

Oklahoma State University
School of Applied Health and Educational Psychology
School Psychology Ph.D. Program

STUDENT HANDBOOK

Fall 2009

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I. OVERVIEW

A. Introduction

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

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

Information regarding university regulations and services can be found on the OSU Home Page at <http://pio.okstate.edu/> which you can access from the library or computer labs on campus or your home computer. You also have access to e-mail through the university. Be sure to remember the web whenever you need information on research, student services and organizations, the library, etc.

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

B. History of School Psychology at Oklahoma State University/Accreditation Status

The founder of the school psychology program, Dr. Paul G. Warden, came to Oklahoma State University in June of 1970. Two doctoral students had expressed an interest in changing their focus from educational psychology to school psychology. At that time there were three school psychologists in the entire state, two were working in the schools. Much work was needed to create recognition of the profession and thus create an opportunity to build a viable training program at Oklahoma State University. In 1972, certification standards of the State Department of Education were changed to allow certification of school psychologists at the sixty graduate semester hour level rather than the previous requirement of the doctoral degree. The program blossomed. During the next five years (1972-1977) at OSU, 35 students were certified as school psychometrists, 27 later went on to be certified as school psychologists, and 11 then went on to complete their doctorates. Also during that period, eight previously certified school psychometrists entered and completed the psychologist certification program and one later went on to complete the Ph.D. program.

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

In continuing to set the pace for school psychology, in 1980, Dr. Warden helped

establish and became the first president of the Educational and School Psychologists Division of the Oklahoma Psychological Association. This ensured the presence of school psychology in traditional mainstream psychology in Oklahoma. OSU has continued this fine tradition of leadership by being the first in Oklahoma to develop an Ed.S. degree program in school psychology. OSU also has the only specialist and doctoral degree programs in school psychology in the state. Both programs have attained the highest level of accreditation possible. As a student in OSU's School Psychology program, you are indeed a member of a select group!

Over the years a number of School Psychology faculty members were associated with Dr. Warden in the School Psychology program. However, it was not until 1995, when Drs. Oehler-Stinnett and Stinnett joined the faculty with Dr. Warden that significant changes began to occur. At that point in time, school psychology was on the verge of extinction in Oklahoma. The number of school psychometrists far outnumbered school psychologists and most districts in Oklahoma chose to hire school psychometrists or contract for testing through one of the Regional Education Service Centers. However, a law had been passed that would allow only students who were graduates of APA accredited programs to be eligible to pursue licensure from the Board of Examiners of Psychologists. There were no APA accredited programs in school psychology in Oklahoma or in the immediate region. Now with three full-time school psychology faculty the program had sufficient numbers of faculty to pursue accreditation from the American Psychological Association (APA) for the Ph.D. program. The curriculum was revised and developed, the practica were revamped, and internship experiences and requirements were changed. The program demographic shifted from part-time students and night classes to full-time students and coursework during the day. Research teams were established. Also in the midst of these significant changes, as a result of Dr. Oehler-Stinnett's vision and insistence, the faculty developed the Ed. S. degree program and pursued NASP approval for both the specialist degree and the doctoral degrees. Momentum for the program was

growing and in 1997 a fourth school psychology faculty was hired and the program moved forward at both the doctoral and specialist level. In 2005, the program was recognized by the president and provost as a program of merit and a new tenure track faculty position was approved. The program has 5 core school psychology faculty lines. There have been over 110 students in the programs since 1995. The table below provides a list of the school psychology faculty who have been associated with the program since its inception. Dr. Warden retired from Oklahoma State University after 30 years of service. Dr. Gary Duhon joined the school psychology faculty in fall 2001 and Dr. Georgette Yetter joined the faculty in fall 2005.

School Psychology Faculty

<u>Appointment</u>	<u>Faculty</u>	<u>University</u>
1970-2000	Paul Warden Professor	Kent State University
1977-1982	John Otey Assistant Professor	University of Oklahoma
1984-1987	Debra Kundert Assistant Professor	University of Wisconsin- Madison
1988-1989	Dorothy Strom Assistant Professor	Ball State University
1991-1993	David McIntosh Assistant Professor	Ball State University
1997-2000	John Carlson Assistant Professor	University of Wisconsin- Madison
2002-2007	Eric Mesmer Assistant Professor	University of South Florida

1995-Present	Terry Stinnett Professor*	University of Southern Mississippi
1995-Present	Judy Oehler-Stinnett Associate Professor*	University of Southern Mississippi
2000-Present	Gary Duhon Associate Professor*	Louisiana State University
2005-Present	Georgette Yetter Assistant Professor*	University of Nebraska - Lincoln
2007–Present	Brian Poncy Assistant Professor *	University of Tennessee- Knoxville

* - current school psychology faculty

The Educational Psychology faculty have also made significant contributions to the School Psychology programs through teaching and by serving on advisory committees. Historically the school and educational psychology programs have been together in a single area in the department. The school psychology program grants a Ph.D. in Educational Psychology with an option in school psychology. School psychology graduate assistants are often assigned to teach undergraduate courses from the educational psychology area. Over the last 7 years, school psychology program students on the average have taught between 75% to 95% of the undergraduate EPSY teacher education courses.

Current Educational Psychology Faculty

<u>Faculty</u>	<u>University</u>
Kay S. Bull, Professor	Educational Psychology, University of Wisconsin-Madison
Diane Montgomery, Professor	Special Education, University of New Mexico
R. Steve Harrist, Associate Professor	Clinical Psychology, University of Tennessee

Program Accreditation

The Ph.D. program is fully accredited by the American Psychological Association. (APA Office of Program Consultation and Accreditation, 750 1st. St. NE, Washington, DC 20002-4242, 202 336-5500). In Oklahoma and other states, only students who are graduates of APA accredited programs are eligible for licensure through the State Board of Examiners of Psychologists. Thus, because the Ph.D. program is accredited you will be eligible to apply for licensure as a Health Service Psychologist in Oklahoma. Furthermore, the APA accreditation makes you eligible for many APPIC internships. APPIC, or the Association of Psychology Postdoctoral and Internships Centers, is a registry of internships available for School, Clinical, and Counseling psychologists.

The Ph.D. program is also National Association of School Psychologists (NASP) approved. NASP is a National Council of Accreditation of Teacher Education (NCATE) constituent. NCATE is the accrediting body for professional education units; NCATE has a partnership with the Oklahoma Commission for Teacher Preparation (OCTP) that approves state programs. OSU has 14 professional education programs. School psychology is one of the advanced certification programs. The professional education unit seeks to prepare individuals who believe everyone deserves the opportunity to learn and can learn; who act on the principle that diversity is to be valued; and who are committed to the belief that

professional educators (including school psychologists) providing quality education are the backbone of society.

The school psychology Ph.D. program has full approval from the Oklahoma Commission for Teacher Preparation. Because the program meets these standards the State Department of Education ensures your eligibility for certification as a school psychologist through the program director and the university certification officer. In fact, if you follow the program requirements, you will exceed the state requirements for state and national certification and licensure through the Boards of Examiners of Psychologists in most states.

Similarities between the Ph.D. and Ed.S. programs include adherence to the same model and philosophy, empirical bases for practice, and general school psychology competency skills. Differences include an extended program, advanced research requirements, advanced practice and specialty skills, settings for career goals, and levels of credentialing. The Ph.D. program is primarily designed for graduates who wish to become fully licensed as a psychologist with a specialty in School Psychology, practice in a broad range of service delivery settings, or pursue an academic career.

C. OSU College of Education Organizational Structure

1. The College

The school psychology program at OSU is housed within the College of Education. The college has a three-school structure: the School of Applied Health and Educational Psychology (SAHEP); the School of Educational Studies (SES); and the School of Curriculum and Educational Leadership (SCEL). The Dean of the college is Dr. Pamela Fry. There is also one associate dean (AD), (search in progress) AD of Administrative Affairs and Director for Research, Extension and Technology and one associate dean and director student academic services, Dr. C.R. “Bob” Davis. The school heads are Dr. John

Romans (SAHEP), Dr. Christine Ornsby (STCL); and Dr. Bert Jacobson, (SES).

2. The School of Applied Health and Educational Psychology

The Ph.D. School Psychology Program at Oklahoma State University is currently housed in the SAHEP. The SAHEP has over 30 faculty members with diverse background and research interests; thus, the department is able to offer a variety of related graduate programs that complement the training efforts of the school psychology faculty. Faculty in the school is organized into five areas corresponding to the programs of specialization that are professionally related. These areas are (1) School Psychology (2) Counseling and Counseling Psychology; (3) Educational Psychology; (4) Health and Human Performance; and (5) Leisure Studies. The school psychology faculty works closely with the faculty in the American Psychological Association accredited Counseling Psychology program. Besides the Ph.D., OSU offers an Ed.S. in Education with the Specialization in School Psychology. There are other psychology-oriented graduate programs that lead to Master's and Ph.D. in Educational Psychology: educational psychology (M.S. and Ph.D.), and counseling psychology (Ph.D.). The Health and Human Performance area in the SAHEP offers the bachelors degree, the M.S., and the Ph.D. in Health, Leisure, and Human Performance with specializations in health promotion, athletic training, exercise and fitness science, and a Bachelors degree in physical education. The Leisure Studies area also offers the bachelors degree, the M.S., and the Ph.D. in Health, Leisure, and Human Performance with specializations in therapeutic recreation and leisure services management.

The programs that are under the umbrella and use the Ph.D. in Educational Psychology are: School Psychology, Educational Psychology, Counseling Psychology, and Research, Evaluation, Measurement, & Statistics.

3. School Psychology Faculty

The school psychology program faculty comprise the school psychology area within the SAHEP. The area and program faculty hold meetings in order to discuss issues relevant to the area and to the School Psychology program. A student, non-voting representative also attends

these meetings and provides student input and reports the actions of the committee to the students. (Students elect a new representative each fall.) Program and area faculty also function closely with faculty from other areas in the school, college, and university.

The School Psychology Program has 5 lines for full-time core faculty, all of whom hold Ph.D.'s in Psychology with an emphasis in school psychology. Current tenured/tenure-track faculty members include Dr. Judy Oehler-Stinnett, Dr. Terry Stinnett, Dr. Gary Duhon, and Dr. Georgette Yetter. Dr. Brian Poncy is serving as a Visiting Assistant Professor during the 2007-2008 school year.

Dr. Judy Oehler-Stinnett, a tenured associate professor, served as the Director of Training for the School Psychology Ph.D. Program from 1995 through 2000 and the Ed.S. program from 1995 to 1998. It was under her direction that the program first achieved APA and NASP accreditation. She is a graduate of the University of Southern Mississippi's APA-accredited and NASP approved program, and was the Coordinator of the School Psychology Program at the University of Wisconsin-Whitewater. She also served on the faculty at Eastern Illinois University for five years prior to coming to OSU. Dr. Oehler-Stinnett has numerous publications and presentations. She is a past president of OSPA. She has been certified as a school psychologist in five states including Oklahoma, holds the NCSP, and is a Licensed Health Service Psychologist in Oklahoma through the Board of Examiners of Psychologists. Her emphasis areas include post-traumatic stress in children, crisis intervention, models of motivation, models of ADHD, ethical decision-making, psychotherapy with children and youth, gifted, and case-centered teacher and parent consultation. Dr. Oehler-Stinnett was presented a Distinguished Reviewer Award in 2005 by the Buros Institute for her outstanding contributions to the Mental Measurements Yearbook Series over the years. She has been on the editorial panel of Psychology in the Schools for over 10 years. Dr. Oehler-Stinnett is nationally recognized in the profession and is currently the Vice President of the Education and Scientific Affairs Committee of Division 16 of the American Psychological Association with her term expiring in 2007.

Dr. Terry Stinnett serves as Training Director of the Ph.D. program (since fall 2003) and was also the Coordinator of the Ed.S. program in School Psychology from fall 1998 through spring 2006. Dr. Stinnett has done extensive work in setting up field based practica and the School Psychology Center on campus, and has worked to secure funding for our students. Dr. Stinnett was the Coordinator of the School Psychology/Educational Psychology area from 1998-2000 and has been the area coordinator for the School Psychology area from 2000 to 2007. Dr. Stinnett, also a graduate of the University of Southern Mississippi (an APA program), served five years on the faculty of Eastern Illinois University in the Department of Psychology with a primary responsibility to the NASP approved school psychology program. He has extensive practice experience in a variety of settings and with various service delivery models, is a licensed psychologist in the states of Oklahoma and Wisconsin, and also holds the NCSP credential. He is a member of the editorial boards of the *Trainers of School Psychologists Forum* and *Psychology in the Schools*. He also served on the board of the *Journal of Psychoeducational Assessment* for more than 5 years. Dr. Stinnett was also presented a Distinguished Reviewer Award in 2005 by the Buros Institute for her outstanding contributions to the Mental Measurements Yearbook Series over the years. Areas of interest in research include psychological assessment, teacher attributions, and professional issues in school psychology. Dr. Stinnett serves as an IDEIA Advisory Panel member for Oklahoma and is an Oral Examiner for the Oklahoma Board of Examiners of Psychologists.

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

also serves on the OSPA executive committee as research chair He is frequently sought after by the State Department of Education because of his expertise in universal screening, RTI, and pre-referral intervention. Dr. Duhon became the Coordinator for the Ed.S. program in fall 2006. Dr. Georgette Yetter joined the faculty at OSU in the fall 2005 semester as an assistant professor. She completed her degree in school psychology from the APA-accredited and NASP- approved program at the University of Nebraska – Lincoln. Dr. Yetter completed an APA-approved pre-doctoral internship at the University of Nebraska Medical Center and a post-doctoral fellowship in education research at the University of California, Santa Barbara. Her teaching includes Human Development and Introduction to Psychotherapy with Children and Adolescents. She also has recently begun to teach Introduction to School Psychology and the EDUC 5910 Initial Field Experience in School Psychology. Her current research interests focus on pre-referral intervention team effectiveness and survey methodology. She is a licensed psychologist and certified school psychologist in the state of Kansas, a licensed health service psychologist in Oklahoma, a National Register of Health Service Providers in Psychology, and she also holds the NCSP credential.

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

4. Educational Psychology Faculty

Dr. Kay Bull is a professor of Educational Psychology. Dr. Bull has taught such as advanced educational psychology, learning theories, human motivation, human development, emotion and cognition.

Professor Diane Montgomery is also a member of the Educational Psychology area. Her Ph.D. is in special education. Dr. Montgomery teaches courses in gifted education and educational psychology. Dr. Montgomery also has interests in human motivation, creativity, Native American Education, learning styles, Q-sort methodology, and qualitative research methods.

