

# **SCHOOL PSYCHOLOGY**

## **Policy Handbook and Description of Doctoral Program**

College of Education  
Department of Student Development  
University of Massachusetts  
Amherst, Massachusetts

Fall 2023

\*Questions about our APA-accreditation should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979  
[apaacred@apa.org](mailto:apaacred@apa.org)  
[www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

This handbook is available in alternative format upon request.  
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University of Massachusetts Amherst  
Doctoral Program in School Psychology

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## Introduction

The Department of Student Development in the University of Massachusetts' College of Education sponsors the doctoral (Ph.D.) program in school psychology. This is an integrated and organized program of professional psychology that prepares researchers and scientist-practitioners whose primary professional interests involve schools, children, families, communities, and the educational process. The program has an orientation that emphasizes the integration of theory and research relative to enhancing individual development and school change. The program also stresses an empirically based intervention approach to the practice of school psychology.

The Ph.D. program is designed to prepare students who are eligible for professional licensure in health service psychology and are highly qualified school psychologists that may practice in public schools or related educational settings. Our program additionally prepares researchers who advance to positions in higher education and research institutes. The program complies with the training standards outlined by the American Psychological Association (APA, 2015) and the National Association of School Psychologists (NASP, 2010). The program is accredited by the Massachusetts Department of Education. Students complete a minimum of 117 semester hours of coursework, including a 1500-hour, supervised internship in school psychology. The program complies with the guidelines and principles for accreditation of programs in professional psychology as outlined by the American Psychological Association (APA, 2015) and the National Association of School Psychologists (NASP, 2010). The program is also accredited by the American Psychological Association. Questions about our APA-accreditation should be directed to the Commission on Accreditation:

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Beyond formal coursework, students are required to be involved with faculty and individual research endeavors. Students are expected to contribute to the field of school psychology and support and encouragement for students' scholarly activities, such as publications and presentations at regional and national meetings, is provided throughout the student's program. Listed below are the core program faculty in school psychology and the institution from which they received their highest degree:

- Sarah A. Fefer, Ph.D., University of South Florida, Professor, Director of Diversity
- John M. Hintze, Ph.D., Lehigh University, Professor
- Amanda M. Marcotte, Ph.D., University of Massachusetts at Amherst, Associate Professor, NASP Director
- Jesslynn Rocha-Neves, Ph.D., University of Connecticut, Clinical Educator
- Sara A. Whitcomb, Ph.D., University of Oregon, Professor, APA Training Director, Director of Clinical Training

## **General Program Information**

### **Selection of Students**

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Additional training and experience in education, special education, communication disorders, sociology, anthropology, or human development is desirable but not mandatory. The program looks for high levels of intelligence, motivation, interpersonal effectiveness, and professional commitment as desired qualities of potential students. Applicant understanding with the program philosophy and training goals and objectives are also highly desirable. Students who enter the program with previously earned graduate credits may apply up to 9 of those credits toward the doctoral plan of study. Students are not required to retake courses that apply to the doctoral plan of study in school psychology; rather, courses and credits in excess of the 9 that are transferred in are waived from the doctoral plan of study and replacement courses are selected in areas mutually agreed upon by the student and advisor. In these instances, students often elect to take additional course work in areas of psychology and neuroscience, and measurement and statistics.

UMass Amherst, the School Psychology Faculty and the Department of Student Development are committed to practices of affirmative action and equal educational opportunity in admissions decisions. In 2015, the Chancellor released a diversity strategic plan that evaluated the state of diversity, equity, and inclusion at UMass and that identified areas in which the campus could improve. The plan covered five goals: 1.) Establish UMass Amherst as a destination of choice for students of color and other underrepresented groups; 2.) Improve the campus climate of inclusion; 3.) Enhance effectiveness of curriculum and educational programs with regard to diversity and inclusion; 4.) Increase focus on recruiting, retention, and promotion of diverse faculty and staff; and 5.) Increase outreach and engagement with external communities/schools with large proportions of underrepresented minorities. Within each of these five areas, the Plan tasks community members with taking specific actions to create a more inclusive living and learning community (See <https://www.umass.edu/diversity/our-plan>).

