Other variations may occur at times for all students; therefore, check with your advisor or the Program Director when completing the Master's Advising Form.

## II. Filling out the Master's Degree Program of Study Form

In collaboration with other department faculty, a Program of Study has been developed to allow School Psychology students to earn a master's degree (M.S.Ed.) in Learning and Developmental Sciences-**Educational Psychology Track**, requiring is a slight departure from the usual curriculum. The following guide is meant to assist you in correctly filling out the Master's degree Program of Study. This plan will allow Ed.S. students to receive a masters in the spring or summer after the second year, just prior to beginning the internship.

Here is a link to a listing of courses that can count towards your masters' degree. This list is also provided below:

<https://bulletins.iu.edu/iu/educ-grad/current/cep/msed-lds-education-psychology-track.shtml>

**For Major Requirement (12 hours):**

*Any four of the following:*

P514: Lifespan Development (3 hrs.)

P681: Psychological Issues in Cultural Diversity (3 hrs.)

P540: Learning and Cognition in Education (3 hrs.)

P544: Applied Cognition and Learning Strategies (3 hrs.)

P566: Social Psychology in Education (3 hrs.)

P622: Social Development (3 hrs.)

G656: Social Bases of Behavior (3 hrs.)

**For Inquiry Requirement (9 hours)**

Y502: Intermediate Statistics Applied to Education (3 hrs.) \*

Y521: Methods for Educational Inquiry (3 hrs)

Y650: Single Subject Research Methodology in  
Behavioral  
Sciences (3hrs)\*\*

\* This should be pre-populated. Y502 will appear in the Inquiry section and Y500 will appear in the electives section.

\*\* Y650 will require a substitution form to be filled out by the Director of the Inquiry Program, Dr. Leslie Rutkowski. You must email Dr. Rutkowski ([lrutkows@iu.edu](mailto:lrutkows@iu.edu)) requesting permission for the substitution. You would then need to access the Substitution form found in the Graduate Student Portal (<https://education.indiana.edu/students/graduates/all-students/docs/requirement-waiver-substitution-form.pdf>) and give to Dr. Rutkowski for her original signature. If you have questions, check with your advisor, the Program Director, or with Aimee Polk in Room 4070.

**For Foundations Requirement (3 hours):**

P601: Educational and Historical Foundations of Psychology (3)

P601 is the class that school psychology students generally take for the foundations requirement. However, the following courses can also be used for this requirement:

A560 Political Perspectives of Education (3)

H504 History of American Education (3)



H525 Anthropology of Education (3)  
H540 Sociology of Education (3)  
H560 Education and Change in Societies (3)  
H631 Social and Political Philosophy and Education (3)

**For Curriculum Theory/Methods Requirement (3 hours):**

P670: Behavioral Analysis and Consultation for School Psychologists (3 hrs.)

**For Electives Requirement (9 hours):**

List three electives, which may include courses within or outside the department (including school psychology courses, (e.g., P682) or minor courses, such as counseling (e.g., G522/G523)

All waivers and substitutions must be approved by Dr. Waldron through the electronic POS system. Also, if you wish to transfer graduate credits from another institution that might meet one or more of the requirements, check with Dr. Waldron to find out if they may be used in place of one or more of the required courses. Be aware of the due dates for submitting the form to receive the Master's when planned. When applying for an internship or job, list the hours earned toward the master's as 36 or 37, which meets the minimum requirement.

### **Practicum Experiences**

Practicum experiences begin the first semester of the first year of graduate study and continue for two years. The goals of practica are to provide opportunities for the development of consultation, assessment, and intervention skills, and to orient students to schools, the role of the school psychologist, and community agencies and resources. Practicum experiences expose students to a broad range of professional personnel in the schools, and also require their participation on multidisciplinary teams. You are strongly encouraged to set individual goals for practica and to have experiences across a range of ages, abilities, and cultural backgrounds.

**NOTE: You must be *enrolled* in a practicum section to complete a practicum in any semester, including summers, and you must be appropriately supervised. There are no exceptions to this requirement. In some cases, incomplete grades may be given for a practicum that is not finished during a semester or summer session.**

#### **Practicum Experiences in the School Psychology Program**

The faculty considers the required and elective practica to be some of the strongest components of the program. Students are required to complete several hundred hours of practicum and often elect to do more than the minimal requirements. Practica give the student

the opportunity to develop knowledge, insights, and skills under supervision that will better prepare them for internships and professional employment. Practicum experiences begin with a *participant observer* perspective and end with students providing professional services at a more independent level while being supervised.

### **The Nature of Practicum Experiences**

Although the practica that you will take are designated as courses, they are much more than didactic experiences. You will be interacting with children and youth, parents, school personnel, physicians, and many others during practicum. Therefore, the practica involve interacting in environments where appropriate professional behavior is expected. In many respects, the practicum experiences closely approximate the “real world” of the professional psychologist. How you conduct yourself in practicum settings reflects directly on the program, the School of Education, Indiana University, the profession, and most importantly – **on you**.

Although professional psychologists have a wide range of skills, perhaps the most important asset one can have is her or his reputation. A professional with a negative reputation is not likely to be effective or be seen as someone in whom others can place their confidence. Therefore, it is important that you always conduct yourself in a professional and ethical manner and develop a reputation for professionalism, integrity, and competence. It is useful to remember a few points about professional behavior in practica:

- Be prompt and timely about arrivals, assignments, activities, etc.
- Always dress appropriately for the situation, according to the requirements of the site and/or your practicum supervisor(s), including campus meetings
- Let your supervisor(s) or others know when you cannot be on site, complete an assignment, or when other situations arise
- Strive to do the best work you can and go beyond what is expected
- Always adhere to APA and NASP Ethical Principles and legal requirements
- Stay in close contact with your faculty supervisors and let them know if problems arise
- Keep thorough records of your practicum experiences
- Always treat children, parents, teachers, and others with respect, courtesy, and professional conduct

### ***Use of Titles During Practicum and Internship***

While you are in training, including during internship, you may not refer to yourself in any manner or circumstance using the term “psychologist.” Indiana defines “psychologist” as someone who has a doctoral degree in psychology and is licensed by the State Board of Psychology as a psychologist or as a “School Psychologist” licensed by the Indiana Department of Education. Other states are likely to be similar. Thus, titles on reports, presentations, etc., such as “School Psychologist in Training” or “Intern School Psychologist” are not appropriate.