Dr. Steve Harrist is an Associate Professor in Educational Psychology with a specialization in clinical psychology. His interests are in leadership and ethics, and the therapeutic effects of telling life stories. Dr. Harrist serves as the Director of the SAHEP Counseling Psychology Clinic and also often serves as a supervisor for GAs who teach undergraduate EPSY courses. .

The Counseling Psychology area faculty are also affiliated with our program. Their offerings of counseling psychology coursework are open to our students and this affords you the opportunity to interact and learn from faculty and students in other areas. Faculty members include Dr. Al Carlozzi, Professor; Dr. Don Boswell, Associate Professor; Dr. Camille DeBelle, Associate Professor; Dr. Sue Jacobs, Associate Professor; Dr. John Romans, Associate Professor, Dr. Carrie Winterowd, Associate Professor; Dr. Julie Dorton, Assistant Professor, Dr. Valerie McGaha, Assistant Professor, and Dr. Barbara Carlozzi, Assistant Professor.

SAHEP faculty in the health and human performance area includes Dr. Bert Jacobson, Professor; Dr. Steve Edwards, Professor, Dr. Trish Hughes, Assistant Professor; Dr. Bridget Miller, Assistant Professor; Dr. Michelle Petit, Assistant Professor,; Dr. Kimberly Peabody, Assistant Professor; Dr. Matthew O'Brien, Assistant Professor; Dr. Aric Warren, Assistant Professor; Dr. Doug Smith, Assistant Professor; Dr. David Barney, Associate Professor; and Dr. Bob Christenson, Assistant Professor,. The leisure studies area faculty are Dr. Lowell Canaday,

Professor; Dr. Jerry Jordan, Associate Professor; Dr. Tim Passmore, Assistant Professor; Dr. Donna Lindenmeir, Assistant Professor; and Dr. Deb Jordan, Professor.

Students in the Ph.D. program also take coursework from faculty in the Educational Research and Measurement area in the School of Educational Studies. Faculty in this area have particular expertise in educational research and often serve as dissertation and thesis committee members. They teach the standard statistics and research sequence. Faculty includes Dr. Dale Fuqua, Dr. Katy Perry, Dr. Janice Miller, and Dr. Laura Barnes.

The faculty of Special Education in the School of Curriculum and Educational Leadership offer extensive course work related to teaching and working with children and families with disabilities. Dr. C.R. “Bob” Davis has been on many of our students’ dissertation committees. You may also take some psychology coursework as electives, and Psychology faculty work with us on such projects as the AIIP, REU, and PFF programs. Faculty from Sociology and Family Relations and Child Development may also be good resources for outside members of your committee.

5. College of Education – Graduate Records Office

The COE graduate records office (GRO) is located in 325L Willard Hall. This is an important office for you throughout your graduate studies. The GRO is staffed by Sandy Ireland, Senior Unit Assistant. Ms. Ireland is responsible for all administrative and technical aspects of your graduate records including transcripts, plan of study, annual evaluation data, etc. She is also responsible for all new applications to the programs in the COE. 744-9483

D. Program Resources

1. Intervention and Assessment Materials

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

A. School Psychology Center - 102 Willard Hall. The School Psychology Center (SPC) is a fully functioning clinic that provides a broad range of psychological services to children, families and schools. The final practicum in school psychology occurs through the SPC. The SPC is fully outfitted with the latest in audio-visual technology so that students can receive the best possible instruction and supervision. The SPC is also used for research projects by faculty and students. The following services are provided:

- (1) consulting with parents, families, and other mental health and legal personnel about any school and/or family-related issues
- (2) developing interventions for schools and providing interventions for learning and adjustment difficulties
- (3) consulting at public schools to ensure the most appropriate educational planning for children
- (4) monitoring the progress of children in tutoring programs
- (5) diagnosing and intervening with children who are suspected to have childhood disorders like Attention Deficit/Hyperactivity Disorder, Learning Disabilities, Mental Retardation, and various forms of Behavioral/Emotional Disorders.
- (6) assessing and intervening with gifted children.
- (7) family and individual therapy sessions
- (8) representing children and families at their schools on multidisciplinary teams and individual educational plan team meetings

The School Psychology Center has an intervention materials library. This is an extensive collection of assessment instruments, computer software, and intervention materials. All materials are current and there are enough copies so that all students may gain sufficient experience in their use. The SPC is completely furnished with state-of-the-art audio and video capabilities. There are 6 rooms in the SPC with audio and video capacity. All rooms can be videotaped simultaneously. Supervisors and advanced graduate students can provide supervision and feedback to practicum students during sessions with clients through one-way mirrors and audio headphones. Students in classes, such as child psychotherapy, cognitive assessment, and personality assessment, can also

meet with their instructors in the clinic observation room to watch and discuss on-going cases.

B. The School Psychology Assessment and Intervention Materials Library (AIML) - 417

Willard Hall. The AIML houses an extensive collection of psychological and psychoeducational assessment and intervention materials. There is a \$25.00 per semester fee for students who are enrolled in the psychology programs to use these materials. Students need to complete a User Qualification form and file it with the AIML. Test protocols must be purchased through the center. Students must have the appropriate training and supervision to use protected psychological materials. Those with training are approved by the faculty to use the assessment and intervention materials library. The following assessment materials are available in the School Psychology Center and the AIML.

Achievement

Global

Boehm-R (Test of Basic Concepts) *
Diagnostic Achievement Battery 2nd Edition (DAB-2)
Diagnostic Achievement Test for Adolescents 2nd Edition (DATA-2)
Kaufman Functional Academic Skills Test (K-FAST)
Kaufman Survey of Early Academic and Language Skills (K-SEALS)
Kaufman Test of Educational Achievement II (K-TEA II) comprehensive form
Kaufman Test of Educational Achievement (K-TEA) brief form
Kaufman Test of Educational Achievement (K-TEA) comprehensive form

Peabody Individual Achievement Test-Revised (PIAT-R)
Scaled Curriculum Achievement Levels Test (SCALE)*
Wechsler Individual Achievement Test (WIAT)
Woodcock Johnson Achievement III

Specific Academic Area

Decoding Skills Test (DST)
Key Math-Revised NU form A & B
Key Math-Revised form A & B
Test of Reading Comprehension 3rd Edition (TORC-3)
Woodcock Reading Mastery Test-Revised (WRMT-R)

Adaptive Behavior

Adaptive Behavior Assessment System (ABAS)*
AAMR Adaptive Behavior Scale - Residential and Community (ABS-RC:2)
AAMR Adaptive Behavior Scale - School (ABS-S:2)
Scales of Independent Behavior-Revised (SIB-R)
Vineland Adaptive Behavior Scale *
Vineland Adaptive Behavior Scale-II

Autism

Autism Screening for Educational Planning 2nd Edition (ASTEP-2)
Childhood Autism Rating Scale (CARS) *
Sensory Profile*

Asperger

Asperger Syndrome Diagnostic Scale (ASDS)

Behavior

Architext Behavior Action Planner
The Transition Behavior Scale

Cognitive

Verbal

Cognitive Assessment System (CAS)
Differential Ability Scales (DAS)
Kaufman Assessment Battery for Children (K-ABC)
Kaufman Assessment Battery for Children II (K-ABC II) Complete Kit
Kaufman Adult Intelligence Test (KAIT)
Slosson Full-Range Intelligence Test (S-FRIT)
Stanford-Binet Intelligence Scale - 5th Ed.
Stanford-Binet Intelligence Scale - 4th Ed.
Wechsler Adult Intelligence Scale -III (WAIS-III)
Wechsler Intelligence Scale for Children -IV (WISC-IV) Integrated
Wechsler Intelligence Scale for Children -IV
Wide Range Intelligence Test (WRIT)
Woodcock Johnson Cognitive- III (WJ-III)
Woodcock-Johnson Cognitive - III (WJ-III) supplement
Woodcock Johnson -III Compuscore
Woodcock Johnson -III supplement CD

Nonverbal

Children's Category Test (Nonverbal learning and memory)
Leiter International Performance Scale-Revised (Leiter-R)
Naglieri Nonverbal Ability Test (NNAT)*
Test of Nonverbal Intelligence-3 (TONI-3) form A & B
Universal Nonverbal Intelligence Test (UNIT)
Universal Nonverbal Intelligence Test (UNIT) Compuscore

Developmental

Bayley Scales of Infant Development
Batelle Developmental Inventory*
Conners March Developmental Questionnaire*
Developmental Indicators for the Assessment of Learning (DIAL-3)

Language

Comprehensive Assessment of Spoken Language (CASL)
Oral & Written Language Scales (OWLS)
Preschool Language Scale 3*

Memory

Children's Memory Scale (CMS)
Wide Range Assessment of Memory and Learning (WRAML)

Neuropsychological

Developmental Neuropsychological Assessment (NEPSY)
Luria-Nebraska Neuropsychological Battery: Children's Revision (LNNBC-R)

Other Academic

Achievement Motivation Profile*
Academic Competence Evaluation Scales (ACES)*
California Verbal Learning Test (CVLT-C)
Gifted Evaluation Scale*
Learning Disability Evaluation Scale*
School Motivation Analysis Test (SMAT)
Student Styles Questionnaire*
Teacher Rating of Academic Achievement Motivation (TRAM)*
The Instructional Environment System -II (TIES-II) *

Personality Assessment

Broad-Band Measures

16PF*
Behavior Assessment System for Children *
 BASC-2 Parent Feedback Report
 BASC-2 Parent Rating Scale (12-18)
 BASC-2 Parent Rating Scale(4-5)
 BASC-2 Parent Rating Scale(6-11)
 BASC-2 Self Report Child
 BASC-2 Self Report -Adolescent
 BASC-2 Self Report-College
 BASC-2 Student Observation System (SOS)
 BASC-2 Structured Developmental History (SDH)
 BASC-2 Teacher Rating Scale (12-18)
 BASC-2 Teacher Rating Scale (4-5)
 BASC-2 Teacher Rating Scale (6-11)
Behavior Assessment System for Children *
 BASC Monitor Parent Monitor
 BASC Monitor Teacher Monitor
 BASC Parent Rating Scale (12-18)
 BASC Parent Rating Scale(4-5)
 BASC Parent Rating Scale(6-11)
 BASC Self Report -A (12-18)
 BASC Self Report -C (8-11)
 BASC Student Observation System (SOS)
 BASC Structured Developmental History
 BASC Portable Observation Program
BASC Assist Software
Beck Youth Inventories*
Child Behavior Checklist*
Child Behavior Checklist Assessment Data Manager
Child Personality Questionnaire

Conners Rating System*

CADS-A self report
CADS-P parent
CADS-T teacher
CASS:L Conner's Wells Self-Report
CASS:S
Conners Global Index (CGI-P)
Conners Global Index (CGI-T)
Conners Parent Rating Scale-Revised:S
Conners Teacher Rating Scale-Revised:S (CTRS-R:S)

Comprehensive Behavior Rating Scale for Children (CBRSC)*

Devereux Rating System*

Devereux Behavior Rating Scale adolescent form (13-18)
Devereux Behavior Rating Scale child form (5-12)
Devereux Behavior Rating Scale school form (13-18)
Devereux Behavior Rating Scale school form (5-12)

Diagnostic Interview for Children and Adolescents IV (DICA-IV) - Included on PsychManager Lite CD

Early Childhood Inventory (Parent/Teacher Profile)

Millon Adolescent Clinical Inventory (MAC)*

Millon Clinical Multiaxial Inventory-III (MCMI-III)*

Minnesota Multiphasic Personality Inventory (MMPI-A) Interpretive Program

Minnesota Multiphasic Personality Inventory (MMPI-A)

Minnesota Multiphasic Personality Inventory (MMPI-2)

Minnesota Multiphasic Personality Inventory (MMPI-2) Supplementary manual

Personality Inventory for Youth (PIY)

Preschool Evaluation Scale*

Narrow-Band Measures

ADHD including Continuous Performance Tests (CPT's)

Acters Attention Deficit Hyperactivity Disorder Test*
Attention Deficit Disorders Evaluation Scale (ADDES)*
Attention Deficit Hyperactivity Disorder Test (ADHDT)*
Boatwright-Bracken Adult Deficit Scale*
Brown ADHD Scales (Adult and Adolescent) *
Conners CPT-II
Early Childhood Attention Deficit Disorders Evaluation Scale*
Hawthorn Behavior Dimensions Scale*
Hawthorn Behavioral Evaluation Scale-2*
Integrated Visual and Auditory Continuous Performance Test (IVA)
TOVA
Wender Utah (Adult ADHD) *

Conduct Disorder/Aggression

How I Think (HIT) Questionnaire

Anxiety

Anxiety Scales for Children and Adults
Revised Children's Manifest Anxiety Scale*

Social Phobia Inventory (SPIN) *
State-Trait Anxiety Inventory for Children (STAI)

Substance Use

Alcohol Use Inventory (AUI)*

Depression

Children's Depression Inventory (CDI)*
Children's Depression Rating Scale (CDRS)*
Multiscore Depression Inventory for Children (MDI)
Reynold's Adolescent Depression Scale (RADS)
Reynold's Child Depression Scale (RCDS)

Eating Disorders

Eating Disorder Inventory-2

Self-Concept

Multidimensional Self-Concept Scale (MSCS)*
Piers-Harris Children's Self Concept Scale

Social Skills and Interpersonal Relationships

Assessment of Interpersonal Relations (AIRS)*
Parent Child Relationship Inventory (PCRI)*
Parenting Satisfaction Scale*
Social Skills Rating System (SSRS)*

Suicide

Inventory of Suicide Orientation-30 (ISO)*

Trauma

Personal Experience Inventory (PEI)* (Substance Abuse)
Trauma Symptoms Checklist for Children (TSCC)

Bullying

Bullying Victimization Scale
Bully Victimization Distress Scale
School Violence Anxiety Scale

Projectives

Adolescent Apperception Cards (TAT)* (black and white)
Draw a Person Kit Screening Procedure for Emotional Disturbance
Draw a Person Quantitative Scoring System*
Kinetic Drawing System for Family and School*
Roberts Apperception Test for Children
Sentence Completion*

Visual-Motor

Developmental Test of Visual Motor Integration (VMI)*

Other Measures

Ackerman Schoendorf Scales for Parent Evaluation of Custody (ASPECT)*
Rey Complex Figure Test and Recognition Trial (RCFT)
Stroop Color and Word Test*
Symbol Digit and Modalities Test*
Test of Auditory Reasoning and Processing Skills (TARPS)*

Sign out procedures for these instruments are available in the SPC and the AIML.

c) University Testing and Evaluation Services- 111 North Murray Hall. This facility is specifically designed to meet the needs of students and faculty in the area of group administration of some of the major standardized tests. Additionally, it provides a scoring service to aid faculty and graduate teaching assistants in scoring tests used in teaching and research.