Dr. Sarah Fefer serves as our Director of Diversity for the program and continues to strategically plan and execute methods to effectively recruit and retain diverse populations of students. We currently have several activities in place in efforts to maintain and grow an emphasis on diversity in our program. We have required coursework with our colleagues in the Social Justice or Language, Literacy, and Culture concentrations, as well as active collaboration for practica and research projects with schools and community organizations serving diverse populations (e.g., Holyoke Public Schools, Amherst Family Center, Upward Bound, Boys and Girls clubs, etc.). Our program continues to plan strategically around recruitment and retention of diverse candidates through student admissions and faculty hiring plans. Furthermore, we have an active student organization called the University of Massachusetts School Psychology Association (UMSPA) with elected board members including a Community Liaison focused on community service projects, increasing school

psychology education and awareness in our community, and advocacy on behalf of children, families, and our profession of school psychology. UMSPA has made connections with a number of groups on campus and beyond to provide information on our school psychology program (e.g. UMass Center for Multicultural Engagement and Student Success; [www.umass.edu/cmss](http://www.umass.edu/cmss); local community colleges; psychology and special education undergraduates). Additionally, we have connected with the UMass Clinical Psychology Student-Faculty Diversity Committee to establish an ongoing collaboration. Finally, program faculty record the number of prospective students that applied to our program and those that accepted, so that faculty can use that information to make changes in recruitment and retention efforts.

We also actively support diverse students in their applications to scholarships, including those that specify criteria related to minoritized populations, within our College/University. This includes the university Research Enhancement and Leadership (REAL) Fellowship Program and the Graduate School/College of Education Fellowship Program. We also support applications to scholarships at a state (e.g., Ena Vasquez-Nutall Minority Scholarship through the Massachusetts School Psychology Association) and national level (e.g. APA Minority Fellowship Program).

### **Admissions**

The School Psychology Program has a once a year admissions policy. Applications are reviewed in January. Invitations to interview are extended in February and interviews are conducted with selected applicants in February/March. Those applicants who cannot attend an on-campus interview may request a phone or computer video interview. Admissions are offered for the subsequent fall semester between mid-March and mid-April. Students are notified concerning the status of their application in mid- March. Students are required to respond to the program's offer of admission by April 15.

The graduate application is a standard application that is administered by the University of Massachusetts Amherst's Graduate School and is required of all applicants to any UMass Amherst graduate program. The application consists of: (a) personal statement, (b) undergraduate transcripts, and (c) two letters of recommendation. Additional information can be provided by applicants with the most common being GRE test results (although these are not required of the School Psychology program) and a sample of professional writing. Applications are due to the Graduate School by the first business day in January of a given year and are reviewed during the month of January by program faculty. Although there are no specific prerequisites for undergraduate degrees or experience, preference is generally given to those with degrees in psychology and/or education and those who have prior practical or research experiences working with youth and families. Personal statements are rated with respect to perceived match with program goals and orientation and faculty training interests.

### **Time to Completion**

Student progress toward meeting program requirements is reviewed on an annual basis with the student's major advisor and program faculty. Students who are admitted to the Ph.D. program are expected to complete all requirements within 6 years from the first semester of enrollment. Most students spend at least 4 years on campus completing

coursework and dissertation requirements and a fifth year completing a full-year required pre-doctoral internship. Often, students may defend their dissertations during their sixth year.

### **Program Costs**

Graduate students pay tuition at the following rates per semester (Fall 2023 rates; see most recent available information here <https://www.umass.edu/bursar/tuition/graduate-tuition>)

### **Assistantships, Fellowships, and Other Aid**

Subsequent to the students' formal declaration that they intend to matriculate, the program notifies incoming students of administrative supports and graduate assistantship opportunities across the University. Students receive an acceptance package from the University that outlines support available, and the *Graduate Student Handbook* (available here: <https://www.umass.edu/graduate/handbook>) also outlines specific guidelines, tasks, and employees that can support the enrollment process. Students should also look for communication about College of Education scholarships that they may be eligible for. Students can seek job opportunities at:

<https://www.umass.edu/graduate/funding/job-opportunities>

<https://www.umass.edu/education/information-current-students/graduate-student-resources/assistantships-funding-opportunities>

<https://www.umass.edu/financialaid> (for information on financial aid)

Over the past five years, all students enrolled in the School Psychology Ph.D. program have received graduate assistantships by their second year of full-time enrollment in the program. However, the program cannot guarantee funding. Approximately 90% of the students have had graduate assistantships to support their estimated 4 years of coursework prior to their internship year. The stipends associated with the assistantships are among the highest in the nation. In addition, students on either full (20-hour) or half time (10-hour) graduate assistantships receive medical insurance benefits and remission of tuition. For students who receive a stipend for their internship year (see information on externship paperwork), the University of Massachusetts waives tuition and fees (in state or out of state).