Because this restriction is a legal requirement, it is also an ethical requirement. Some acceptable titles are:

- School Psychology Graduate Student
- School Psychology Graduate Clinician
- School Psychology Student
- School Psychology Practicum Student
- School Psychology Intern
- Resident in School Psychology

### **Practicum Hour Policies**

The practica in the School Psychology Program are intended to give students valuable field-based experiences that are developmental and cumulative, beginning with closely supervised, primarily observational and interactive experiences to increasing independence in preparation for the internship. In addition to obtaining learning experiences for students, the practica comply with NASP and APA requirements for pre-internship training.

NASP requires that EdS and Ph.D. students have a minimum of 600 hours in school settings across practicum and internship. There is no standard from APA or NASP for translating clock hours into credit hours (i.e., neither organization specifies how many clock hours constitute a practicum hour). However, some states may have specific requirements for clock hours, practicum hours, or semester credits for licensure as a psychologist or school psychologist. You should check requirements in states where you might intend to be licensed. Typically, state departments of education do not specify clock hour to credit hour equivalents, although they may require a minimum number of internship credits. Nearly all state licensing boards and departments of education require that credit be on transcripts for practicum and internship, although clock hours or semester hour credits most often are not stated.

<b>Year I</b>	<b>Practicum hours</b>	<b>Semester hours</b>
P656 (Fall)	120	3
P656 (Spring)	120	3
<b>Year II</b>		
P695 (Fall)	120	3
P696 (Spring)	120	3
<b>Total</b>	<b>480</b>	<b>12</b>

This plan gives both EdS and Ph.D. students a minimum of 480 hours during their first two years and eight semester hours of credit. This number is sufficient for EdS students,

because the internship includes at least 1200 hours in a school setting, meeting NASP's minimum requirement of 600 hours in a school setting.

### *Simultaneous practica in the second year*

For both doctoral or EdS students, it is possible to do a second practicum during the second year to gain more hours, but we have noted in the past that this is very challenging. **Any additional practicum must be secondary to the assigned second year practicum and MUST be approved by faculty.** Failure to honor responsibilities to the required core practica may result in lowering of practicum grades, less positive practicum evaluations, or having a negative effect on letters of recommendation.

### **Final Note**

It is important that these requirements be followed closely so that you follow NASP and School Psychology Program requirements. Another important reason to be in compliance is so that the Program Director and campus internship supervisors can verify that all practicum and internship requirements were met when you apply to become a Nationally Certified School Psychologist (NCSP). Additionally, you will be expected to be in compliance with any state, university, program, and/or site required background checks.

While in the program, you will have practicum experiences that will prepare you for internship and professional employment. Prospective internship sites often will ask for references from faculty and site supervisors about your clinical skills and personal and professional behavior. Your performance in practicum may have an impact on the recommendations given by faculty and supervisors, so use these opportunities to gain some valuable experiences that will be of benefit as you continue your professional development. We hope that you will enjoy the experiences as opportunities for personal and professional growth.

## **Policy on Certifying Readiness for Internship**

All courses in the major are to be completed and a grade above a C and other than "I" assigned before beginning the internship. You are to verify completion of these courses with your advisor. Permission to seek an internship must be obtained from your advisor or advisory committee. You should begin seeking an internship in the fall or early spring of the second year.

## **EdS Internship**

Upon completion of course work, you are ready to begin a year-long internship. All students must complete a 1200 clock hour, full-time, nine-month internship for the EdS degree. In some cases, the internship may be completed half-time over two years to accommodate personal circumstances. This arrangement is rare, however, and must be approved by program faculty. These clock hours are minimal, and the internship site may require more hours. The student is expected to comply with the requirements of the internship site. The internship is

supervised by a site supervisor *and* a university-based supervisor. The internship is a minimum of 1200 hours or the equivalent of a full time (nine-month) academic year. There is an EdS internship handbook uploaded in the student portal on the program website, please use this as your overarching guide.

The selection of an internship is very important for you, because it often will have a direct impact on immediate career options and employment opportunities. There are many considerations in seeking an internship, but perhaps the most important is whether a site is consistent with your career goals. For example, it is common for schools to offer full-time positions to students who have been interns. In the vast majority of cases, EdS students complete their internship in a public school setting. There is no central clearinghouse for school-based internships. Most often, you will acquire an internship through personal searches, responding to advertisements, or information given to you by faculty.

The process for seeking an internship should begin in the latter part of the fall semester or early in the spring semester of the second year of study. You will receive at least two (2) semester hours but no more than six (6) semester hours of credit for the internship, which is to be constructed to further the development of competencies and skills as a school psychologist. You will be developing a written plan of goals and objectives to be accomplished during the internship. The internship is to be completed on a full-time basis over one academic year and comprise at least 1200 clock hours. You must complete an academic year, even if you accrue 1200 hours before the end of the year. (In some cases, completing the internship on a half-time basis over two years is possible to address individual students' circumstances.)

You may seek an internship anywhere in the country, as long as you are given the necessary experiences and are supervised by a licensed/certified psychologist. For the student completing an EdS internship, a doctoral level supervisor is not required. However, the supervisor should have at least three (3) years of post-degree experience. The Director of the Program, faculty internship supervisor, or your academic advisor will be able to provide more specific information about securing an internship.

After the internship is completed satisfactorily, you are ready for graduation. You should apply for graduation in the fall semester of the internship year. Be certain to know and meet all due dates and deadlines for submission of documents for graduation. Because the internship timeline is beyond the regular academic year, official graduation is most often in June or August, although you should be able to obtain a license to work in the schools the following year. You will receive "R" or "I" grades each semester until the internship ends officially. Generally, "R" and "I" grades are converted to letter grades in June of each year.