2. Media Resources

- a.) Curriculum library, media center, and rooms designed for instructional training are housed in the basement area of Willard Hall. This area also houses a professional resource room with computers, copiers, laminators, etc.
- b.) Edwin Low Library contains nearly 1.4 million books and periodicals, plus more than 1.6 million microforms. Furthermore, as the library is a member of the Center of Research Libraries; faculty and students have unlimited access to material through interlibrary loan.
- c.) The Educational Technology Center is located in 002 Willard and is a state of the art facility for meeting all of your technology needs. Materials can be used in the center and under some conditions they may be reserved and checked out for use in other locations. The ETC also contains a computer lab for student use. Mr. Don Fry is the Technology Director, and Mr. Todd Gungoll is the Coordinator of the ETC.

3. Technical Support

- The Department, the College of Education, and the University maintain a wide variety of computer and data analysis support services for students and faculty. The College of Education's Office of Research, Extension, and Technology has a Technology Team, which includes a Director of Technology, a Technology Manager, a Technology Services Coordinator, and two Computer Support Specialists. The Technology Team encourages and develops widespread implementation and emerging technologies throughout the College of Education by providing resources, leadership, training, service outreach, and facilities for the faculty. This office also manages the Educational Technology Center (ETC) in 002 Willard Hall. Other ETC computer labs may be found in 325 Willard and 022 Cordell. There are numerous technology and instructional resources available for faculty and student use through the center and full description can be found at the following links
- **[Computer Labs](http://www.okstate.edu/education/tech/computerlabs.htm)**
 - **<http://www.okstate.edu/education/tech/computerlabs.htm>**
- **[Classroom Resources](http://www.okstate.edu/education/tech/roomresources.htm)**
 - **<http://www.okstate.edu/education/tech/roomresources.htm>**
- **[Instructional Support](http://www.okstate.edu/education/tech/fs.htm)**
 - **<http://www.okstate.edu/education/tech/fs.htm>**
- **[Equipment Check-Out](http://www.okstate.edu/education/tech/checkoutequipment.htm)**
 - **<http://www.okstate.edu/education/tech/checkoutequipment.htm>**
- **[Technical Support](http://www.okstate.edu/education/tech/techsupport.htm)**
 - **<http://www.okstate.edu/education/tech/techsupport.htm>**
- **[COE Website Support](http://www.okstate.edu/education/tech/websupport.htm)**
 - **<http://www.okstate.edu/education/tech/websupport.htm>**
- **[COE Listserv Support](http://www.okstate.edu/education/tech/listservefaqs.htm)**
 - **<http://www.okstate.edu/education/tech/listservefaqs.htm>**

College of Education Technology is under the direction of:

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Technology Resource Center Help Desk
002 Willard; (405) 744-7351
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Colvin Center Lab Help Desk
190 Colvin Center; (405) 744-7360
coetech@okstate.edu

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

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

The University also has a Computing and Information Services (CIS). You may access the CIS at the following website: <http://www.it.okstate.edu/> or if you need assistance, you can contact them during the following hours and at the following location:

IT Helpdesk Hours:

Monday – Friday: 7:00am – 1:00 am

Stillwater Campus Contact Information:

Phone: (405)744-HELP (4357) or Toll Free 1-877-951-4836

Email: helpdesk@okstate.edu

Address: 113 Math Sciences

CIS maintains extensive computer facilities available to students and faculty. The University Computing Facility, which is located in the Mathematics Science Building, offers these types of technology solutions: Process Improvement, Groupware/workflow, Visual, Object-oriented, Rapid Application, Development, Client/Server, Entity Relationship Modeling, Enterprise Client/Server OLTP, and Electronic Forms/Workflow/Web development.

The Computer Center also offers a variety of educational services which include short courses in such topics as the use of statistical packages, microcomputers in general, use of the mainframe and various publications, and a help desk. The Computer Center also provides, free of charge to students and faculty, a variety of diagnostic and programming services which are available through consultants located in computer facilities. The objective is to allow users to

access the facilities of the IBM computer via computer terminals located at remote sites. The Computer Center maintains a variety of software in the statistical area including BMDP, IMSL, OSIRIS, SAS, SAS/ETS, SAS/FSP and SPSS-PC. All students are provided with access to e-mail accounts and the internet. Faculty also receive computer accounts providing opportunity to store and analyze data in the University Computing Facility if they so desire.

A film and video tape library (as well as films and video-tapes in the OSU Library Audio-Visual Center) is available in the Department. This library contains skill development training films, interviews with famous psychotherapists, and general educative materials. Portable, video cameras and monitors, and audio and video tapes are available for use by faculty, graduate assistants, and students in the department. Willard Hall houses a curriculum library, a media center, and media/computer labs designed for instructional training.

Library Resources. The Oklahoma State University Library's collection contains nearly 1.4 million books and periodicals, plus more than 1.6 million microforms. It is in the top 100 in the nation for research libraries. Furthermore, as the library is a member of the Center for Research Libraries, faculty and students have unlimited access to materials through interlibrary loan. Students with current enrollment identification have complete privileges at the OSU Library. Relative to the field of psychology, the library has demonstrated a consistent commitment to keep abreast with current books and journals.

Other equipment and resources. The SAHEP office has photocopying and micro-computer/word processing equipment that serve the smaller needs of faculty, staff, and graduate assistants. There is a centralized copy center in Willard that handles the large duplicating jobs of the faculty in the entire college. The University and Testing Evaluation Services provides a scoring service to aid faculty and graduate teaching assistants in scoring tests used in teaching

and research. The Office of Research, Extension, and Technology also has office equipment and supplies that may be used for the development of research proposals, accreditation applications, and grant applications. Education Extension assists in conducting extension courses and workshops, provides marketing assistance, and engages in outreach.

Classroom, Seminar, Laboratory and Research Space, and Office and Work Space for Faculty and Students. Willard has state-of-the-art training capabilities besides the previously described School Psychology Center (SPC). There is also a clinic space on the 4th floor of Willard that is fully equipped with the exact same configuration as the audio and video hardware of the SPC. This space has five rooms equipped with one-way mirrors. This facility is available for use by our students and faculty for therapy and/or assessment. There is an adequate amount of classroom space, both in the building that houses the program and across campus. Our school has two seminar rooms used primarily for seminar and practicum courses. Additional classroom space is typically provided in nearby buildings such as Human Environmental Sciences, Classroom Building and Family and Child Study Clinic. Faculty and Graduate Assistants have offices in Willard Hall. Furthermore, adequate space can be arranged for special projects through the School Head. There are additional seminar rooms in Willard Hall that serve as work areas or meeting rooms.

Other facilities used for teaching and research purposes are the two seminar/laboratory rooms located on either side of the Audio/Video Resources Room. Each room is equipped with video recorders, monitors, and cameras, as well as one-way mirrors for observation rooms and videotaping equipment is available.

Willard Hall 010 is representative of OSU's commitment to providing its students and faculty with the very best learning/teaching environment. The members of a class in 010 can

access information from anywhere from Stillwater to Washington D.C. to London, England and beyond. The services are at the command of the faculty member in well laid out, easily operated manner that places the “operational” matters in the background so that faculty can concentrate upon the important matters of their students’ learning. Willard 010 is a large amphitheater lecture hall. The room houses

Instructor Station

- 1 Windows computer with DVD+/-RW, floppy, and Zip 250 drives
- 1 Macintosh computer with DVD+/-RW, floppy, and Zip 250 drives
- 1 cable connection set for laptop
- 1 20” monitor
- 1 Smart Technologies Symposium
- 1 VCR
- 1 document camera
- 1 TV tuner for OSU cable system
- 1 input control switch
- 1 multimedia speaker system
- 1 leveler microphone
- 1 built-in microphone
- 1 digital projector, rear-mounted
- 1 overhead projector
- 1 LaserDisc player
- 2 slide projectors

4. Provisions Made for Persons with Disabilities

The School of Applied Health and Educational Psychology, as well as Oklahoma State University, is committed to providing students with disabilities with quality equal educational opportunities. Student Disability Services is an office involved with addressing the concerns of

those with disabling conditions and has initiated several projects in this regard. The Inclement Weather Shuttle Service exists to provide students with transportation to routine daily campus commitments (social, professional, and cultural) during inclement weather. The Attendant Care program provides residence housing and physical care to those needing assistance with activities of daily living on campus in an environment modified to accommodate students who are wheelchair bound. The Visually Impaired Reading Room in the Library provides tape recorders, microcomputers, and software to proofread documents. The University Testing Service is available to students with disabilities who need accommodations for testing. The Americans with Disabilities Act Compliance Office is active in completing and maintaining removal of physical barriers in the buildings and on the campus to provide access to students with mobility, vision and hearing impairments. Willard Hall is ADA compliant, has state of the art accessibility features and was designed to be barrier free, as are many buildings on the OSU campus. North Murray Hall, where the Psychological Services Clinic and University Testing are housed, is accessible and is scheduled for upgrading accessibility features. The ADA Compliance Office is currently in the process of making needed modifications in North Murray Hall to provide a completely barrier free environment. The University operates the Bartlett Independent Living Lab which serves both as a model and as an actual residence for a state-of-the-art barrier-free living environment.

5. Cultural and Individual Differences and Diversity Information and Resources

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

services. Potential students and faculty are actively recruited from all the above categories and given full consideration for admission, employment, promotions, and/or tenure by the University and within the SAHEP.

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

Ms. Jodie Kennedy is a good contact for information about financial support available through the Graduate College. There are numerous financial awards available to graduate students through the university.

You also have access to the Multicultural Student Center (MSC). The MSC is committed to the personal, social, and intellectual growth of all Oklahoma State University students with special emphasis to the African-American, Asian-American, Hispanic /Latino and Native-American members of the University community. To accomplish this goal, MSC provides a broad spectrum of services to the O.S.U. community that includes individual and group counseling, diversity workshops, scholarship information, leadership development, career development, tutoring services, consulting services and teaching and training. Direct and indirect assistance is available for: (1) recruitment and retention of minority students; (2) providing financial assistance information to minority students; (3) facilitate career development and employment opportunities for minority students; and (4) to enhance human development and maximize minority students' problem-solving and decision-making capabilities.

MSC staff members serve in active support roles as advisors and/or consultants to various

student groups and organizations. Some of the related organizations relevant to school psychology graduate students include: African-American Student Association, Hispanic Student Association, Minority Women's Association, and the Native American Student Association.

You will also be expected to obtain experience and develop competencies and knowledge of ethical standards for working with diverse populations in Introduction to School Psychology, Multicultural Counseling, Child Psychopathology, and the required practica sequence (EPSY 5510) and the capstone internship experience. A large proportion of children in Oklahoma are below poverty level, thus OSU school psychology graduate students have the opportunity to work with low socio-economic children and families. There are also Native-American, African-American, Asian American, and Hispanic- American children and families with whom OSU school psychology graduate students may work. Individual and group supervision, assigned readings as part of these courses and class discussions of multicultural issues occur formally and informally throughout these experiences. Practicum supervisors assess competence in the delivery of school psychological services with diverse clients. Also, qualifying exam answers should include information relevant to diversity.

6. Financial Support

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

apply to the program, and should inform his/her faculty advisors of their interest. All assistantship recipients must have on file the appropriate paperwork with the Office of Financial Aid (FAFSA).

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

II. THE PROGRAM

A. Program Philosophy and Model

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

The program model is consistent with the academic, research, and service mission of the university and college and the science-based practitioner model of the School of Applied Health and Educational Psychology. In addition, the program has adopted as inherent to its training mission and goals the definition of the Specialty of School Psychology as outlined by the APA Division 16 Task Force on Specialty Definition, the 2000 National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology, and the ethical standards put forth by both APA and NASP.

The SBC/LS orientation requires you to understand, critically evaluate, and integrate research and theory to deliver sound and appropriate school psychology services. As a school psychologist, you should also use research designs to critically evaluate your methods and to determine which methods have sufficient validity to be included in your

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

The SBC/LS orientation is applied to primary preventative services, as well as secondary and tertiary problem solving activities. Preventative services emphasize an ecological approach within the various settings that address mental health needs. Groups and systems, as well as individuals, might be the focus of these services. A proactive focus on positive mental health and wellness, derived from the scientific knowledge base, is valued. In addition to primary prevention, problem solving at the secondary and tertiary levels emphasizes use of empirical data collected from multiple sources and methods to form and test hypotheses related to problems. It is recognized that collection of ecologically valid assessment and diagnostic data is a critical step in the problem-solving process. Environmental and within-learner variables are examined, and hypotheses are confirmed or revised to guide decision-making and intervention planning. Problem solving is viewed as a collaborative process involving the learner, family, and various educational and community professionals.

The SBC/LS model at OSU encompasses a generalist school psychology model in that students are expected to obtain entry-level competence in a wide variety of professional skills, acquire broad-based knowledge of psychological and educational foundations, demonstrate the ability to plan and carry out research, and demonstrate excellent interpersonal skills and ethical practice. Graduates of the OSU school psychology program are psychologists with specific training for working with children,

youth, learners of all ages, families, school personnel and other agencies; they provide direct services to children and serve as liaisons among children and the many adults who are concerned with their welfare. They also work with youth and adult learners. OSU graduates are prepared to work within a variety of settings, including schools and other educational settings, residential facilities, hospitals and private practice.

B. Required Competencies:

Goal #1: <i>To develop in students broad-based knowledge of the psychological and educational foundations that undergird professional school psychology practice, and the ability to evaluate, apply, and extend this knowledge base.</i>
Objective a for Goal #1. Students become competent in designing and conducting research and analyzing data.
Competencies Expected for Objective a, Goal 1: 1a.1 Students develop scientist-practitioner skills using evidence based empirical assessments and treatments and systematically analyzing those data. 1a.2 Students develop skills in the design of psychological research studies. 1a.3 Students develop proficiency with various group and single-case methodologies. 1a.4 Students develop scientist-practitioner research skills and contribute to the field.
Objective b for Goal #1. Students become familiar with history and systems of psychology.
Competency Expected for Objective b, Goal 1: 1b.1 Students acquire knowledge of the history and systems of psychology.
Objective c for Goal #1. Students become familiar with the social bases of behavior and issues of diversity and their impact on behavior.
Competencies Expected for Objective c, Goal 1: 1c.1 Students acquire knowledge of social psychological and diversity variables and their influences on behavior. 1c.2 Students demonstrate knowledge of human diversity for research and practice.
Objective d for Goal #1: Students develop knowledge of the biological bases of behavior.
Competency Expected for Objective d, Goal 1: 1d.1 Students acquire knowledge of physiological psychology, neuro-anatomy, and developmental psychopharmacology.
Objective e for Goal #1: Students develop knowledge of the cognitive and affective bases of behavior.
Competency Expected for Objective e, Goal 1: 1e.1 Students acquire knowledge of cognitive, affective, and learning, influences on behavior.
Objective f for Goal #1: Students develop knowledge of developmental and individual differences and their impact on physical, social, academic, cognitive, affective, and behavioral functioning.
Competency Expected for Objective f, Goal 1: 1f.1 Students become knowledgeable of

developmental and individual differences and consider developmental variables when conducting research and practice. 1f.2 Students develop knowledge of individual differences related to psychopathological functioning.