General need-based financial aid includes Federal Stafford Loans (FSL) and Federal Work Study (FWS). This assistance can be acquired by completing the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

**Graduate School Fellowships.** A limited number of Graduate School Fellowships are awarded to graduate students on a University-wide basis by competition. They are intended to encourage and assist superior students in pursuing graduate study and in completing the requirements for graduate degrees in the minimum possible time.

The award stipend is payable from September through May. Graduate School Fellowship awards are for one year and pay a rate that aligns with a 20-hour assistantship. These fellowships also provide a waiver of tuition, curriculum fee waiver, and arrangements for payment of the Health Benefit (if the Health Benefit is not covered by another appointment, i.e., Research Assistantship, Teaching Assistantship), but not general fees. A recipient of a Graduate School Fellowship must enroll as a full-time student.

Prospective students may apply for a fellowship or an assistantship as part of the admissions application form supplied in the regular admissions material by the Graduate School of the University of Massachusetts Amherst. Departments must submit fellowship nominations for incoming graduate students. Interested students must have their completed applications packet on file in the Graduate Admissions Office no later than the first business day in January. Current students should check with their graduate program director for this information. Awards are announced for incoming students by mid-March.

**Graduate Student Travel Grants.** The Graduate School offers funding to graduate students presenting the results of their research, creative, or scholarly activities at major professional meetings, exhibitions, symposia, or conferences. There are usually three deadlines throughout the academic year. Applications are only for the current academic year. Details related to yearly availability of funds are communicated via email during each fall semester.

**Federal Fellowships.** The University participates in the various federal fellowship programs sponsored by the National Science Foundation, the National Institutes of Health, and the Department of Education. Students should discuss their interest in applying to fellowships with their advisors. More information can be found through the graduate school's external funding page: <https://www.umass.edu/graduate/funding/external-funding>

**Other Fellowships.** Direct fellowship awards are available from a number of sponsors. Students may obtain information concerning these fellowships from the Graduate School, through *Peterson's Guides*, from the grad school website listed above, and directly from the sponsors. Students should discuss their interest in applying to fellowships with their advisors.

**Assistantships.** The University offers a number of graduate assistantships in the research and instructional programs of the various departments. Graduate assistants making at least the minimum stipend set by the campus are not required to pay tuition, Curriculum Fee, and most of their Health Fee. For further information, contact the Graduate Program Director in the College of Education or the Assistantship Office of the Graduate School (<https://www.umass.edu/graduate/funding/job-opportunities>)

- **Research Assistantships.** A number of research assistantships are available to qualified graduate students. These are made possible through grants awarded to members of the Graduate Faculty from sources outside the University or from funds provided by the University's internally sponsored programs. A full-time



research assistant is normally required to devote 20 hours per week to research, whereas a part-time assistantship includes 10 hours.

- **Teaching Assistantships.** Many departments offer teaching assistantships to qualified graduate students. A full-time teaching assistant is normally required to devote 10 to 20 hours per week to preparation and teaching.

### **Program Environment and Culture**

Full-time participation is required of students in the school psychology program. This requirement is consistent with the program's provision of broad, in-depth, and intensive professional training experience. As such, all students are required to maintain full-time status (i.e., 9 credits minimum per semester *or* a letter from an advisor or program coordinator indicating the full-time nature of program expectations like an internship) throughout their matriculation in the program, to participate in required practicum experiences in public school settings during school hours, and to participate in faculty-directed research in an ongoing fashion. We require students to be on campus for at least 3 years, but most students stay for 4 years, and spend a 5<sup>th</sup> year in a full-time pre-doctoral internship. We believe that professionally active and energetic faculty, working with qualified and active students in an immersion model, results in a high-quality training experience for these students, and ultimately for consumers of their services. This philosophy, in combination with our ecologically oriented scientist-practitioner model of training, results in a vibrant, contemporary, training program that produces high quality graduates, and promises to continue to do so for years to come.