### **EdS Advisory Committee**

The advisory committee has the responsibility for the program guidance and evaluation of the student's progress. After admission to the program, an EdS Program of Studies form is drafted by you, and example forms are available online. You will be assigned a faculty advisor at orientation. Typically, this advisor will chair your advisory committee, but you are allowed to ask another core school psychology faculty member to chair your committee if you prefer (this faculty member would then become your new advisor). Before completing the form, an

appointment should be made with the faculty member you wish to chair your committee. A permanent advisor should be determined by **April 15** of the first year of study.

The minimal complement of the committee is as follows:

- Two members must be School Psychology core or affiliated faculty
- The chairperson must be a core School Psychology faculty member
- One member must represent the minor area

The Program of Studies form is completed in consultation with your advisor. The program is reviewed to assure that it meets your goals and program requirements and is signed by the committee members and forwarded to the department chairperson for approval. Then, the approved program is forwarded to the Office of Graduate Studies for processing. The Office of Graduate Studies will notify you and the committee chairperson of final approval of the Program of Studies. It is your responsibility to arrange through the committee chairperson the meeting of the advisory committee. If necessary, the Program of Studies can be changed later.

**The Program of Studies is to be completed and submitted no later than the conclusion of the first year of study.** Certification of readiness for internship will not be granted until the Program of Studies is approved. Failure to meet this timeline will result in blocking registration until the POS is approved.

### **ePortfolio Preparation and Oral Examination**

From the beginning of graduate study through approval for internship, you will maintain an online Professional Development Portfolio, which will include personal goal statements, Program of Studies, papers written and published (if applicable), summaries of conference proceedings in which you participated (if applicable), evaluations, and other materials that reflect your professional development. You should work closely with your academic advisor to develop and maintain this portfolio. The final portfolio will be evaluated and considered during the oral examination process prior to beginning the internship. You will receive more information about accessing and updating your online portfolio once you begin the program.

In the second semester of the second year, you will initiate a meeting with your advisory committee. At this meeting your portfolio will be presented for review and approval. This meeting also serves as an oral examination over topics including theoretical orientation, science and practice integration, professional development, experiences in the program and practice, and ethical and legal issues. Included will be up to two scenarios where you will discuss ethical, legal, and professional issues and appropriate actions that might be taken. The oral examination will be evaluated by the advisory committee on a form prepared for that purpose. The portfolio is submitted online and more information will be provided. The portfolio is to be updated annually by April 15.

### **National School Psychology Examination**

The Ed.S. program is approved by NASP, which provides the graduate with opportunity

to become a Nationally Certified School Psychologist (NCSP). You are required to take and pass the National School Psychology Examination (Praxis II) as a condition for graduation. The current passing score is **147**, which is set by NASP. Most often, this examination is taken in June of the second year prior to beginning the internship.

### **Applying to the Ph.D. Program**

After entering the School Psychology Program, some EdS students consider applying to the Ph.D. program. Although the credentials and experiences of entering EdS and Ph.D. students often are very similar, entry into the Ph.D. program should be carefully considered and is not guaranteed. Students may have the impression that getting the Ph.D. is merely a matter of taking a few extra courses and completing the dissertation. The process of completing the increased number of research courses, additional research, practica, and dissertation is a significant undertaking and should be considered carefully.

Doctoral students are expected to perform at an advanced level in the professional arena, usually in leadership and research in applied or research/academic settings. Therefore, EdS students who are considering applying to the Ph.D. program must be prepared to state how their career objectives would be significantly different as leaders or researchers as recipients of the Ph.D. Committing to earning a Ph.D. also requires that the student have a commitment to research, recognizing and demonstrating that research and science are the cornerstones of competent and professional practice. Further, the Ph.D. carries higher expectations of dissemination, professional involvement and development, and research while in graduate school. Students considering the Ph.D. must have a clear idea of the area of research they wish to pursue while seeking the degree and have a tentative agenda for conducting their research.

### **Program Timeline and Landmarks**

#### *August before semester begins*

- Consult with program chair regarding coursework to sign up for in the Fall semester

#### *Year 1 fall*

- Meet with academic advisor early in semester
- Join and get involved in SASP (our school psychology graduate association)

#### *Year 1 spring*

- February 15 – apply for financial aid for the following year
- April 15 – identify a permanent advisor
- Choose advisory committee (Consists of at least three (3) members, two (2) of whom are School Psychology faculty members, and one (1) from the minor field).

- Chairperson must be a core School Psychology faculty member
- April 15 – update e-Portfolio

### *Year 2 fall*

- October 1 – Program of Studies completed
- Begin seeking an internship

### *Year 2 spring*

- Early spring – continue seeking and hopefully securing an internship
- Apply for Master's degree (now or early summer)
- Late spring/early summer: Oral Exam
- April 15 – update e-Portfolio

### *Year 2 summer*

- June – take PRAXIS II and obtain a minimum passing score of 147

### *Year 3 fall (Internship)*

- October 15 – Apply for graduation
  - An incomplete will be given for the internship during the first and second semesters, because the internship extends past the end of a semester. You should maintain contact with the faculty internship supervisor to be sure that your grade is submitted when you finish the internship. Also, be sure to maintain contact with your program advisor so that the *Nomination to Award-EdS Degree* form is completed and submitted. Here is a link to this form:  
<https://education.indiana.edu/students/graduates/specialist/docs/NominationtoAwardDegreeofSpecialist.pdf>

### *Year 3 spring*

- Start applying for jobs!

### *Year 3 summer (Internship)*

- Graduate in June!



## Professional Liability Insurance

We live in a litigious society, and the fields of psychology and education are not exempt from the possibility of charges of malpractice or misconduct. The chances of being sued are extremely small and even fewer suits against psychologists are successful. Nevertheless, being sued does necessitate retaining an attorney and incurring legal costs.