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

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

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

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

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

Objective a for Goal #2: Demonstrate skills in assessment for diagnosis and intervention.

Competencies Expected for Objective a, Goal 2: 2a.1 Students conduct data collection for intervention planning and for diagnostic assessment by selecting assessment techniques relevant to the referral concerns, employing formal and informal assessment measures conducted utilizing direct and indirect methods in order to formulate appropriate DSM-IV-TR diagnoses to describe clients' functioning.

Objective b for Goal #2: Demonstrate consultation skills for prevention and intervention.

Competencies Expected for Objective b, Goal 2: 2b.1 Students develop competency in a variety of consultative techniques at the system, group and individual level by developing and applying techniques for prevention, problem-solving, and crisis intervention in the areas of behavioral, academic, cognitive, developmental, social and emotional functioning as well as developing skills in the evaluation of the efficacy of interventions both directly and in a supervisory role.

Objective c for Goal #2: Demonstrate skills in designing and carrying out direct psychotherapeutic intervention with children and adolescents.

Competencies Expected for Objective c, Goal 2: 2c.1 Students develop skills in treatment design, implementation, and evaluation through direct contact with both individuals and groups to facilitate client learning, adjustment, and behavioral and emotional functioning using a variety of evidence-based therapeutic techniques that are consistent with APA legal and ethical guidelines.

Objective d for Goal #2: Demonstrate skills in specialty area; attain life-long learning orientation.

Competencies Expected for Objective d, Goal 2: 2d.1 Student knowledge and skills in a specialization area of interest are developed through engagement in activities that serve to

deepen the content knowledge and practice skill in these specialty areas to a high level and through professional affiliation and credentialing.

I. Develop broad based knowledge, evaluation and application of general psychological and educational foundations which inform professional school psychology practice in program students.

A. Research and Data Analysis

- 1. Knowledge, application, and evaluation of research** Students become critical and thoughtful consumers of and contributors to the scientific literature. This includes making contributions through the conduct and dissemination of research as well as informing psychological practice with empirically derived strategies.
- 2. Research design and statistical knowledge** Students develop specific skills in the design of psychological research studies. They develop proficiency with various group and single-case designs and analytic methods with the intent of becoming independent researchers.
- 3. Research design and application** Students produce research products of sufficient quality to submit for presentation at national professional association conferences or for publication in relevant venues.

B. History and systems Students acquire history and systems of psychology knowledge which supports the multifaceted development of professional identity as a psychologist.

C. Social aspects of behavior and diversity Students develop understanding of social aspects of behavior and how social forces influence behavior.

D. Biological aspects of behavior Students develop foundation knowledge in the biological bases of behavior with coverage of physiological psychology, neuro-anatomy and psychopharmacology.

E. Cognitive-Affective aspects of behavior This foundation area includes intellectual functioning, cognition, memory, learning, regulation of affect, and motivation.

F. Human Development and Individual Differences A knowledge base of typical and atypical development and individual differences in the domains of biological/physical, social, academic, cognitive, affect, and behavior is required.

G. Education service delivery Students develop knowledge of educational service delivery systems to maximize their effectiveness in school and educational settings.

H. School psychology professional standards, theory and practice Students develop knowledge and skills as outlined by professional school psychology organizations as well as the program model. These include (1) adoption of SBC/LS orientation to theory, research, and practice (2) maintain Interpersonal and Professional Disposition relevant to school psychology (3) understand the history and future direction of professional school psychology, and role and service delivery models. (4) acquire knowledge of legal/ethical issues and professional standards. Students are expected to uphold the highest standards of ethical practice as recommended by APA. They should be intimately familiar with professional standards and demonstrate the ability to apply them in a variety of situations (5) develop skills in the use of technology relevant to school psychology practice.

II. School Psychology Professional Practice Skills

- A. Assessment for diagnosis and intervention.** OSU students conduct data collection as an important step in intervention planning and for diagnostic assessment. They are able to select assessment techniques relevant to the referral concerns and the purposes of assessment. Assessment techniques include formal and informal measures and direct and indirect methods. Assessment is conducted from a multi-factored and ecological perspective for the purpose of problem solving as well as for diagnostic labeling.
- B. Consultation, prevention, and intervention and supervision** Students develop competency in a variety of consultative techniques at the system, group and individual level. They apply these techniques to preventative as well as problem-solving solutions, and crisis intervention, in keeping with the success model of the program. They are able to intervene in many areas, including behavioral, academic, cognitive and developmental, social and emotional functioning. They are able to demonstrate their ability to evaluate the efficacy of their interventions and to supervise other psychologists in training.
- C. Direct intervention, Psychotherapy** Doctoral school psychologists are able to work directly with clients to facilitate learning and adjustment. Graduates develop direct skills in various therapeutic techniques, which are relevant and evidence-based, for a variety of problems that can negatively impact the adjustment and success of the client. They are prepared to work with both individuals and groups. They are able to coordinate these services with indirect services within best practices and within legal and ethical guidelines, and evaluate the effectiveness of the intervention.
- D. Development of skills in specialty area; life-long learning.** In addition to generalist skills, graduates are expected to develop skills in areas of interest, such as particular age groups, settings, and types of problems and programs. Graduates also understand that formal training is for entry-level skills and

that, as a professional, life-long learning will occur as the field develops.

E. Practica and Internship There is a sequenced set of practica that become increasingly more complex. Students receive supervised experience in the delivery of psychological services in school and other settings. The internship is the capstone experience in the program and is completed at the end of the program. All doctoral students apply for APA-accredited internships through APPIC. The program has had 100% placement of interns through the APPIC.

C. Required program courses that meet competencies:

DOCTORAL DEGREE IN SCHOOL PSYCHOLOGY COURSE CHECKSHEET

Program Competency Areas	
OSU Department, Course Number & Name	
I. Psychological and Education Foundations/Scientific	
A. Research & Data Analysis	
REMS 5953 Elementary Statistics or UG equivalent	3
REMS 5013 Research Design & Methodology	3
REMS 6003 Analysis of Variance	3
REMS 6013 Multiple Regression	3
REMS 6663 Applied Multivariate	3
EPSY 6153 Doc Seminar in School Psych: Research	3
EPSY 5000 Masters Thesis	2 - 6
EPSY 6000 Doctoral Dissertation	15
B. History and Systems	
EPSY 6133 History & Systems of Psychology	3
C. Social Aspects/Diversity	
PSYC 6563 Advanced Social Psychology	3
D. Biological Aspects of Behavior	
EPSY 6143 Intro to Developmental Psychopharmacology	3
PSYC 6483 Neurobiological Psychology	3
E. Cognitive/Affective Aspects of Behavior	
EPSY 5463 Psychology of Learning	3
F. Human Development/Individual Differences & Disabilities	

EPSY 5103 Human Development	3
EPSY 5113 Child Psychopathology	3
G. Education Service Delivery	
CIED 5463 Reading Assess & Instruction or CIED 5473 Reading & Writing Difficulties	3
II. School Psychology Professional Practice Skills	
A. School Psychology Professional Standards	
EPSY 5023 Intro to School Psych Services	3
EPSY 6030 Doctoral Seminar: Ethics	3
B. Assessment for Intervention/Measurement	
EPSY 5793 Intellectual Assessment of Children and Youth	3
EPSY 5803 Adv Intellectual Assessment	3
EPSY 6113 Child Personality Assessment	3
C. Consultation/Prevention/Intervention/Program Evaluation	
EPSY 6323 Psychological Consultation	3
EPSY 6333 Instructional Consultation	3
EPSY 5853 Applied Behavioral Analysis	3
EPSY 6343 Behavioral Consultation	3
EPSY 5503 Crisis Intervention & Emergency Action in Schools	3
D. Direct Service/Psychotherapy	
EPSY 6033 Introduction to Psychotherapy for Children & Adolescents	3
EPSY 5813 Parent and Family Interventions in School Psychology	3
Choose at least one of the following: CPSY 5320 Seminar: Cognitive Behavioral Therapy CPSY 6313 Advanced Group Interventions CPSY 6553 Advanced Practice in Marriage and Family Treatment PSYCH 6523 Family Treatment Methods PSYCH 6083 Principles of Behavior Therapy	3
E. Practicum/Internship	
EDUC 5910 Field Experiences (120 hours)	2

EPSY 5210 Shadow Practicum (240 hours)	4
EPSY 5310 Psychotherapy of Children & Adolescents (120 hours) Practicum	3
EPSY 5510 School Based Practicum (600 hours)	6
EPSY 6310 Doctoral Practicum (400 hours)	4
EPSY 6610 Doctoral Internship (1500-2000 hours)	6

Students are also required to develop a competency in some specialty area. At least 9 hours with specific research and/or practice goals in mind must be completed. You may combine across two areas if you can demonstrate that this best meets your career goals and give a name to your specialty area. Courses listed are suggestions. You may work with your advisor to determine other courses that might be appropriate. Please note that all CPSY and PSYC courses require PRE-APPROVAL by the instructor teaching the class in order to ensure that their students have access to their courses when required. You should ask to be placed on the waiting list at least 3 semesters prior to when you plan to take the course. Please be aware that they typically only have room for about 3-4 students from outside their program in any one course in a given time. Thus your cohort needs to plan who is going to take what when to make sure you can all get the courses you need during your program. Note also that many of these courses have prerequisites which you would need to fulfill in order to take the class. Here are some suggested areas of study and coursework that meet the specialty objectives:

Biological/Neuropsychological/Health

- PSYCH 6453 Pediatric Psychology**
- PSYCH 6443 Behavioral Medicine**
- PSYCH 6483 Neurobiological Psychology**
- PSYCH 6583 Developmental Psychobiology**
- PSYCH 6643 Psychopharmacology**
- SOC 5553 Seminar in Medical Sociology**
- PSYCH 6143 Psychology of Substance Abuse**

Courses are also available through the OSU School of Osteopathic Medicine in Tulsa

Juvenile Corrections and Treatment

- SOC 4023 Juvenile Corrections and Treatment Strategies (for graduate credit)**
- SOC 6753 Seminar in Deviance and Criminology**
- SOC 4443 Sociology of Law and Legal Institutions (taken as graduate credit)**

Family Services (in addition to 1 advanced treatment course required above)

- CPSY 6553 Advanced Practice in Marriage and Family Treatment**

PSYCH 6523 Family Treatment Methods
PSYCH 6553 Advanced Practice in Marital and Family Treatment
SOC 6390 Seminar in the Family, Marriage, and Male-Female Roles in American Sociology
HDFS 5543 Coping with Family Crises
HDFS 5563 Management of Family and Community Service Programs
HDFS 5613 Theoretical Models of Marriage and Family Therapy
PSYCH 4483 Psychology of Parent Behavior (taken as graduate credit)

Statistics/Research/Measurement

REMS 6023 Psychometric Theory
REMS 5320 Seminar: Factor Analysis
REMS 5320 Seminar: Structural Equation Modeling
PSYCH 6283 Factor Analysis
STAT 5033 Nonparametric Methods
STAT 5043 Sample Survey Designs
STAT 5053 Time Series Analysis
STAT 5073 Categorical Data Analysis
STAT 5213 Bayesian Decision Theory

Systems Level Service Delivery and Program Evaluation

REMS 6373 Program Evaluation
HDFS 5563 Management of Family and Community Service Programs
SOC 5553 Seminar in Medical Sociology
SOC 5813 Myths and Realities of Organizational Change
SOC 5883 Sociology of Education
SPED 6563 Program Development in Special Education

Advanced Direct Intervention/Therapy (courses in addition to 1 advanced treatment class required above)

CPSY 6313 Advanced Group Interventions
PSYCH 6083 Principles of Behavior Therapy
PSYCH 6173 Child Psychopathology and Treatment
CPSY 6553 Advanced Practice in Marriage and Family Treatment
PSYCH 6523 Family Treatment Methods
PSYCH 6553 Advanced Practice in Marital and Family Treatment

Note: Required courses are designed to meet minimum competency in program areas. You are also required to develop skills across areas described by APA Division 16 and NASP that require integrative service delivery and positive impact on children across a variety of settings, populations and areas of development. In conjunction with taking courses, you must seek out and build into your repertoire a variety of experiences to meet these competencies. Samples of your work across these areas should be documented in your portfolio.