Graduate students not enrolled for any course credits (e.g., those finished with all program requirements except the dissertation), but who are candidates for a degree, must pay a Continuous Enrollment Fee each semester (excluding summer terms) to maintain continuous registration until the degree for which the student has been accepted has been formally awarded. Deadline for payment of this fee is by the deadline indicated on your Spire account. Any student who does not pay this fee by the appropriate deadline, and later seeks readmission or applies for graduation, must pay the accumulated program fees plus a readmission fee. Students seeking readmission must file a written request with the Graduate Program Director, endorsed by their Chair/Advisor, for review. If approved, the Graduate Program Director will request readmission with the Graduate Dean.

In terms of the physical environment, students primarily take courses in Furcolo Hall, located at 813 North Pleasant Street in Amherst, MA. This is a former school that has been renovated to house the College of Education, and includes faculty offices, classrooms, as well as "touch down" spaces and private work spaces for students to comfortably work individually or meet with others. The School Psychology program is located in the South wing of the building (yellow wing), within the Student Development department. "The Hub" is a pleasant café located in the center of Furcolo Hall, where students can purchase snacks, sandwiches, coffee, etc.

## Program Philosophy

The philosophy of the UMass School Psychology program is to engage students in doctoral-level training that is sequential and graded in complexity. We aim to support students in their development of foundational knowledge of psychological principles and the application of that knowledge to the field of school psychology. We work hard to ensure that our students have opportunities to gain knowledge and practice applications of knowledge through our integrated sequence of coursework, practica, and research opportunities. Our aims are specific to our program and yet aligned to the discipline specific knowledge and profession-wide competencies defined by the American Psychological Association.

### Program Aims

The UMass School Psychology Program is committed to doctoral training that is grounded by four primary aims. These are:

- To train psychologists in the critical appraisal of history, foundations, methods and applications of psychological principles to the field of health-service psychology (broadly) and school psychology (specifically).
- To train psychologists within an ecologically-oriented and prevention-focused evidence-based practice and research paradigm.
- To train psychologists to be proficient consumers and contributors to research in school psychology.
- To train psychologists who understand and respect individual differences and are grounded in ethical approaches to practice.

The UMass School Psychology training model focuses on preparing students in the foundations of health-service psychology and the fluent applications of practices in school psychology. As such, our program is purposefully graded in complexity related to supervised practice opportunities, and students are also exposed to course work that requires them to demonstrate knowledge of psychological foundations and skill in functional competencies such as assessment, intervention, consultation, etc.

The training model at the University of Massachusetts is grounded in a **contemporary ecological paradigm**. As such, a primary belief is school psychologists should be less concerned with identifying what is wrong with a child, assessing problems and delivering remedial services; and substantially more concerned with prevention and promoting wellness - that is, engaging in and conducting research on services that allow all students to succeed in life. Drawing largely from preventative public health models, early (primary) and secondary intervention services are viewed as essential to the prevention and amelioration of social-emotional, behavioral, academic, and other debilitating long-term life conditions. Changing the ecological systems that pervade the lives of children (e.g., schools, families, and communities) provides a highly meaningful route to psychological well-being and are among the very highest priorities targeted for intervention efforts. To realize their full professional potential, school psychology preventative and remedial

services must be tied very closely to the broad-based environmental systems that surround the children that it serves – schools, families, and communities.

Embracing this perspective, the school psychology training program prepares students who strive to understand these contexts and build linkages using a range of professional strategies. Maintaining a strong ecological orientation that has its primary foundations in behavioral, social, and developmental psychology, intervention-linked assessment strategies are emphasized that prepare students to conduct assessments to prevent and solve problems. Such an emphasis allows the focus of attention to be directed to assessment for understanding student - environment relations, rather than to understanding aspects of within-child endogenous functioning. The assessment and intervention sequences include training not only in individually focused cognitive assessment, but also in curriculum-based assessment and measurement, response-to-intervention, positive behavior supports, and contemporary behavioral assessment; all of which focus on student learning and behavior as a function of child-environment relationships. These latter strategies in particular have demonstrated instructional and treatment utility respectively, qualities critical to the delivery of ecologically oriented, effective services.