The University does not provide coverage for legal expenses or damage awards for students. Further, practicum and internship sites may not provide coverage and an increasing number of sites are requiring that students have professional liability insurance. Therefore, each student who is taking practicum or internship is required to purchase professional liability insurance each year, unless specifically provided by the site. You may not participate in a practicum or internship without liability insurance and there are no exceptions to this requirement. Most often, practicum students are not covered by a group policy, but internships may provide coverage. Be sure to check with internship sites about liability insurance. Because the cost for this insurance is minimal, however, it is recommended that it be retained during the internship, even if group coverage is provided. You should provide a copy of verification of insurance each year to your faculty practicum supervisor and uploaded to your online portfolio. Common sources of liability insurance are the National Association of School Psychologists ([www.nasponline.org](http://www.nasponline.org)), the American Psychological Association ([www.apa.org](http://www.apa.org)), and the American Professional Insurance Agency ([www.americanprofessional.com](http://www.americanprofessional.com)).

## Evaluation Policies and Procedures

### Formative Evaluation Procedures

Growth as person and as a professional psychologist--in--training necessitates honest and frequent feedback. Constructive feedback aimed at fostering students' personal growth is always honest, direct, specific, nonpunitive, and focused on behavior (not people). As a faculty, we believe that critical feedback and self--examination, followed by positive behavioral change, is the cornerstone of maturity as an individual and as a professional psychologist. By working hard to foster and maintain a climate of respect, transparency and collegiality, all students and faculty in the School Psychology Program can make strides toward positive growth and change. The faculty will provide formative feedback to students with the ultimate goal of helping students improve toward the goals, objectives, competencies, and benchmarks that guide our work.

In the spirit of growth and improvement, we, too are open to feedback from students. Every semester students will have an opportunity to formally evaluate faculty utilizing IU Bloomington's Online Course Questionnaire (OCQ) process, which was developed to centralize and standardize the course evaluation process. The Online Course Questionnaire (OCQ) consists of 11 campus--wide questions that students are asked to answer about each class they take.

Informal ways in which students can give feedback to faculty is by speaking to faculty members directly, during non--class hours. Students can speak with the program director or

the chair of the department if informal discussions with faculty are not fruitful. Similarly, students can express concerns to their SASP officers, who can then bring concerns to the faculty as a whole. Finally, during the spring semester of each academic year, students have an opportunity to provide anonymous feedback that evaluates the program. The evaluation examines students' reflections on the program and perceptions of faculty's implementation of the program goals, objectives, competencies, and benchmarks.

### **Summative/Annual Evaluation Procedures**

Evaluation of student progress is an ongoing process in the School Psychology Program, which occurs in a variety of ways. In addition to evaluation of performance in courses and practica, students are evaluated formally at least once per year. They will be evaluated with a separate procedure during internship with a form that corresponds with the program's goals, objectives, and competencies. All students are formally reviewed each year by the faculty and a summary review form and/or letter is sent informing you of the results of the review. Included will be comments about progress, as well as any concerns that should be addressed. The purpose of this activity is to assess how well students' academic and professional activities match the programs' goals, objectives, and competencies. The evaluation indicates areas for improvement and contributions to the program. This Annual Student Review Summary Rubric can be found at the end of this document.

### **Concerns about Student Behavior**

At times during a student's program, concerns may arise about performance in courses or practica that require more immediate action than the annual review. In those situations, the faculty member, advisor and/or program director meets with the student to discuss the situation. This action is the most frequent, and usually resolves the matter.

If the concern appears persistent and/or is quite severe (e.g., a breach of ethics), it will be discussed by the entire School Psychology faculty during a closed faculty meeting (i.e., no students). The faculty may determine that the best course of action is for the advisor or another faculty member to work with the student on a remediation plan to be put in writing and discussed with the student. At other times, the student may receive a letter from the program director, explicitly stating the concerns and providing very specific recommendations for remediating the behavior and demonstrating that the desired goals, objectives, and/or competencies have been satisfactorily addressed. Depending upon the nature of the problem, formal documentation may be made. The range of actions taken by the faculty can range from mild to more significant:

1. Informal discussion with the student to resolve the situation(s).
2. Written provision of specific remediation steps to be taken in an effort to achieve the program's desired goals, objectives, and/or competencies. Having a remediation plan constitutes a probationary period from which a student will be removed after the remediation steps have been completed.
3. Termination from the program for inability to comply with program requirements,

unprofessional or unethical behavior, or perceived incompatibility with becoming a professional psychologist. Reasons for dismissal will be explicitly documented, explained to the student verbally and in writing, and pursued only after the appropriate disciplinary policies and procedures of the University and School have been followed.

Most often, steps one and two are sufficient to address most situations, and it is rare that the subsequent steps are necessary. In the event that corrective actions are or are not successful in addressing the issues of concern substantive, written feedback will be provided. Indeed, in all situations concerning disciplinary matters the process will be documented in writing, student will be given the opportunity to discuss their concerns with the faculty and to provide information about contributing or mitigating factors. The student retains the right to appeal faculty decisions to the appropriate persons or offices. The School of Education's Student Grievance Procedures and Appeals Form is a downloadable file at this link: <https://education.indiana.edu/faculty/governance/policy-council/docs/19.56-Student-Grievance-Hearing-Procedures.pdf>

## **Ethical Principles and Guidelines**

During the course of your studies, you will be exposed frequently to the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (2002, with 2010 amendments) and the *Principles for Professional Ethics* of the National Association of School Psychologists (2010). By joining the School Psychology Program, you are agreeing to become knowledgeable of these principles and to abide by them during your graduate studies.

There may be occasions when you will confront ethical dilemmas that are difficult to resolve, because the situation is unclear as to the proper course of action. Most often, these kinds of dilemmas are of three types: professionalism, ethical principles, and legal standards. A situation can be unprofessional without necessarily violating an ethical principle (e.g., a professional making a derogatory comment about another professional, parent, or student). An ethical violation occurs when an action contradicts the standards of care applicable to the profession (e.g., violations of confidentiality), and also is unprofessional.

Legal standards are much clearer in most cases, because the actions of the professional psychologist are under the auspices of the applicable statutory requirements. For example, breach of confidentiality almost always is a violation of the law, but also is an ethical violation and is unprofessional. In cases where you feel that an ethical principle is in conflict with the law, the legal standard takes precedence, unless otherwise specified in the applicable statutes.