Portfolio <http://college.livetext.com/>

To begin the portfolio process, you will purchase a onetime membership to LiveText Solutions. LiveText is an online website offering a suite of tools that enables you to showcase your best work to professors and prospective employers. The portfolio process continues as you progress through the program, reflecting your development in the designated competency areas. Portfolios are a critical part of the annual evaluation process for all students and are used in the annual evaluations which occur for all students in the program beginning in your second year. Annual evaluations typically are scheduled during the first week of October in each fall semester. These evaluations are held with you and a faculty dyad. Your advisor and the second program faculty usually have reviewed your LiveText portfolio prior to your annual evaluation and during the evaluation feedback about your performance is given. The portfolio contains samples of your best works as they fulfill the program objectives. The program objectives are already built into the LiveText portfolio shell you will be trained to use by the LiveText GA. These competency areas actually make up the different sections of the portfolio. Once you have begun to develop your portfolio you will find that it is an ongoing and dynamic process. You can and should be continuously improving, editing and developing your portfolio throughout your program, including your internship year. Your LiveText subscription is valid until one year after you graduate. Sample portfolios can be found at the program website here:

<http://www.okstate.edu/education/sahep/spsy>

DOCTORAL DEGREE IN SCHOOL PSYCHOLOGY COURSE CHECKSHEET

Program Competency Areas OSU Department, Course Number & Name	Plan of Study Development			Matriculation: Starting with your first semester of enrollment, place the date in each column. Document courses in this order on your Plan of Study. As you successfully complete classes and plan for future enrollment, you and your advisor should check against this form. If you follow this, then your graduation check should be accurate compared to your POS at the end of your program. You must complete all courses as outlined here and on your POS. Any variations from program requirements must be approved by <u>program faculty</u> (not just your advisor) with a completed and signed waiver form on file in the Graduate Records Office and in your portfolio. Any changes made after filing your POS require that your program advisor initial changes on your POS, which is then refilled with the Graduate College.																
		POS		Year 1				Year 2			Year 3			Year 4			Year 5			
<i>Courses in italics go on the MS POS</i>	Waiver	MS PhD	Adv. Init.	S	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	
I. Ed. Psych. & Psych. Foundations/Scientific																				
A. Research & Data Analysis																				
<i>REMS 5953 Elementary Statistics or UG equivalent</i>	3	MS																		
<i>EPSY 5000 Masters Thesis</i>	2-6	MS																		
REMS 6003 Analysis of Variance	3	PhD																		
REMS 6013 Multiple Regression	3	PhD																		
REMS 6663 Applied Multivariate	3	PhD																		
<i>REMS 5013 Research Design & Methodology</i>	3	MS																		
EPSY 6153 Doc Sem in School Psych: Research	3	PhD																		
EPSY 6000 Doctoral Thesis	15	PhD																		
B. History and Systems																				
EPSY 6133 History & Systems of Psych	3	PhD																		
C. Social Aspects /Diversity																				
PSYCH 6563 Advanced Social Psych	3	PhD																		
D. Biological Aspects of Behavior																				
EPSY 6143 Dev Psychopharm	3	PhD																		
PSYC 6483 Neurobiological Psych	3	PhD																		
E. Cognitive/Affective																				

Aspects of Beh																				
<i>EPSY 5463 Psychology of Learning</i>	3		MS																	
F. Human Development/Individual Differences & Disabilities																				
<i>EPSY 5103 Human Development</i>	3		MS																	
<i>EPSY 5113 Child Psychopathology</i>	3		MS																	
G. Education Service Delivery																				
<i>CIED 5463 Reading Assess & Instruct OR</i>	3		MS																	
<i>CIED 5473 Reading & Writing Difficulties</i>																				
H. School Psychology Professional Standards																				
<i>EPSY 5023 Intro to School Psych Services</i>	3		MS																	
EPSY 6030 Doctoral Seminar: Ethics	3		PhD																	
I. Assessment for Intervention /Measurement																				
<i>EPSY 5793 Intellectual Assessment of Children and Youth</i>	3		MS																	
<i>EPSY 5803 Adv Intellectual Assess</i>	3		MS																	
EPSY 6113 Child Personality Assess	3		PhD																	
J. Consultation /Prevention /Intervention /Program Evaluation																				
<i>EPSY 6323 Psychological Consultation</i>	3		MS																	
<i>EPSY 6333 Instructional Consultation</i>	3		MS																	
EPSY 5853 Applied Behavioral Analysis	3		PhD																	
EPSY 6343 Behavioral Consultation	3		PhD																	
EPSY 5503 Crisis Intervention & Emergency Action in School Settings	3		PhD																	
K. Direct Service/Psychotherapy																				

EPSY 5813 Parent and Family Interventions in School Psychology	3		PhD																
EPSY 6033 Introduction to Psychotherapy for Children & Adolescents	3		PhD																
CPSY 5320 Seminar: Cognitive-Behavioral Therapy OR	3		PhD																
CPSY 6313 Advanced Group Interventions OR																			
PSYCH 6083 Principles of Behavior Therapy OR																			
CPSY 6553 Advanced Practice in Marriage and Family Treatment OR																			
PSYCH 6523 Family Treatment Methods																			
L. Practicum /Internship																			
<i>EDUC 5910 Field Experiences (for those without teacher certification; 120 hours)</i>	2		MS																
EPSY 5210 Shadow Practicum (120 hours)	4		PhD																
EPSY 5310 Practicum in Child & Adolescent Therapy	3-6		PhD																
EPSY 5510 School Based Practicum (600 hours)	6		PhD																
EPSY 6310 Doctoral Practicum (400 hours minimum)	4		PhD																
EPSY 6610 Doctoral Internship (1500 hours for 9-10 month contract; 2000 hours for 12 month contract)	4-6		PhD																

D. Components and Sequence of the Program

1. Design of Training Process

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

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

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

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

First year

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

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

ongoing projects.

If you are interested in a university position, you may also obtain information through the Preparing Future Faculty (PFF) program. See Dr. Oehler-Stinnett, Dr. Yetter, or the current PFF students for information on this program.

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

American Psychological Association (APA)

Division 16 of APA (School Psychology)

National Association of School Psychologists (NASP)

Oklahoma Psychological Association (OPA)

Oklahoma School Psychological Association (OSPA)

Membership applications are available through SPGO representatives, program faculty, and practicum supervisors. OPA and OSPA have fall and spring conferences which you should attend.

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

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

Psychometrics en route to your doctoral degree. The M.S. in Educational Psychology- School Psychometrics is NOT a terminal degree and no student is ever admitted directly into that track. The degree is approximately 33-36 hours and you should usually have completed all of the requirements for it at the end of your 3rd semester in the program. You will develop and submit a plan of study for the degree during your second semester. For the M.S. plan of study you need a minimum of 3 faculty members. There is no requirement for an outside member for this plan of study. The Masters degree Graduate Clearance Form must be completed and sent to the Graduate College at the beginning of the semester of the semester you are to receive the MS. This is usually in the fall of your second year. Also you must complete a Masters Plan of Study on the current POS forms which MUST be downloaded from the Graduate College Website.

MS Educational Psychology- School Psychometrics

Educational Psychology (6 hours, required)

EPSY 5103 Human Development in Psychology
EPSY 5213 Advanced Educational Psychology
EPSY 5463 Psychology of Learning

Research and Inquiry (6 hours, required)

REMS 5013 Research Design and Methodology
REMS 5953 Elementary Statistical Methods

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

Master's Thesis (6 hours of EPSY 5000, REMS 5000, SDEV 5000) *OR*
Report Option (2 hours of thesis, plus 4 hours of related electives) *OR*
Development of a Creative Component with Related Elective coursework. Elective options are specified within the curriculum requirements for each Program.

School Psychometrics Option (14 hours required, not counting Common Core)

Program Core (14 hours, required)

EPSY 5023 Introduction to School Psychological Services
EPSY 5113 Child Psychopathology
EDUC 5910 Observation and Participation Practicum School Psychology (2 hours)
EPSY 6333 Instructional Consultation
EPSY 5803 Advanced Intellectual Assessment (Cog II)

Recommended Electives for non-thesis option

EPSY 6323 Psychological Consultation
EPSY 6033 Introduction to Psychotherapy with Children and Adolescents (3 hours)
EPSY 6343 Behavioral Assessment and Consultation
EPSY 5210 Introductory Practicum - School Psychology (2 hours)
*EPSY 5853 Applied Behavioral Analysis
CIED 5463 Reading Assessment and Instruction
CIED 5473 Reading and Writing Difficulties
CIED 5263 Remediation in School Math

*approved

The semester following your award of the M.S. degree you will need to complete and submit a plan of study that will be used toward the doctoral degree. No courses which have been used toward another degree may be used for hours towards graduation or put on the plan of study. However, they may be used to fulfill program, licensure and certification requirements if approved by the committee and the Dean of the Graduate College. Changes in the plan can be made with the approval of the advisory committee and the Dean of the Graduate College; final changes which accurately reflect your program must be completed the semester or summer session in which the degree is conferred. A waiver form must be submitted for each required class that you have already taken so as to receive credit. (See waiver form in the Evaluation and Waiver Forms section of the handbook or online at the OSU School Psychology website). You should use the curriculum plan as well as the advising checksheet to determine needed courses.

If you were admitted to the program at the Master's level you may opt to not obtain the M.S. degree in Educational Psychology described above. This may be the case if you have a Master's in another area of psychology or a closely related field. The school psychology faculty can advise you about this. Those who entered the program with a Master's degree need to file the Doctoral plan of study shortly after the completion of 27 hours of coursework at OSU. This would be after completion of your second semester at OSU.

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

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

1. A minimum of four members on the committee which must be approved at the departmental and graduate college level.
2. A permanent Advisory Committee chairperson from the core School Psychology faculty. The chairperson must hold full graduate faculty status.
3. You will also select a Dissertation Advisor. The Dissertation Advisor is the faculty member who will help you develop your idea and will assume primary responsibility for helping you with your project. This is sometimes the same person as your Advisory Committee Chair, but not always. Your dissertation advisor may be a junior faculty member who holds at least associate membership in the Graduate College.
4. At least one member of the committee other than the Advisory Chair must be a School Psychology Faculty member.
5. You must also have an outside member on your committee. This member serves as a representative of the Graduate College, and can have some expertise in your area but not be vested in our program or degree. The outside member must come from outside SAHEP and also outside the programs that share the Educational Psychology Ph.D. in any of the option areas, i.e., Counseling Psychology, Research-Evaluation-Measurement and Statistics, Educational Psychology, and of course, School Psychology.

Prior to the pre-enrollment registration date for the next semester, you must complete and submit a plan of study which outlines all the acceptable graduate work that has been completed and all that will be taken which will be used toward the doctoral degree. No courses which have been used toward another degree may be used for hours towards graduation or put on the plan of study. However, they may be used to fulfill program, licensure and certification requirements if approved by the committee and the Dean of the Graduate College. Changes in the plan can be made with the approval of the advisory committee and the Dean of the Graduate College; final changes which accurately reflect your program must be completed the semester or summer session in which the degree is conferred. A waiver form must be submitted for each required class that you have already taken so as to receive credit. (See waiver form in the Evaluation and Waiver Forms section of the handbook or online at the OSU School Psychology website). You should use the curriculum plan as well as the advising checksheet to determine needed courses.

Second Year

During the second year, you will take advanced professional coursework in consultation, therapy, and assessment. More coursework in statistics and psychological foundations are also appropriate for you during this time. You will be enrolled in the shadow Practicum. During this course you will shadow an advanced student who is on their doctoral level practicum in the School Psychology Center at OSU. You will also be enrolled in EPSY 6333: Instructional Consultation during semester three and EPSY 6343: Behavioral Consultation during semester four. Requirements for these courses include case studies in a school setting under supervision. At the end of this year you will be ready to enroll in your practica. If you did not have a thesis completed before you were admitted to the doctoral program you should by now have an idea for a thesis or research equivalent and have begun to review the literature.

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

spring of your third year. You will be enrolled in the second part of the Doctoral Seminar, which focuses on research in school psychology and further prepares you for the dissertation. Resources include the OSU School Psychology Research Handbook, *Dissertations from Start to Finish*, *The Publication Manual of the American Psychological Association*, and the *Graduate School Dissertation Guide*.

Third Year

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

school psychology, including assessment for intervention planning, home and school consultation, direct interventions with children, and some systems level consultation. It is your responsibility to be familiar with specific experiences and skills for which you should be striving on your practicum, as these expectations and experiences provide you with depth and breadth in your training. Your university supervisor can assist you in negotiating appropriate experiences with your field supervisor. You will also attend workshops and conferences available to your supervisors and interact with other pupil-services professionals in the school system, such as school counselors, speech-language pathologists, and special education teachers.

Portfolios & Comps. You will continue to develop your portfolio each year. As part of your practicum experience, you will develop a portfolio demonstrating your experiences and competencies organized by the program outcomes listed above. Your portfolio will be turned in as part of your annual evaluation, and during the year in which you take comprehensive exams, will be part of your comps. The dissertation proposal must occur before the student is allowed to take the second part of the comprehensive examinations. Comprehensive exams have two parts. First you need to register and complete the ETS Praxis II School Psychology Exam. Part one of the comprehensive exams involves the ETS Praxis II. – School Psychologist Exam. This is a nationally standardized examination required for certification as Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists and is accepted by the Oklahoma State Department of Education for the certification examination as school psychologist. The national benchmark is a passing score of 660. A score of 660 is required for the NCSP credential and this score is the minimum score required by the program as well. The program students use their score on the test for application for the National Certification in School Psychology and for state certification in school psychology through the OK State Department of Education. The Praxis II has the following sections:

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

Fourth Year

By now you will have met the requirements excluding internship, for the National Association of School Psychologists Nationally Certified School Psychologist certification and the Oklahoma State Department of Education requirements for state certification as a school psychologist. Technically all you would need for these credentials would be the school psychology internship. However, you will complete that later, at the end of your program of study. These semesters you will enroll in the Doctoral practicum and complete an additional 400 hours in the Psychological Services Center and/or the Reading and Math Center. Many APA/APPIC internships require that you have at least 1000 hours of practicum experience, and you will be competing with students who have many more. During this year, you will reinforce your professional skills, develop familiarity with mental-health center operations and procedures, and demonstrate therapy and consultation skills in those settings. During this time you also will begin to develop your own supervision skills and you may supervise students on the specialist-level or psychometry practica. This is the year that you will typically apply for internship, unless you intend to remain on campus for an extra year. See requirements regarding the dissertation proposal and sitting for comps, which you must complete successfully prior to applying for internship. You must also take the Comprehensive Examination, if you did not take it in spring of your 3rd year, at the very beginning of the fall semester.

Fifth Year

If all required course work is completed then this will be your internship year.

During this year while you are on your internship, you will compile a portfolio in your specialty professional practice area, including a paper describing your competencies and specialty area. You should take your EPPP at this time as well.

Sixth Year

This will be your Postdoctoral year. Please plan on staying in touch with us. We will need outcomes from you, such as your employment, successfully being licensed, professional products, and other news. We enjoy seeing our graduates become successful and want to say so!

3. Recommended Course Sequence Ph.D.

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

fill up quickly, so you should enroll as soon as possible. Course offerings are subject to change. Please check with your advisor, advanced students, faculty teaching courses, and other areas & departments to make sure a course will still be offered when and where you expected it to be. Be flexible! Finally, courses in counseling psychology, and especially the psychology department, require prior (one year ahead) approval by and putting your name on the waiting list of the faculty teaching the course, and they only accept 2-3 of our students in a course at any one time. This will take time and effort on your part to ensure that you get the courses you want.

In the spring before you are admitted and during the summer following admission

Apply for financial aid as soon as possible after January 1.

Apply for assistantship

Apply for admission to teacher education (this is done by your training director for you)

When admitted, contact mentor student and temporary advisor; complete and submit waivers

Plan summer, fall coursework

Find your assistantship placement

Get information about research teams

If you are missing or want to retake Elementary Stats, you should do so now so that you can stay on track with the research sequence.

1st year

Fall

EPSY 5023 Intro to School Psychological Services

EPSY 5113 Child Psychopathology

EPSY 5103 Human Development

REMS 5013 Research Methods

EDUC 5910 Field Experiences in Education

*Note: If you waive something here, you should take the reading course instead.