In addition to strong ecological assessment skills, the program strives toward the preparation of professional school psychologists trained as **problem solvers**, with a **focus on prevention and intervention** with achievement, mental health, and behavior problems in the natural context(s). With an emphasis on problem prevention and resolution, the curriculum and training emphasizes methods and strategies of intervention design, implementation, and evaluation of intervention outcomes. Concurrent with the assessment objectives noted above, the program provides advanced training in intervention for achievement and behavior problems, methods in special education, and instructional and behavioral consultation; as well as a programmatic emphasis on the prevention of achievement and social-emotional and behavior problems via early screening and early intervention for these types of problems.

Integrated with the ecological perspective is a strong emphasis on integrating empiricism with practice. The **scientist-practitioner model** assumes that the effective practice of school psychology is based on knowledge gained from established methods of scientific inquiry. Students in the school psychology program are provided with courses and applied training experiences that support their development of research skills. Our aim is for students to become effective consumers, communicators, and collaborators on research. Additionally, methods of knowing, rather than a series of facts serve as the processes of scientific investigation and are deemed to be of far greater importance to competent practice than simply the products produced by such processes. Starting with an understanding of extant scientific knowledge that is pertinent to a presenting problem (e.g., relevant theories, evidence-based interventions) scientist-practitioners should gather relevant data, develop hypotheses based upon these data, generate intervention plans that are congruent with one's hypotheses, implement the intervention, and collect ongoing data

to determine if treatment goals have been met. In those instances, in which clinical outcomes are not adequate, scientist-practitioners should recycle through the process much as a scientist would as he or she works to advance knowledge by designing a new study following completion of an unsuccessful experiment. Practitioners who use this process as a road map would be thinking and behaving like a scientist as they focus upon practice issues. Using the processes of science to complement its content, contemporary scientist-practitioners structure their practice around ongoing, data-based problem solving and formative evaluation processes that start with, but go further than, the existing literature.

To train psychologists who understand and respect individual differences and are grounded in ethical approaches to practice, we focus on the importance of **social validity** - that is the involvement of consumers in judging goals, methods, and outcomes (in addition to judgments based in professional judgment, statistics, and professional and ethical standards) of professional service delivery. Given the importance of teachers, parents and other consumers in this ecological model, such judgments are critical to the shaping of services that will be both useful and used by those we serve. Through a focus on social validity, we pay careful attention to and study issues of cultural and individual diversity. The School Psychology Program incorporates these influences in striving to instill in students the attitudes and skills needed to serve well the diverse population of students, families, and communities they will encounter as professionals. Issues of diversity are infused into the professional course work and practice in professional school psychology, assessment, intervention, consultation.

In the areas of practica and internship, students are encouraged to engage in casework involving individuals from diverse backgrounds, in order to gain further experiences with persons who differ from themselves in a variety of ways. In practicum supervision, program seminars, and research projects, program faculty and students actively engage in discussions and projects that involves us in issues of cultural and individual diversity.

### **Discipline-Specific Knowledge**

In order to achieve the aims of our program and meet the standards set forth by APA, we are committed to ensuring our students have attained the core knowledge of psychology. By graduation, students in our program must demonstrate that they have attained graduate level knowledge in the foundations of psychology, as these are the bases of health service psychology and also lay the groundwork for the acquisition and competent practice of applied skills.

APA-accredited programs are required to show how students have attained knowledge in **history and systems of psychology, affective aspects of behavior, biological aspects of behavior, cognitive aspects of behaviors, developmental aspects of behavior, social aspects of behavior, advanced integrative knowledge of basic discipline-specific content areas, research methods, quantitative methods, and psychometrics**. Students will take required coursework in each of these domains and attainment of knowledge will be considered a grade of B- or better in each course. Students

who do not attain this minimal level for achievement will be required to engage in a remediation plan that will require them to repeat the learning experience or course. The student will work with their primary advisor to develop and carry out the remediation plan. Courses that measure students' discipline-specific knowledge are listed in Appendix A.

### **Profession-Wide Competencies**

In addition to the attainment of core knowledge, our students are expected to achieve competency in the wide range of skills of a professional psychologist. According to the Standards of Accreditation (Standard II.B.1.b D), accredited programs are required to provide a training/educational curriculum that fosters the development of nine profession-wide competencies (**Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values, Attitudes, and Behaviors, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interprofessional/Interdisciplinary Skills**).