Most often, appropriate ethical behavior is consistent with common sense and courtesy, but there may be occasions when matters of ethical behavior by others arise. If you encounter a situation where questions of ethics arise, talk with your faculty supervisor or advisor for guidance. Most situations can be resolved with some consultation and education, but at times, formal complaints may be necessary. The general standard is to try to resolve a situation informally before making a formal report or allegation.

Allegations of ethical misconduct are serious matters and are not to be made capriciously or without substantiation. Even a "casual" reference to unethical behavior by

another person can have untoward consequences, so be cautious about making such statements. Again, if you feel there is an ethical problem present, talk with your advisor or other faculty member before taking direct action yourself. Copies of the *APA Ethical Principles for Psychologists and Code of Conduct* and the *NASP Principles for Professional Ethics* are available will be provided to you in multiple classes beginning your first semester in the program. You also should become familiar with some of the more relevant laws, particularly those involving confidentiality, reporting of child abuse, and access to mental health, medical, and educational records. You will receive copies and/or more information about some of these laws as you go through the program.

Some applicable laws having relevance to your work include:

- Individuals with Disabilities Education Act of 2004 (IDEA; P.L. 108-446) (20 U.S.C. '§1400 *et seq.*) (34 CFR § 300 *et. Seq.*)
- Indiana Title 511 Article 7, Rules 32-46 (511 IAC 7-32 *et seq.*)
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. ' 794)
- Americans with Disabilities Act (ADA; 1990) (42 U.S.C. " 12101 *et seq.*)
- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. ' 1232(g)) (also known as the Buckley Amendment)
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Public Law 104-91)
- No Child Left Behind Act of 2001 (Public Law 107-110)
- Section 1983 of the Civil Rights Act of 1964 (42 U.S.C. ' 1983)

Ethical principles and behavior are important issues and we expect students to conduct themselves ethically and professionally. Our students have characteristically adhered extremely well to ethical principles and this has not been a problem in the Program.

### **Criminal Background Checks**

The program requires that you complete a criminal background check. This check is needed for all interactions you might have with children in research projects, practicum, internship, volunteer experiences, and other situations. Indiana University has partnered with [backgroundchecks.com](http://www.backgroundchecks.com) to provide our students & volunteers a fast and easy way to achieve compliance with background screening requirements. The direct link is below:

<http://www.backgroundchecks.com/solutions/indianauniversity>

### **Student Conduct, Rights and Responsibilities**

The faculty in the School Psychology Program believe that every student has the right to be treated with fairness, dignity, courtesy, and respect, and strive to assure that this kind of environment is maintained while you are in the program. Adherence to ethical principles will help to maintain that environment, as students and faculty work

together toward achieving goals. Although you are likely to find that conflicts with others, including fellow students and faculty, are infrequent and minor, problems occasionally do arise. The manner of dealing with these problems varies, depending on the nature of the problem, the setting in which it occurs, and particular circumstances. The initial step in addressing a complaint is to try to resolve it informally. If the problem is associated with a class or instructor, the first step, if appropriate, is to discuss it with the instructor. Should that not be possible, however, it is suggested that you consult your advisor or Director of the Program, who may be able to assist you with regard to the proper course of action. The next step would be to confer with the Chairperson of the department.

If the problem is concerned with the actions of others on an internship or practicum site, you should try to address it with the person in charge to the extent possible. If circumstances do not permit this approach or you feel that professional or ethical issues are involved, you should consult with the faculty internship/practicum supervisor, your advisor, or the Director of the Program. All instances regarding ethical matters or program requirements should be reported to the Director of the Program.

However, there may be occasions when you believe that the actions of others warrant filing a formal complaint. If the complaint involves a practicum or internship site, you should notify the on-campus supervisor and the program director, who will assist you. If you feel that your rights as a student have been violated and that a formal complaint is needed against a member or group of the Indiana University community, you should consult the appropriate persons and also the *Code of Student Rights, Responsibilities, and Conduct* (<http://studentcode.iu.edu/index.html>). The Code was issued by Indiana University on August 15, 1997, provides regulations governing actions and interactions of members of the university community. The Code ensures your rights as an IU student are protected. While you're entitled to respect and civility, you also have responsibilities to the campus community. The Code outlines these responsibilities and the university's expectations for your behavior as an IU student. The Code describes the individual rights of the student to include the student's right to be free of sexual harassment (including sexual violence), racial harassment, and harassment based on sexual orientation. A page on the IUB website is dedicated to the Code and discusses rights, responsibilities and procedures.

## **Grievance Policy and Procedures**

Indiana University has established procedures for students to follow when they believe that any of their rights, as defined in the Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the university community. Specifically, the website (<http://studentcode.iu.edu/index.html>) contains information about complaint procedures [(1) Complaints Against Members of the University Faculty and Administration, (2), Complaints Against Other University Employees, (3) Complaints of Sexual Misconduct, Including Sexual Harassment, Against any Member of the University Community, (4) Complaints Against Members of the University Faculty, Administration, or Other University Employees Involving Discrimination, Including Other Harassment, (5) Complaints Against Other Students, (6) Complaints Against Student Organizations, (7) Complaints by Student Organizations] and disciplinary procedures [(1) academic misconduct, (2) personal

misconduct, (3) unit hearing boards, and campus review boards]. Information of the School of Education (unit) review board, or Grievance Committee, is a committee that is part of the Faculty Council. The committee receive students' grievances, conducts hearings, and makes recommendations for disposition of the cases in Bloomington to the Dean of the School of Education.

If you encounter a problem and are considering filing a grievance, meet with your advisor. Your advisor will provide procedural guidance. If a satisfactory resolution to the problem has not been achieved, you may file a formal grievance by through the School of Education's Bloomington Student Grievance Hearing Committee (BSGHC). The School of Education's Bloomington Student Grievance BSGHC provides a five member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the faculty or administration (a grievance), or for a student wishing to appeal the action of an instructor taken in response to alleged academic misconduct taking place in a course.