File Masters Plan of Study

Join research team

Join professional organizations: APA, NASP, OPA, OSPA, SPGO

Get all evaluation forms filled out and put in file in COE Graduate Records office

Purchase LiveText portfolio membership and begin work on your portfolio

Begin short list for thesis/report

Spring

EPSY 5793 Individual Intellectual Assessment of Children and Youth
REMS 6003 Analysis of Variance or REMS 5953 Elementary Statistics
EPSY 5000 Thesis
CIED 5463 Reading Assessment & Instruction or CIED 5473 Reading & Writing Difficulties
CPSY 5503 Multicultural Counseling or equivalent

Post-Masters admits start preparing Ph.D. Plan of Study
Select your advisory chair, your dissertation chair and your committee
Reapply for financial aid
Select your thesis/report topic, do library work and submit outline, timeline to chair
Add to your portfolio
Get evaluation forms completed
Discuss shadow practicum experiences for next year with faculty

Summer

EPSY 5803 Advanced Intellectual Assessment (Cog II)
EPSY 5463 Psychology of Learning
EPSY 6323 Psychological Consultation

Write thesis or report
Check due dates for thesis/report (1st draft due in early October)

2nd Year

Fall

REMS 6013 Multiple Regression
EPSY 6333 Instructional Assessment and Consultation
EPSY 5853 Applied Behavioral Analysis
EPSY 5813 Parent & Family Intervention in School Psychology
EPSY 5210 Shadow Practicum
EPSY 5000 Thesis

Post-masters admits file plan of study
Others start preparation for POS: select chair, committee, dissertation
Complete annual student evaluation/portfolio evaluation process
Those admitted from the Bachelors level receive MS degree this semester - fill out diploma application and graduate clearance form no later than first 2 weeks of semester
Check due dates for thesis, report, or creative component
Add to portfolio at end of semester

Spring

EPSY 6030 Doctoral Seminar in School Psychology: Ethics
EPSY 6343 Behavioral Assessment and Consultation

EPSY 6113 Child Personality Assessment
EPSY 5210 Shadow Practicum
EPSY 6033 Introduction to Psychotherapy for Children & Adolescents

BS admits/new MS students file Ph.D. plan of study
Plan practicum experience for next year
Continue to work on portfolio
Meet with chair to plan summer work on dissertation

Summer

EPSY 6000 Doctoral thesis hours
EPSY 6133 History and Systems of Psychology
CPSY 5320 Cognitive Behavioral Therapy (if taking for advanced treatment course-check with Dr. Winterowd about availability of this course) or other approved course from Direct Service/Psychotherapy list
Courses you are missing from above if needed
Dissertation literature review, prepare for proposal
Complete portfolio for fall evaluation

3rd Year

Fall

EPSY 6153 Doctoral Seminar in School Psychology: Advanced Research Methods
EPSY 5510 Practicum in School Psychology (school-based)
PSYCH 6663 Advanced Social Psychology
EPSY 6000 Doctoral Dissertation
REMS 6663 Applied Multivariate Research in Behavioral Studies
*Advanced treatment or specialty course (see checksheet)
CPSY 5320 Cognitive Behavioral Therapy (or other approved course from Direct Service/Psychotherapy list
PSYC 6453 Pediatric Psychology
PSYC 6443 Behavioral Medicine
PSYC 6583 Developmental Psychobiology
REMS 6023 Psychometric Theory

*this applies for all semesters after this. You will need to plan carefully to schedule your advanced treatment and specialty courses during your third and fourth year.

Dissertation proposal, IRB, Review internship materials (see year 5 below)

Spring

EPSY 5310 Practicum in Child and Adolescent Therapy
EPSY 5510 Practicum in School Psychology (school-based)
EPSY 6143 Intro to Developmental Psychopharmacology
EPSY 6000 Doctoral Dissertation
EPSY 5503 Crisis Intervention and Emergency Action in School Settings
*see fall 3rd year. Note that if you need to fit in a Psychology department course here due to

their sequencing, you may have to delay crisis intervention until 4th year or try to take it earlier

Take comprehensive exams (must have proposed dissertation)
Portfolio preparation for comps
Get completed comps form signed (requires exam and portfolio)
Complete doctoral candidacy form

Summer

PSYC 6483 Neurobiological Psychology
EPSY 6000 Doctoral thesis
EPSY 6310 Doctoral Practicum in School Psychology
*see fall 3rd year

Compile internship list, including how the internship fits your needs and how you are competitive for that internship, start APPIC application
Non-school-based practica in preparation for internship
Take any course from the above list which have not been completed
Prepare for and/or start data collection
Write grant to fund dissertation
Take NCSP praxis exam

4th Year

Fall

REMS 6373 Program Evaluation (elective)
EPSY 6310 Doctoral Practicum in School Psychology (clinic)
EPSY 6000 Doctoral Thesis
*see fall 3rd year

Continue data collection if needed, write results
Take comps & get completed comps form signed if you did not take comps last spring
Complete NCSP exam if you did not last spring
Apply for internship

Spring

EPSY 6310 Doctoral Practicum in School Psychology
EPSY 6000 Doctoral Thesis
*see fall 3rd year

Write Dissertation discussion, defend
Review postdoctoral options

Summer

EPSY 6310 Doctoral Practicum in School Psychology
*see fall 3rd year

Prepare for internship

5th Year

Fall

EPSY 6610 Doctoral Internship in School Psychology

Spring

EPSY 6610 Doctoral Internship in School Psychology

Apply for employment/postdoctoral position

Take EPPP

Summer

EPSY 6610 Doctoral Internship in School Psychology

Graduation

Remember that you must maintain continuous enrollment to remain in the program. Thus, you must take at least 2 hours a semester every semester until you graduate. You cannot begin your postdoctoral year for licensure until you graduate.

6th year

Postdoctoral experience

Apply for licensure

Get licensed

Get really good job.

Write letter saying how much you miss us and appreciate everything we have done for you.

4. Description of Field Experience Practica and Internship

School-Based Practica

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

Practica

There are distinct practica required for students in the program. Doctoral students typically complete all 5. EDUC 5910, EPSY 5210, EPSY 5310, EPSY 5510, and EPSY 6310. The practicum sites are clearly committed to training and all have appropriately specialized and credentialed supervisors for school psychology. The Practicum sites offer a wide range of training opportunities appropriate for school psychology practicum students and emphasize best

practice as well as frequent opportunities for the application of empirically supported assessment, intervention, and consultation practices. Program students obtain school-based experience through a variety of settings and experiences, based on their level in the program and they also obtain experience in a clinic setting just prior to internship. The students complete their practica in school settings that provide licensed school psychologists as supervisors. Practicum supervisors provide a minimum of one hour of face-to-face supervision a week, and typically much more informal supervision.

EDUC 5910 1st year - fall semester

Students who enter the program without a teaching certificate complete EDUC 5910 (Field Experience in Education). This class meets weekly for discussion and supervision from the university faculty member and there is a specified set of experiences in which the students must engage while in the field. This experience involves observation and participation in a general education classroom and serves to orient students to the public schools, expose them to children's learning and behavior in the schools, give exposure to general education and special education service delivery, and afford the opportunity to work with various school personnel and parents. Students keep time and effort logs and they compile a variety of artifacts that may be included in a professional portfolio. The students complete 120 hours in a semester and this is approximately 10 hours per week.

EPSY 5210 2nd year - fall and spring semesters

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

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

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

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

EPSY 5310 3rd year - spring semester

EPSY 5310 practica is at least 120 hours of supervised experience in providing psychotherapy for children, adolescents and parents. Individual and group therapy experience is offered. Applications of theories of psychotherapy for a variety of disorders and coping skills, crisis intervention, and adaptive social skills training. Empirically-supported, parent-implemented interventions for children and adolescents addressing a variety of home and school problems within the discipline of school psychology.

EPSY 5510 3rd year - fall and spring semesters

EPSY 5510 is a significant school-based practicum in which the student is on site for 600 hours during the academic year. This is approximately 3 days per week on site. The student is expected to engage in broad range of psychological services under supervision from a field-based psychologist. Students early in the practicum shadow their supervisors, are observed by supervisors while performing basic skills which will be needed on the practicum, and then are they are expected to perform more independently. As the practicum progresses the students engage in more complicated problem solving and psychological service delivery. This two semester sequence of practicum is designed to expose students to various problems, populations, and procedures used by school psychologists and to allow for supervised experience in the public school setting. These experiences are integrated into the students' training and are arranged to become increasingly complex to match the students' level of readiness. Students develop skills as case managers with School-Building Level Committees for pre-referral consultation and intervention. They are responsible for developing interventions for educational and behavioral difficulties. They serve as members of a multidisciplinary team, and practice conducting multi-factored psychological and psycho-educational assessment for special education eligibility determinations. They conduct assessment for intervention and participate in Individual Education Plan development for children with various school difficulties. The students typically also have an individual psychotherapy case. Furthermore they are expected to develop and run a group for children which addresses an area of concern that the children all have in common. These often are social skills groups. The students attend professional development activities at the state school psychology conferences in the fall and spring sponsored by the Oklahoma School Psychological Association and take other opportunities that are available through the district in which they are placed.

The practicum settings are carefully selected by the training program to be appropriate for the goals and objectives of the training program, most importantly comprehensive service delivery to children, youth and families. The practicum placement agency provides appropriate support for the practicum experience including: (a) a written contractual agreement specifying the period of appointment, the terms of compensation if any, and goals and responsibilities for all parties (b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), (c) provision for participation in continuing professional development activities, (d) expense reimbursement consistent with policies

pertaining to agency school psychologists (e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, (f) release time and recognition for practicum supervisors, and (g) a commitment to the practicum as an educational/training experience.

EPSY 6310 4th year fall and spring semesters

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

- develop advanced consultation, assessment and intervention skills within a mental health clinic context.
- demonstrate competencies in psychological service delivery to show a readiness for internship.
- become familiar with clinical intake and treatment protocols.
- develop supervision skills with EPSY 5510 and EPSY 5210 school psychology practicum students.
- further develop skills and understanding of multicultural issues in consultation, assessment, and treatment (e.g., race, gender, sexual orientation and their impact)
- demonstrate knowledge of ethical principles relevant to psychological service delivery.
- develop competencies in use of DSM-IV-TR and its match with IDEA

Sufficient experience for internship. The school psychology practicum sequence provides substantial experiences in preparation for the internship. Students begin their experience with a 120 hour observation and participation practicum in the schools (EDUC 5910). This experience familiarizes the student with the organization and operation of the schools prior to engaging in psychological service delivery under supervision in the schools. The observation and participation field experience also is also required by the Oklahoma State Department of Education to partially fulfill the requirements for school psychologist certification for those students who do not have a teaching certificate from a state department of education. The majority of the program students enter the program with Bachelors degrees in psychology and therefore do not have teaching certificates. The second practica experience (EPSY 5210) occurs over two semesters and is paired with consultation, intervention, and assessment coursework (see description above) and the students accrue at least 120 contact hours. EPSY 5310 occurs in the spring semester while the school-based practica (EPSY 5510) is typically two consecutive

semesters for a total of 600 hours. Graduates who intend to practice outside the traditional schools must have extensive knowledge of the school system, and children and youth are educated even within other settings such as residential facilities. The doctoral practicum (EPSY 6310) is a two to three semester sequence for a minimum total of 400 hours. The overriding goal is development of professional identity and competence. The students obtain over 1000 hours of practicum experience, which helps to ensure that they are competitive for APA-accredited internships and the APPIC match. Students are evaluated throughout their practicum experiences by the university and field supervisors. They also compile a portfolio to demonstrate skill in major school psychology practice areas. Students also maintain time and effort practicum logs, which are entered into an Excel spreadsheet and kept by the university faculty. (See Appendix B practicum handbook.

Internship

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

5. Certification and Licensure Processes

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

Licensure:

The Oklahoma State Board of Examiners of Psychologists (OSBEP) is charged by the state legislature to credential psychologists at the doctoral level. In order to be licensed, you must receive training in a psychology program, with the most common

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

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

Further information about the EPPP, and OSU program students' performance on the EPPP can be found on the program website in the 2007 Disclosure Tables.

At <http://www.okstate.edu/education/sahep/spsy/index.html>

Certification:

The Oklahoma State Department of Education (OSDE) is charged with issuing school psychology certificates for specialist/60 hour school psychologists and Ph.D. graduates who wish to obtain a certificate sometime during their training. The OSDE also issues psychometry certificates for Masters level practitioners. Because there is no provisional school psychology certificate in Oklahoma, most students choose to get the psychometry certificate first. You must sit for the state exams in order to obtain your psychometry certificate. The OSDE certificates credential school psychologists only for work conducted within school systems and does not credential you to work outside the schools or in private practice.

As a student officially in the school psychology program at OSU, you will apply for the certificate through the OSU College of Education Certification Officer, Nancy Recker. Ms. Recker is in 325 Willard in the Teacher Education and Certification Office, 744-6252. You must sit for the state school psychology examination or the NCSP in order to be certified.

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

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

You will be provided additional information regarding credentialing procedures during the doctoral seminar, advising, and mentoring by advanced students. Please feel free to ask questions at any time. The course checksheet also includes requirements for each credential.

6. Research Aspects of the Program

(Development of the Scientist)

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

conferences. You are strongly encouraged to participate in research and scholarship that can reach fruition through publication in peer-reviewed journals.

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

1. Oklahoma School Psychologists Association - submit proposal for spring and fall conferences, usually just a few weeks before the conference
2. Oklahoma Psychological Association - submit proposal in late September or October for spring conference
3. National Association of School Psychologists - submission deadline is typically in the summer (June) for the following spring annual convention.
4. American Psychological Association - submission deadline is usually in November for the conference the following August

Relevant school psychology journals include, School Psychology Review (NASP), the School Psychology Quarterly (APA), the Journal of School Psychology, Psychology in the Schools, and the Journal of Psychoeducational Assessment. Other relevant journals are in the areas of clinical, clinical child psychology, development, educational, personality and social psychology, counseling, and marriage and family. See the American Psychologist for a complete listing of APA journals. You can also submit to OSPA Today, the Communiqué', the APPIC newsletter, and the Div 16 newsletter.

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

Dissertation:

The dissertation is designed to demonstrate your own original initiative, thinking, and contribution to the scientific literature. It may be an extension of your earlier work or a new idea, but it is a project for which you take responsibility and ownership. To that end, it will be up to you to schedule meetings with your chair and committee, develop a

timeline, and to make adequate progress throughout your program. Pick a topic which is meaningful to you, doable within the time frame of your program, and will sustain you through the long time period the dissertation requires. It should also help you to meet your career goals.

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

Be aware that as you take longer to complete the dissertation, your chair will be gathering other obligations with incoming students and you will have increasingly demanding professional obligations. Thesis guidelines are to provide you with structure so that the dissertation can be conceptualized as a series of small steps which can be accomplished. See also the OSU School Psychology Research Handbook for guidance.

Be aware that all research involving human participants and animal subjects must be approved by the University Institutional Review Board (IRB), which is there to protect you and the university as well as the participants involved. Applications and guidelines are available at the Graduate School. You must have IRB approval and the full proposal completed before collecting data.