After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the Dean of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the Code of Student Rights, Responsibilities, and Conduct provides an a venue through the Dean of Faculties for guidance in the procedures for appeal at the campus level through the Student Advocates Office in the Division of Student Affairs at 812--855--0761 or at (<https://studentaffairs.indiana.edu/student-advocates/>).

The mission of the Student Advocates Office, within the Division of Student Affairs, is to assist students in resolving personal and academic problems so that they may maintain progress toward earning a degree. We achieve our mission by helping students foster skills that will positively influence your academic experience as well as their life after IU. Our team is made up of retired IU faculty and administrators who will help you navigate the many complexities of a large academic institution such as Indiana University. The SAO is located in Eigenmann Hall West 225, on 1900 E. Tenth Street, Bloomington, IN 47406. You can call (812) 855--076, fax (812) 855--2259 or email at [advocate@indiana.edu](mailto:advocate@indiana.edu). Appointments can be made Monday through Friday, 9am-noon & 1-4:30pm. You can all call 812-856-2469 or email [readvo@indiana.edu](mailto:readvo@indiana.edu) (a Confidential Victim Advocate).

## **Performance and Proficiency Requirements**

You will be evaluated frequently and in multiple ways as you progress through the program. To make satisfactory progress, you must demonstrate competence and proficiency in all aspects of your program. Areas for evaluation include:

- Performance in classes
- Performance in assistantships
- Performance in practicum
- Performance in the qualifying process

- Performance in internship

### **Performance in Classes: Grades and GPA**

You must maintain at least a 3.5 graduate GPA at all times. Failure to meet this criterion will result in a meeting with your advisor or the program faculty and may lead to placement on academic probation. No grade lower than a C can be counted toward a graduate degree. No more than six (6) hours of a grade of C can be counted toward a graduate degree. **A grade lower than a B-in any of the courses in the Major Requirements will result in you being required to retake the whole course (or portions of the course) that may prevent you from enrolling in subsequent program courses, which could substantially affect the timing of program completion.** Should that occur, you may be placed on probation, be required to complete remedial work, take additional time to complete the program, not be permitted to begin an internship, be dismissed from the program, or meet other requirements. Consultation with your advisor or the Program Director will be required. You may be asked to meet with the faculty to discuss your progress. These are the courses in the Major Requirements (except for P699 Internship in School Psychology):

No grade lower than a “B-“will be accepted in any of following courses:

- P596 Internship in School Psychology I
- P655 Cognitive Assessment and Intervention
- P656 Practicum in School Psychology
- P657 Academic Assessment and Intervention
- P670 Behavioral Analysis and Consultation for School Psychologists
- P680 Ethical, Legal, and Professional Issues in School Psychology
- P681 Psychology of Cultural Diversity
- P682 Developmental Psychopathology of Childhood and Adolescence
- P691 Personality Assessment and Intervention
- P692 Therapeutic Interventions with Children
- P695 Practicum in Personality and Behavioral Assessment
- P696 Practicum in Therapeutic Interventions with Children
- P514 Lifespan Development: Birth to Death
- G656 Social Bases of Behavior
- P540 Learning and Cognition in Education
- P544 Applied Learning Strategies

If a grade lower than a “B-“ is given in any of these courses, you may be required to re-take the course, which may prevent you from enrolling in subsequent courses. Should that occur, you may be placed on probation, be required to complete remedial work, take an additional year to complete the program, not be permitted to begin an internship, be dismissed from the program, or meet other requirements. Consultation with your advisor or the Program Director will be required. You may be asked to meet with the faculty to discuss your progress.

In addition to grades, you will be required to have at least one instructor each academic year to complete the *Student Review Form – Course Instructor*. These completed forms will also be included in your *Professional Development Portfolio* to be presented in your oral examination. The form contains several items that are rated from “Poor” (1) to “Excellent” (5). At least 90% of the ratings must be “Average” (3) or better. If any rating is lower than Average, your advisor will be notified and may ask to meet with you to discuss your progress.

### **Performance in Practicum**

At the conclusion of each practicum that you complete, your supervisor will be asked to complete an evaluation form to assess your performance on a number of competencies. The ratings are on a five-point scale. It is recognized that a high level of independence is not expected in the first years of your program, so supervisors are asked to evaluate you based on where you are at that time. At least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, your advisor will be notified and may ask to meet with you to discuss your progress.

### **Performance Criteria for the Professional Development Portfolio**

Your portfolio will be evaluated by your advisory committee using the *Rating Form for the Professional Development Portfolio* in the Portfolio Guide that will be provided to you. At least 90% of the ratings must be “Satisfactory” or higher and none may be at the “Unsatisfactory” level.

### **Performance Criteria for the Oral Examination in School Psychology:**

Your oral examination will be evaluated by your advisory committee using the *Evaluation of the Oral Examination in School Psychology* form. At least 90% of the ratings must be “Satisfactory” or higher and none may be at the “Unsatisfactory” level.

### **Performance in Internship**

Participate in mid- and end-of-the-year evaluations of progress and plans for professional growth. By mid-year, at least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, the faculty internship supervisor will discuss your progress with the site supervisor. By end-of-the-year, at least 90% of the ratings must be “4” or higher. Final course grade will not be submitted until received.

## **Retention Policies**

To remain in good standing and be retained in the program, students are expected to comply with program and university requirements, including, but not limited to:

- Maintaining an overall graduate GPA of 3.5 or higher



- Obtain grades of no less than B- in all program and major area courses (see *Performance and Proficiency Requirements* in the *Student Handbook*)
- Perform at acceptable levels in practica and internship (see *Performance and Proficiency Requirements* in the *Student Handbook*)
- Comply with all ethical principles and codes of conduct of the American Psychological Association and the National Association of School Psychologists
- Comply with all aspects of the Indiana University *Code of Student Rights, Responsibility, and Conduct*
- Make continuous satisfactory and expected progress toward degree completion, based a variety of factors, including, but not limited to:
  - Timely completion of coursework and practica
  - Completion of portfolio and oral examinations at expected time intervals
  - Successful passing of the Praxis II Examination in School Psychology
  - Preparation of Program of Studies
- Demonstrate personal and professional conduct consistent with becoming a psychologist, including, but not limited to:
  - Ability to perform at levels expected at each point in the program
  - Demonstration of ethical behavior at the highest level
  - Ability to demonstrate satisfactory interpersonal relationships with faculty, colleagues, supervisors, children, parents, fellow students, and others
  - Ability to balance personal and professional responsibilities
  - Ability to handle personal stressors that may affect performance

### **Termination Policies**

If students comply with the Retention Policies listed above, they can expect to finish the program successfully. The faculty reserves the right to recommend suspension or termination of any student whose conduct, academic performance, or health is judged to be unfit for the practice of psychology. Failure to comply with any of the policies may lead to probation or dismissal from the program. In the *Student Handbook*, more detail is given in the section titled *Annual Evaluation Procedures*. However, the faculty may need to address problems that occur during the course of an academic year before the annual evaluation. In these cases, the student will meet with the instructor and/or another faculty member, depending on the circumstances. Although termination from the program is rare, it may occur for several reasons, including, but not limited to:

- Failure to complete program requirements at an acceptable level of proficiency
- Failure to complete program requirements in a timely manner
- Plagiarism or academic dishonesty
- Failure to maintain an overall graduate GPA of 3.5 or higher
- Dismissal from a practicum or internship
- Inability to develop minimal levels of professional competency
- Inappropriate attitudes or behavior in classes, practica, internship, and advising

- Inadequate interpersonal skills with children, peers, faculty, supervisors, and others
- Mental health issues that significantly interfere with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Substance abuse or addiction that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Violation of program, School of Education, or University policies, procedures, rules, or regulations that substantially affect performance and progress in the program
- Serious or multiple violations of codes of ethics of the American Psychological Association or the National Association of School Psychologists
- Misrepresentation of credentials, experiences, or other personal information
- Results of a criminal background check that indicate conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist

In some cases, remediation plans will be developed in collaboration with the student and one or more faculty members, with stated objectives to be met and timelines for completion. These plans will be stated in positive language with the intent to help the student develop the necessary competencies to become a professional psychologist. In some cases, however, immediate dismissal from the program may occur (e.g., plagiarism, academic dishonesty, conviction of a felony, substantial violations of ethical behavior). In all cases where dismissal is being considered, students will be given an opportunity to respond and apprised of their due process rights. (See *Dealing with Problems, Filing Complaints, and Grievance Procedures* above.)

### **Guidelines for Grades in Graduate Education Courses**

The following definitions of letter grades are a guide to the evaluation of student performance and an indication to students as to what level of performance earns a given grade.

- A** Outstanding achievement. Unusually complete command of the course content. Exceptionally high-level scholarship.
- A-** Excellent achievement. Very thorough command of course content. Very high level of scholarship.
- B+** Very good achievement. Thorough command of course material.
- B** Good achievement. Solid, acceptable performance.
- B-** Fair achievement. Acceptable performance.
- C+** Not wholly satisfactory; Marginal performance on some aspects of the course requirements.
- C** Marginal achievement. Minimally acceptable performance on course assignments.

- C- Unsatisfactory achievement. Inadequate knowledge of course content. (Courses with a grade of C- or lower may not be counted in graduate programs.)**

Counseling by the department is recommended if the final grade is C or below; Student's suitability for continuation in the program should be reconsidered if a final grade is below C-.

### **Plagiarism and Academic Dishonesty**

The issue of plagiarism and academic dishonesty has become of increasing concern to colleges and universities across the country, especially with the emergence of easily accessible information via the Internet and various electronic databases. Indiana University, the School of Education, the Department of Counseling and Educational Psychology, and the School Psychology Program take the issue of plagiarism and academic dishonesty seriously. All products produced in courses and practica are expected to be original with properly identified citations. Papers, reports, reviews, and similar documents prepared by students are assumed to be original works and are not to be plagiarized from other sources and represented as one's own, including Internet-based sites, without proper citations and credit. This principle also applies to production of original test protocols and similar materials that contain accurate information provided by the examinee.

The faculty considers plagiarism and academic dishonesty as unethical conduct. Even a single occurrence of plagiarism, academic dishonesty, or unethical conduct may subject a student to immediate dismissal from the program. Students found to have committed plagiarism or academic dishonesty are subject to disciplinary action by the University and the program, including, but not limited to, failure of a course, placement on academic probation, remedial work, immediate dismissal from the program and Indiana University, or other actions deemed appropriate. If consideration of dismissal should arise, students are given information on due process rights and procedures. These situations have been extremely rare, however. We are confident that our students maintain the highest level of integrity, professionalism, and ethical behavior.

### **Financial Aid**

We recognize that funding for graduate study is a major concern for students and that it may affect decisions about which program to attend. Sources of aid may include assistantships, loans, and Work Study positions. In general, scholarships and fellowships are awarded only to doctoral students, although EdS students are eligible for some graduate assistantships. Typically, doctoral students are given priority for many sources of funding. Our EdS students compete well for research and administrative assistantships, although we cannot guarantee funding. Most often, graduate assistantships include a stipend for 10 or 12 months, tuition remission, and basic health insurance. Obtaining a position does not ensure that funding will be available during subsequent years. Reasons for not continuing in a position may include lack of funding, change in project goals and activities, or performance of a student.

Competition for assistantships often is substantial and awards are based on a number of factors, including, but not limited to, academic credentials, research or related experiences, interpersonal skills, and recommendations. In general, financial support cannot be guaranteed when a student is admitted to the program. Awards of financial aid are not distributed until a student has been admitted into a program. Applications for aid should be made as early as possible for matriculation the following year. You may check with *Student Central on Union* for information regarding financial aid (<http://studentcentral.indiana.edu/financial-aid/index.shtml>, [scu@indiana.edu](mailto:scu@indiana.edu), or 812-855-0321). Some applications for funding must be received before February 15<sup>th</sup> to be processed and awarded for fall of the following year. Students are also encouraged to qualify for Work Study as their chance for other awards (i.e., assistantships) is enhanced. Some awards, scholarships, jobs, assistantships, and other positions may become available and are announced via email or websites. Students may also apply for Work Study and student loans. The program faculty helps as much as possible, but students must be proactive in seeking funding.