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

III. PROCEDURAL GUIDELINES

A. Student-Faculty Relations

Student-faculty relations in the School Psychology Program at Oklahoma State University are vitally important in maintaining the quality of the program. Foremost, the faculty adhere to the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (1992). You will be provided with the Ethical Principles of Psychologists in your first semester of enrollment in the School Psychology Program through EPSY 5023, Introduction to School Psychology. Students are treated with respect and dignity; every effort is made to be fair and responsive to student needs. To facilitate open communication between faculty and students, a student representative is elected by the school psychology students to serve as a student representative to the School Psychology Program committee. The student representative may attend School Psychology Program Committee meetings to provide student perspectives to the faculty and to be able to communicate faculty issues and concerns back to students. Please feel free to ask your student representative to express your opinion at meetings. Regular meetings of all students and faculty are also held in which questions are addressed. We want to hear you.

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

B. Student Complaints

Just as we provide students with open and honest evaluations, we expect you to be able to openly communicate with your professors. You will have a multi-year relationship with them and they are accountable for your professional development. Thus, it is important for ongoing relations, program cohesion, and your professional development for you to be able to address concerns in a professional and courteous manner directly with faculty. If you have a concern, your first step is to take the matter up with the individual with whom you have the concern unless there are extreme circumstances that prevent you from doing so. You should be willing to hear their side of the story, and to try to resolve

the issue informally if at all possible, as is recommended in the APA ethical guidelines. You may also ask your student representative to bring program suggestions or concerns to our faculty meetings.

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

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

2) If the issue cannot be resolved satisfactorily at the program level, you may take the matter to the Department Head. If necessary, the Department Head may establish a committee to consider the problem. Recommendations from the committee are forwarded to the Head for review and a decision is made by the Head. The COE Dean's Office is sometimes involved at this level.

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

C. Student Evaluation of the Program

Student feedback regarding the effectiveness of the graduate program is critical to our continued growth, particularly in this transition time. You will be provided formal and informal opportunities to evaluate the program content and sequence, specific courses, supervisors, and other aspects of the program. Please reciprocate the professional courtesy shown to you when providing feedback to university or field personnel, and provide

constructive alternatives when appropriate. Doctoral level training is by definition rigorous; please weigh the long-term outcome in terms of your professional knowledge and competencies against the current demands upon you when evaluating the program as a whole.

D. Evaluation of Student Progress and Professional Competencies

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

Feedback is given to students in writing and in face-to-face supervision. Students' strength and areas needing improvement are discussed, and students are given the opportunity to develop a plan to improve skills where needed. Our philosophy is that emphasis should be placed on mastery of information and the ability to synthesize and apply problem-solving strategies. In addition to evaluation of professional competencies, practice standards, and legal and ethical issues, students' interpersonal skills as they relate to professional practice, confidence, motivation, flexibility, organizational skills, time management, and creativity are also reviewed when determining readiness for advanced components of the program. Evaluation is considered a growth enhancing/learning process. Feedback from practicum and internship supervisors each semester provides ongoing information regarding your ability to translate didactic experience into practice, and is critical to your success as are grades. Please see attached evaluation forms.

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

The program faculty also recognizes that developmental stressors are inherent both in the transition to graduate school, as well as during the course of training. During graduate school, higher academic expectation is frequently encountered than some students have experienced before. Even the best students may experience frustration over not being

able to meet all demands at their usual level of perfection. When clinical work begins there is stress inherent in being a member of a helping profession. Further, supervision is more intensive, concentrated, and frequent during the graduate program which may increase your sense of personal and professional vulnerability. A first stage of psychological reactance to feedback provided is not uncommon; you are encouraged to talk through this stage with your supervisors, be willing to accept feedback and modify your performance accordingly, and continue on your quest for professional excellence.

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

Your progress in the program is evaluated in several ways:

- a. annual student evaluation forms
- b. annual student feedback session
- c. practica and internship logs and evaluations
- d. portfolio assessment
- e. comprehensive exams
- e. classroom performance and grades

E. Retention, Remediation, Withdrawal and Dismissal Standards

1. Retention

Students must maintain a minimum of a 3.25 average on a 4.0 scale in all academic work completed. A grade of B or better must be achieved on all professional school psychology course work, practicum and internship. In order to continue to the next phase of practicum/internship, you must make a B or better on prior practica. If you earn a C in a

practicum course, you must make a written petition to retake practicum with the School Psychology faculty, including a plan for improving performance and a statement of why you feel you will be successful upon retake. If approved to retake practicum, your status in the program will be reviewed after the retake and it may be recommended that you discontinue the program, complete the state certification requirements only, or continue in the doctoral program.

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

You must maintain continuous enrollment in the program, up to and including the semester you graduate. The Graduate College can deny your graduation application for any lapse in enrollment. Failure to enroll for two consecutive semesters will result in dismissal from the program by program faculty. Your plan of study must clearly reflect adequate progress through the program, and you should adhere to that plan as much as possible. Changes to the plan of study must be filed with the graduate college. You must have the appropriate foundation and practice coursework prior to and/or in conjunction with enrolling in the practicum. See the recommended course sequence for a determination of courses required for enrolling in practicum. You also must make adequate progress in the research competencies and dissertation phases. Please develop a written plan with your advisor describing the sequence and time in which you will meet requirements other than those reflected on the plan of study. You must meet the residency requirements of the Graduate School, one year in full-time residence within the two years prior to graduation. However, the program expects you to attend full-time as many semesters as possible, and you will find it difficult if not impossible to meet all requirements within the six year time frame with only one year in residence. The evaluation of your performance in the program will cover all the goal areas outlined above, including professional, ethical and interpersonal competencies. The evaluation of adequate progress will include progress in coursework, research, and practica and

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

2. Remediation, Withdrawal and Dismissal Procedures

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

It is our obligation to outline a definition of professional impairment which significantly impacts performance and service delivery. For the purposes of this document an impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, 2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or 3) an inability to control personal stress, and/or excessive emotional or behavioral reactions which interfere with professional functioning.

While it is a professional judgment as to when a graduate student's behavior becomes impaired rather than just problematic, for purposes of this document a problem refers to a trainee's behavior, attitude, or characteristic, which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics: 1) the student does not acknowledge, understand, or address the problem when it is identified, 2) the problem is not merely a reflection of a

skill deficit which can be remediated by academic or didactic training, 3) the quality of services delivered by the student is sufficiently negatively affected, 4) the problem is not restricted to one area of professional functioning, 5) a disproportionate amount of attention by training personnel is required, and/or, 6) the trainee's attitude/behavior does not change as a function of feedback, remediation efforts, and/or time.

Complaints from faculty or field supervisors regarding professional and ethical conduct will be brought to the student's attention. If necessary, a remediation plan will be developed. Severe infractions, such as disruptions in professional settings, sexual involvement with supervisors or clients, severe ethical violations, or severe impairment of professional functioning due to personal problems, can lead to immediate dismissal from the program. If an impairment is identified, the following procedures will be implemented with all steps being documented in writing, as well as communicated to the student during a formal conference with their advisor and/or other appropriate faculty. The student will be formally notified of the specific problem areas noted by the faculty. Unless the problems are severe enough to warrant an immediate dismissal, a plan to remediate the problem will be developed by the student and the program faculty. If the student refuses to accept a plan, she or he will be dismissed from the program. This plan will, as much as possible, behaviorally define the student's problems, identify the expected behavior patterns or goals, specify possible methods that could be used to reach those goals, and designate a date for goal attainment or re-evaluation. During this remedial period, the student is on probation. At the time of re-evaluation, one of the following options will be chosen by the program faculty: 1) a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program, 2) continued probation and remediation, an updated remedial/behavioral plan, and a date set for another re-evaluation, 3) counseling the student out of the program, 4) formal dismissal from the program. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the faculty to formally review his/her case. This review panel may consist of committee members and the departmental chair. This review panel will make the final determination, forwarding the formal recommendation to the Chairperson and Dean of the Graduate School.

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

3. University Dismissal Procedures

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

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

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

Academic misconduct differs from academic dishonesty in that the intent in academic misconduct is not to obtain "undeserved intellectual credit or advantage." Once an

instructor determines that academic misconduct or academic dishonesty has allegedly occurred, there are specific guidelines for procedures (Students Rights and Responsibilities, 1993). Students may obtain a copy of this document from the Office of Student Activities.

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

4. Procedure for Considering Allegations of Professional Violations Against Students

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

1. The allegation is delivered in writing to the Director of Training.
2. The Director of Training investigates the allegation, with the investigation including a written response from the student involved.
3. If the allegation is deemed to have merit, the Director of Training presents the written record to the school psychology program faculty within 30 days of initial receipt for consideration. The student shall be given an opportunity to meet with the program faculty to respond verbally to the allegation.
4. The program faculty will first make a determination as to the validity of the complaint. In cases where the complaint is found to be valid, the program faculty may by majority vote elect among the following options:
 - 1.) Refer the matter to the University's Office of Student Misconduct.
 - 2.) Formally reprimand the student in writing.
 - 3.) Require appropriate remediation, suspending client contact or other activities during the remediation process.
 - 4.) Suspend the student for a specified period of time.
 - 5.) Dismiss the student from the program.

F. Comprehensive Evaluation

Your progress and performance will be evaluated as outlined above. Following is a further description of the qualifying experience, comprehensive exam and portfolio

process. All four of the following components must be completed in order to have the form saying you passed comprehensive exams turned into the graduate college office.

1. Research qualifying experience. In order to demonstrate competencies in research in preparation for the dissertation, you will participate in a research team. You should join and/or form a research team during your first semester. During the second semester, you will conduct a brief project which may be primarily faculty-led and prepare it for submission for presentation or publication. You should have at least one faculty member and at least one other student on your team.
2. Comprehensive qualifying exam. In order to synthesize and integrate the Science-Based Learner Success Model, you will answer essay questions which ask you to apply the model to a certain situation. You should use the psychological and educational psychology literature as well as your professional practice knowledge and skills to develop an integrated and comprehensive, but not exhaustive, answer. You must have your dissertation proposal completed prior to taking the exam.
3. Portfolios. Each year in the program, and as part of your practicum experience, you will develop a (1) portfolio demonstrating your experiences and competencies as outlined in the program goals and objectives. At the end of your practicum year, the portfolio is part of your comprehensive exams and must be passed prior to having your comps completion form signed by the training director and turned in to the graduate college. Please submit the portfolio scoring form that indicates your portfolio is passed, to the COE university certification officer. As part of your internship experience, you will expand this portfolio and additionally develop a specialty domain competency portfolio reflecting your path towards specialty development and planning for the postdoctoral experience. This portfolio is due no later than six months prior to graduation.
4. You will take the NCSP praxis exam during the spring semester of your third year, when you are on your field-based practicum. Please submit these scores to the training director and to the COE certification officer.

IV. FORMS

APPENDIX A

**School Psychology Program
Portfolio Scoring Rubric**

1 2 3 4 5

Competency Area	Subskill					
Research						
	Statistics					
	Research consumption					
	Research application					
	Program Evaluation					
	Measurement					
History/Systems/Future of Psychology						
	History					
	Systems					
	Limitations					
	Scientist/Practitioner					
	Diversity					
	Future					
Effective & Diverse Social/Cultural Org, Community, & Family Systems						
	Social Aspects					
	Diversity					
	Org Systems					
	Family Systems					
Biological Aspects of Behavior						
	Biological/Physical					
	Neuropsychology					
	Psychopharmacology					
	Health/Wellness					
Cognitive/Affective Aspects of Behavior						
	Cognition					
	Affect					
	Learning					
	Motivation					
Human Dev and Individual Differences						
	Development					
	Normal Adjustment					
	Personality					
	Psychopathology					
	Disabilities					
	Individual Differences/Diversity					
Education Service Delivery						
	Effective General Education Instructional					

	Service Delivery								
	Effective Special Education Service Delivery								
	School Policy & Climate								
	Family/School Involvement								
School Psychology Professional Standards									
	Science-Based Child/Learner Success Model								
	Interpersonal & Prof Disposition								
	History/Foundations/Future of School Psych								
	School Psych Service Del Models								
	Ed & Sch Psych Legal Ethical Policies								
	Certification & Licensure								
	Professional Organization Involvement								
	Cont. Prof Development Life-long Learn								
	Technology								
Assessment for diagnosis and intervention planning, implementation and evaluation									
	Measurement								
	Diagnosis								
	Intervention planning								
	implementation								
	Evaluating efficacy								
Consultative prevention, intervention and supervision; evaluation of efficacy of interventions									
	Behavioral/Social/Affect								
	Instructional/Academic/Learning								
	Home/School /Community Collaboration								
	Evaluating outcomes								
	Inservice/info provision								
	Supervision								
Direct intervention; evaluating the efficacy of interventions									
	Psychotherapy skills								
	Case conceptualization for positive outcomes/success								
	Crisis Intervention, drug & alcohol; child abuse								
	Evaluation of outcomes								

APPENDIX B

Program Faculty Portfolio Scoring Directions

Student Name _____ Date _____ Year _____

Scorer(s) _____

Scoring should be relative to what is expected of cohorts for the year of the submission.