## **Appendix: Sample Course Sequence- Fall 2019 Entry**

This sequence assumes that you desire to obtain a masters' degree after your second year. If you do not wish to obtain your masters' degree, you would NOT take P601 or Y650.

### **Fall Year 1**

P655: Cognitive Assessment and Intervention (4 credits) OR P650: Prevention, Assessment, and Intervention I (3 credits)

P656: Practicum in School Psychology (3 credits)

P670: Behavior Analysis and Consultation for School Psychologists (3)

P680: Ethical, Legal, and Professional Issues in School Psychology (3) OR P682 (Developmental Psychology) (3)

### **Spring Year 1**

P657: Academic Assessment and Intervention OR P650: Prevention, Assessment and Intervention II (3)

P656: Practicum in School Psychology (3)

P681: Psychology of Cultural Diversity (3)

Y650: Single-Subject Research Design (3)

### **Summer Year 1**

Y502 Intermediate Statistics Applied to Education (3)

Y520 Methods of Educational Inquiry (3)

Y500 Laboratory in Statistics (1): Y500 is a corequisite with Y502, but cannot be counted towards the required 6 hours)

1-2 courses towards your minor

### **Fall Year 2**

P682: Developmental Psychopathology (3) OR P680 (Ethics) (3)

P601: Educational and Historical Foundations of Psychology (3)

P692: Seminar in Therapeutic Interventions with Children (3)

P696: Practicum in Therapeutic Interventions with Children (3)

### **Spring Year 2**

G656: Social Basis for Behavior (3)

P695: Practicum in Personality and Behavioral Assessment (3)

P691: Personality Assessment (3)

P514: Lifespan Development: Birth to Death (3)

### **Summer Year 2**

P540 Learning and Cognition in Education (3) OR P544 Applied Cognition and Learning Strategies (3)

Remaining 1-2 classes towards your minor

**Indiana University School Psychology Program  
Annual Student Review**

**Name of Student:**  
**Program Year:**

**Academic Year:**  
**Advisor:**

**Evaluation Rubric:**

3 = Performs at EXPECTED level for current level of training or experience  
 2 = Performs BELOW expected level for current level of training or experience  
 1 = Performs WELL BELOW expected level for current level of training or experience  
 N = Not applicable at current level of training or experience

**Academic Performance:**

A1	Class assignments, tasks, and projects (e.g., practice test administration)	
A2	Class participation and discussion	
A3	Oral presentations	
A4	Quality of writing, e.g., tests, projects, essays, literature review papers, etc.	
A5	Arrives to class on time	
A6	Submits assignments on time	
<b>AA</b>	<b>Mean Rating for Academic Performance</b>	

**Assessment Performance:**

P1	Selects and uses appropriate evidence-based psychological assessment methods	
P2	Links evidence-based assessment data to formulate conclusions	
P3	Accurately conceptualizes case for assessment purposes (e.g., develop referral questions)	
P4	Links assessment data to formulating evidence-based interventions	
P5	Effectively communicates assessment results in written and oral form	
<b>PA</b>	<b>Mean Rating for Assessment Performance</b>	

**Intervention Performance:**

I1	Conceptualizes intervention case based on research and referral questions	
I2	Selects evidence-based interventions to address referral questions	

I3	Evaluates interventions effectively based on sound research methods	
I4	Provides effective and appropriate intervention summaries or transition plans	
<b>IA</b>	<b>Mean Rating for Intervention Performance</b>	

**Consultation Performance:**

C1	Develops effective collaborative relationships	
C2	Implements appropriate consultation model/intervention	
C3	Collaborates with consultee regarding problem identification, implementation, and monitoring	
<b>CA</b>	<b>Mean Rating for Consultation Performance</b>	

**Professional Behavior:**

B1	Complies with ethical and legal requirements	
B2	Demonstrates high level of professionalism in all settings (e.g., classroom, practica, internship)	
B3	Meets deadlines and responsibilities in timely and appropriate manner	
B4	Seeks and uses supervision and feedback as needed	
B5	Shows motivation and initiative	
B6	Demonstrates knowledge and sensitivity to cultural diversity and individual differences	
B7	Demonstrates commitment to learning and the scientist-practitioner model	
B8	Demonstrates internalization of professional values and attitudes of professional psychologists (e.g., social justice, advocacy, diversity, fairness, reflective practice, ethical principles)	
B9	Provides effective supervision for less experienced students	
<b>BA</b>	<b>Mean Rating for Professional Behavior</b>	

**Interpersonal and Communication Skills:**

IC1	Demonstrates effective interpersonal skills with colleagues, clients, parents, teachers, others	
IC2	Shows appropriate sensitivity to various backgrounds of others and avoids stereotypic, discriminatory, offensive, or otherwise inappropriate attitudes or language	

IC3	Communicates results of assessments, intervention, and consultation to others in oral and written forms in understandable language with minimal use of jargon or technical language	
<b>ICA</b>	<b>Mean Rating for Interpersonal and Communication Skills</b>	

**Research:**

R1	Demonstrates skills in research design, analysis, and reporting of results	
R2	Disseminates research findings in reports, presentations, and other formats	
R3	Conducts independent or collaborative research	
R4	Critiques research from strengths and weaknesses perspectives	
<b>RA</b>	<b>Mean Rating for Research</b>	

**Reflective Practice, Self-Assessment:**

RP1	Self-awareness of strengths and weaknesses	
RP2	Self-monitors own performance	
RP3	Attentive to self-care	
RP4	Works to strengthen areas of weakness	
RP5	Thinks like a psychologist (scientifically and professionally)	
<b>RPA</b>	<b>Mean Rating for Reflective Practice, Self-Assessment</b>	

**Comments:**



## Student Signature Page

By signing below, I attest that I have read this Handbook and understand that this Handbook guides the program-specific policies of my graduate program at Indiana University.

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Student Signature

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Date