Score of 1: check all that apply

- Significant pieces missing from portfolio
- Products demonstration mastery include information that is inaccurate
- Student did not meet criteria for exposure and experience
- Student did not demonstrate positive outcomes

Comments; State in specific terms what needs to be added, modified or improved:

Score of 2:

- Some pieces missing from portfolio
- Information in portfolio to demonstrate mastery is confusing, not clear
- Student needs some remediation for exposure and experience in area
- Minimum demonstrate of positive outcomes

Comments; State in specific terms what needs to be added, modified or improved:

Score of 3:

- Portfolio complete for artifacts and products for that year's submission
- Information presented shows mastery of skills
- Student has had adequate exposure and experience in area
- Student demonstrates acceptable level of positive impact

Comments; State in specific terms what would be needed to improve score to 4 or 5:

Score of 4:

- Portfolio meets criteria for 3 and shows products above and beyond what is required in area
- Information presented shows above-average mastery of skill
- Student exceeds criteria for exposure and experience in area
- Student shows above-average positive impact/outcomes

Comments; State in specific terms what would be needed for a score of 5:

Score of 5:

- Products demonstrate superior application, specialty in this area
- Information shows superior understanding of area
- Student shows exemplary exposure and experience/specialty in this area
- Student shows superior positive impact at individual, group and systems level in this area

Comments:

APPENDIX C

Year One Portfolio Submission

Competency Area	Syllabi, grades, evals from required course work	Products from required course work	Specialty course work/ training products	Research team activities and products (optional for Ed.S.)	Assistantship experiences & products if applicable	Required Practica products, logs & evals for all	Professional Activities; Community and Volunteer Activities	Supplemental practica externship/ Employment experience (distinguish amt & type of supervision)	Internship Products	PostDoctoral Employment Activities; Credentialing documentation
Research	Research Methods; ANOVA; Elementary Stats if taking	Research proposal; Sample stats work					Presentation submission			
History & Systems	Intro School Psych Ph.D.: History and Systems	Paper on history, systems, philosophy								
Social Aspects/ Diversity	EDUC 5910									
Biological Aspects	Human Development; Child Psychopathology									
Cognitive/ Affective Aspects	Human Learning; Human Development; Child Psychopathology; Intellectual Assessment; Cog II									
Human Development, Individual Differences & Disabilities	Human Development, Child Psychopathology EDUC 5910; Intro School Psychology	developmental handbook Product re disabilities, psychopathology; Positive outcomes product		Description of developmental considerations in research activities; Age groups covered	Teaching experience in developmental	Developmental write up from EDUC 5910 or previous educational experience		Logs, supervision, write up from any relevant experiences		
Education Service Delivery	EDUC 5910; Intro to School Psychology	Position paper on ed philosophy				Practica logs, eval forms				
School Psychology Professional Standards	Intro to School Psychology	Paper on school psychology; ethics test results					Membership in OSPA, NASP & for Ph.D. APA, Div 16, OPA			

Assessment for Intervention	Cognitive assessment I & II									
Consultation/ Prevention/ Intervention/ Program Eval/ Supervision/ Inservice	Psychological consultation	Systems level project								
Direct Intervention/ Psychotherapy	Crisis Intervention	Product from Crisis Intervention								
Specialty area										

Year Two Portfolio Submission

Competency Area	Syllabi, grades, evals from required course work	Products from required course work	Specialty course work/ training products	Individual & Research team activities and products	Assistantship experiences & products if applicable	Required Practica products, logs for all	Professional Activities; Community and Volunteer Activities	Supplemental practica/ externship/ Employment experience (distinguish amt & type of supervision)	Internship Products	PostDoctoral Employment Activities; Credentialing documentation
Research	Applied Behavioral Analysis (for single case design) Ph.D.: Multiple Regression, Advanced Seminar	Research proposal; Sample stats work Single-subject design from ABA		Ed.S.: Creative Component; research team optional Ph.D. Thesis or Report, Research Team Product	Research assistantship info	Case Logs from Behavioral Assessment and Consultation; Logs from IC, BC	Presentation submission			
History & Systems	Ph.D.: History and Systems if didn't take 1 st summer	Paper on history, systems, philosophy								
Social Aspects/ Diversity	IC; BC; shadow pract	Ecological data from IC, BC cases				Logs re: Experience with diverse pop in Shadow Prac	Ph.D.: Research experience with diverse pop			
Biological Aspects	Intro to Psychotherapy									
Cognitive/ Affective Aspects	Instructional Consultation; Behavioral Consultation; ABA	Case examples from IC & BC		Relevant products	Data from teaching learning, development etc	Case Logs from shadow practicum				
Human Development, Individual Differences & Disabilities	IC; BC, ABA, Psychotherapy	Dev considerations, ind diff aspects of cases in course		Description of developmental considerations in research activities; Age groups covered	Teaching experience in developmental	Case Logs from shadow practicum				
Education Service Delivery	IC, BC	Write up of evaluation of instructional environment				Logs from shadow practicum, IC, BC, ABA				
School	Ph.D.:	Ethics case				Write-ups	Membership			

Psychology Professional Standards	Doctoral Seminar, Ethics	write-up				from shadow practicum, hours from IC, BC, ABA	in OSPA, NASP & for Ph.D. APA, Div 16, OPA			
Assessment for Intervention	IC, ABA, BC	Products from IC, ABA,BC								
Consultation/ Prevention/ Intervention/ Program Eval/ Supervision/ Inservice	IC, ABA, BC	Systems level project								
Direct Intervention/ Psychotherapy	Introduction to Psychotherapy w/Children & Adol									
Specialty area										

Year Three Portfolio Submission

Competency Area	Syllabi, grades, eval forms from required course work	Products from required course work	Specialty course work/training products	Ind. & Research team activities and products	Assistantship experiences & products if applicable	Required Practica products, logs & evals for all	Professional Activities; Community and Volunteer Activities	Supplemental practica/externship/ Employment experience (distinguish amt & type of supervision)	Internship Products, Logs and evals for all	PostDoctoral Employment Activities; Credentialing documentation
Research	Ph.D.: Multivariate	Sample stats		Ph.D. <i>Dissertation proposal</i>		Single-case design examples	Presentation submission; Ph.D.: publication submission			
History & Systems										
Social Aspects/ Diversity	School Based Practicum; Multicultural Counseling	Class presentations, papers; Case work with diverse pop		Relevant research		Practica logs & case examples				
Biological Aspects	Developmental Psychopharmacology	Product from DP, 5510	Neuropsychology course work	Relevant research		Practica logs & case examples				
Cognitive/ Affective Aspects	School based practica	Case examples from practica	Advanced cognitive course work	Relevant research		Prac logs & case examples				
Human Development, Individual Differences & Disabilities			Advanced Developmental course work	Description of developmental considerations in research activities; Age groups covered	Teaching experience in developmental	Practica logs & case examples		Logs, supervision, write up from any relevant experiences		
Education Service Delivery	School Based Practica	Systems info from practica		Relevant research		Practica logs, eval forms				
School Psychology Professional Standards	School-based practica	Service delivery info from practica		Presentations, publications		Practica logs, eval forms	Membership in OSPA, NASP & for Ph.D. APA, Div 16, OPA	Presentation at conferences		Ph.D. & Ed.S.: Results of NCSP, state exam
Assessment for Intervention	School –based practica	Case examples from practica				Practica logs, eval forms				
Consultation/ Prevention/ Intervention/	School-based practica; Counseling Parents	Case, system level examples	Program Evaluation			Practica logs, eval forms				

Program Eval/ Supervision/ Inservice	of Exceptional Children	from practica								
Direct Intervention/Psyc hotherapy	Multicultural counseling	Case, group, family samples from practica				Practica logs, eval forms				
Specialty area										

Year Four Portfolio Submission

Competency Area	Syllabi, grades, evals from required course work	Products from required course work	Specialty course work/ training products	Individual & Research team activities and products	Assistantship experiences & products if applicable	Required Practica products; Logs & evals for all	Professional Activities; Community and Volunteer Activities	Supplemental practica/ externship/ Employment experience (distinguish amt & type of supervision)	Internship Products, logs, evals	PostDoctoral Employment Activities; Credentialing documentation
Research		Research proposal; Sample stats work				Ph.D.: Doctoral Practica logs, eval forms	Ph.D.: Presentation submission; Publication submission			
History & Systems						Ph.D.: Doctoral Practica logs, eval forms, case examples				
Social Aspects/ Diversity						Ph.D.: Doctoral Practica logs, eval forms, case examples across diverse settings & groups		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, case examples, evaluations	
Biological Aspects						Ph.D.: Doctoral Practica logs, eval forms, case examples		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, case examples, evaluations	
Cognitive/ Affective Aspects						Ph.D.: Doctoral Practica logs, eval forms, case examples		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, case examples, evaluations	
Human Development, Individual Differences & Disabilities				Description of developmental considerations in research activities; Age groups covered	Teaching experience in developmental	Ph.D.: Doctoral Practica logs, eval forms, case examples across diverse populations		Logs, supervision, write up from any relevant experiences	Ed.S. Internship logs, case examples, evaluations	
Education Service Delivery	Ph.D. Doctoral Practicum Ed.S. Internship					Ph.D.: Doctoral Practica logs, eval forms		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, eval forms, case examples	
School Psychology Professional Standards	Ph.D. Doctoral Practicum Ed.S.					Ph.D.: Doctoral Practica logs, eval forms	Membership in OSPA, NASP & for Ph.D.	Ph.D.: logs, relevant experiences	Ed.S. Internship logs, eval forms, case	Results of EPPP, Ed.S.: Employment

	Internship						APA, Div 16, OPA		examples	plans and contact information Ph.D.: Internship application, placement info
Assessment for Intervention	Ph.D. Doctoral Practicum Ed.S. Internship					Ph.D.: Doctoral Practica logs, eval forms		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, eval forms, case examples	
Consultation/ Prevention/ Intervention/ Program Eval/ Supervision/ Inservice	Ph.D. Doctoral Practicum Ed.S. Internship					Ph.D.: Doctoral Practica logs, eval forms		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, eval forms, case examples	
Direct Intervention/ Psychotherapy	Ph.D. Doctoral Practicum Ed.S. Internship		Ph.D. Advanced Treatment course			Ph.D.: Doctoral Practica logs, eval forms		Ph.D.: logs, relevant experiences	Ed.S. Internship logs, eval forms, case examples	
Specialty area	Ph.D. Doctoral Practicum		Ph.D. Advanced specialty course			Ph.D.: Doctoral Practica logs, eval forms		Ph.D.: logs, relevant experiences		

Year Five Portfolio Submission

Competency Area	Syllabi, grades, evals from required course work	Products from required course work	Specialty course work/ training products	Individual & Research team activities and products (optional for Ed.S.)	Assistantship experiences & products if applicable	Required Practica products	Professional Activities; Community and Volunteer Activities	Supplemental practica/ externship/ Employment experience (distinguish amt & type of supervision)	Internship Products, logs & evals for all	PostDoctoral/ Employment Activities; Credentialing documentation
Research										
History & Systems				Ph.D.: Dissertation defense						
Social Aspects/ Diversity	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
Biological Aspects	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
Cognitive/ Affective Aspects	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
Human Development, Individual Differences & Disabilities	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
Education Service Delivery	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
School Psychology Professional Standards							Membership in OSPA, NASP & for Ph.D. APA, Div 16, OPA		Ph.D. Internship logs, case examples, eval forms	Ph.D.: Plans for Post-Doctoral/ Employment
Assessment for Intervention	Ph.D.: Internship								Ph.D. Internship logs, case	

									examples, eval forms	
Consultation/ Prevention/ Intervention/ Program Eval/ Supervision/ Inservice	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
Direct Intervention/ Psychotherapy	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	
Specialty area	Ph.D.: Internship								Ph.D. Internship logs, case examples, eval forms	

Year Six Portfolio Submission

Competency Area	Syllabi, grades from required course work	Products from required course work	Specialty course work/training products	Research team activities and products (optional for Ed.S.)	Assistantship experiences & products if applicable	Required Practica products	Professional Activities; Community and Volunteer Activities	Supplemental practica/ externship/ Employment experience (distinguish amt & type of supervision)	Internship Products	Post-Doctoral Employment Activities; Credentialing Documentation; Employment % time in activities
Research							Presentation submission			
History & Systems										
Social Aspects/ Diversity										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Biological Aspects										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Cognitive/ Affective Aspects										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Human Development, Individual Differences & Disabilities				Description of developmental considerations in research activities; Age groups covered						Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Education Service Delivery										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description

										Employment % time in activities
School Psychology Professional Standards							Membership in OSPA, NASP & for Ph.D. APA, Div 16, OPA			Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Assessment for Intervention										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Consultation/ Prevention/ Intervention/ Program Eval/ Supervision/ Inservice										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Direct Intervention/ Psychotherapy										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities
Specialty area										Ph.D. Postdoctoral/ employment setting & job description Ed.S.: Employment setting & job description Employment % time in activities

APPENDIX D

Oklahoma State University School Psychology Program
Summary Student Evaluation Form
to be rated by Program Faculty based on all other data

Student _____ Date _____ Year in program _____ Tot
Rated by _____

E = Excellent G = Good NI = Needs Improvement P = Problem area
Please provide data supporting the evaluation rating.

Professional Standards

E G NI P Development of professional identity and adoption of the Science-Based Child Success Model and Philosophy.

Comments:

E G NI P Commitment to and development of the highest standard of legal and ethical conduct as outlined in the APA and NASP ethics codes.

Comments:

E G NI P Knowledge and appreciation of, and appropriate behavior in relation to, all aspects of diversity.

Comments:

E G NI P Appropriate personal and interpersonal adjustment and growth related to professional development.

Comments:

E G NI P Development of and/or modification of professional goal statement for planning purposes and to define self-directedness, long-term goals, and personal motivation.

Comments:

Progress in the program

E G NI P Appropriate socialization into the program and with peers and faculty.

Comments:

E G NI P Enrollment in and successful completion of required classes, in the appropriate sequence, as outlined in the plan of study.

Comments:

E G NI P Enrollment in, securing of, and successful completion of required practica experiences, including professional practice portfolio.

Comments:

E G NI P Participation in research teams and progress in research qualifying experience.

Comments:

E G NI P Professional involvement through organizations, conference attendance, volunteer work, etc.

Comments:

E G NI P Performance on assistantship, including development of teaching and/or research skills if appropriate.

Comments:

E G NI P Preparation for and/or completion of comprehensive exam.

Comments:

E G NI P Preparation for, enrollment in, securing of, and/or successful completion of the practicum.

Comments:

E G NI P Preparation for, description filed for, and/or completion of the specialty portfolio (or domain notebooks for students entering prior to 1995).

Comments:

E G NI P Preparation for and adequate progress toward dissertation.

Comments:

E G NI P Preparation for and adequate progress toward postdoctoral year planning.

Comments:

E G NI P Adequate preparation for certification and licensure.

Comments:

E G NI P Adequate planning for desired career goal and employment.

Comments:

E G NI P Individual goal:_____

Comments:

E G NI P Individual goal:_____

Comments:

Student's primary strengths:

- 1.
- 2.
- 3.
- 4.
- 5.

Skills needing improvement, consult with advisor (please consider this professional growth):

- 1.
- 2.
- 3.
- 4.
- 5.

Specific deficits requiring a full conference, if any:

- 1.
- 2.
- 3.
- 4.
- 5.

Additional comments:

I have discussed the above evaluation information, including strengths and weaknesses, with my program advisor. I understand that this evaluation is part of the teaching/mentoring process and is intended to provide constructive feedback for professional growth. I have placed a check by all relevant choices below.

I agree with the findings of this evaluation.

I agree to develop a written plan with my advisor and other relevant supervisors for my success in the program in the areas noted above.

I agree to schedule a full conference with the program faculty and other relevant persons related to the areas noted above.

I eagerly await my certificate of merit in the areas noted above.

I disagree with the findings of this evaluation and request a review.

My written response to this evaluation is attached.

Additional information related to my performance is attached for your consideration.

Student signature

APPENDIX E

Oklahoma State University School Psychology Program
Course Waiver Application

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

Student Name _____
Date _____

OSU Required course Prefix, number and name:

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

Institution _____

Date taken: _____ Instructor: _____ Grade: _____
Was this course applied toward your Master's or Specialist degree? MS _____ EdS _____

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

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

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

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

Advisory Chair Signature

Date

Program Coordinator Signature

Date

Program Faculty Member

Date