Students will receive feedback on their competencies and are expected to demonstrate the minimal level of achievement (MLA) for each competency as defined by each standard. A table that highlights each area of competency, elements associated with each competency, and the MLAs is provided in Appendix B. More detail on student evaluation is provided in the section entitled as such later in this document. Overall, evaluation occurs through grades, practicum evaluations, professional dispositions evaluations, comprehensive examination, dissertation study, and annual evaluations of student progress.

### **PROGRAM OF STUDY**

Each doctoral student in the school psychology program will be given a plan of study during their orientation to the program at the start of their first semester of study. This plan will include both required coursework and practical experiences, including practicum, internship experiences, and research experiences. Students with previous graduate work should meet with their advisor to determine if they can substitute credits of coursework from a previous graduate program. This must be approved by the advisor and approved by the Program Director as it must be clear that all domain-specific knowledge and profession-wide competencies are taught directly. A course waiver form must be completed and submitted to the Educator Licensure Office for each course that is waived (See Appendix C), and this process should be completed alongside your advisor to ensure that all program requirements are fulfilled.

Throughout their time in the program, students are expected to adhere to their plan of study and attend to the associated degree forms and doctoral guidelines laid out by the UMass College of Education. For more information on required "D" degree forms, see: <https://www.umass.edu/education/information-current-students/graduate-student-resources/degree-forms-and-milestones>. The advising guidelines for Ph.D. candidates, linked on the current students' milestone page, is also an excellent resource for information on D forms and advising in general. Students' academic advisors will help them to do so,

but it is ultimately the responsibility of each graduate student to fulfill their program requirements.

### Course Plan

Doctoral students will complete 117 credits to earn their PhD in School Psychology. Students are required to achieve a grade of a B- or better in all classes, or have specific remediation/support plans in place to account for lower grades, to ensure that they are meeting program standards for minimal levels of achievement. While the course schedules may shift slightly due to faculty sabbaticals, leaves, etc., the overall schedule of required courses are listed in the tables below and in Appendix D. Because coursework is sequential and graded in complexity, any changes to the typical course schedule will be organized by program faculty and communicated to students through their primary advisors. At any point in time, students may also opt to take 1-credit of EDUC 687M, which is the course number assigned to faculty members running research teams. This gives students credit for the work they will do related to research outside their course assignments or dissertations. A master's degree may be awarded after the first 33 semester hours of coursework is completed, and must be applied for using the "M.Ed. degree eligibility form" including only the first 33 credits completed in the school psychology program <https://www.umass.edu/education/information-current-students/graduate-student-resources/degree-forms-and-milestones>. It is important to note that students who decided to use the first 33 credits towards a M.Ed. degree cannot then include those credits on the Doctoral Degree Eligibility form submitted after all Ph.D. program requirements are completed.

**Year 1.** The first year can be characterized by the development of knowledge in professional school psychology, development of foundational and theoretical knowledge in psychology and education, and the development of basic assessment skills. During the first year, each assessment course is supplemented with a 1-credit practicum during which students engage in discrete assessment activities to practice administering, scoring and interpreting individual assessments. Students are also assigned to a Pre-Practicum classroom and mentored by a classroom teacher so as to gain knowledge about the systems of general education classrooms. Students are expected to earn a B- or better in each course. Students are expected to meet a competency level "Ready for Practicum" on their end-of-year evaluation, which means they can practice newly acquired skills in isolation and have foundational knowledge to be amply prepared for the integrated and supervised practicum experiences.

Fall Semester (16)	Spring Semester (13)
EDUC 708: School Psychology Cognitive Assessment EDUC 694A: 1-credit practicum	EDUC 775 Historical Foundations & Contemporary Theories of Psychology & Education
EDUC 741: Principles and Practices of School Psychology	EDUC 685: Developmental Psychopathology
EDUC 615L: Cross Cultural Communication	

EDUC 632: Principles of Educational & Psychological Testing	EDUC 705: Assessment in School Psychology: Educational Assessment EDUC 694A: 1-credit Practicum
EDUC 594M: Child & Adolescent Development for the Helping Professional	EDUC 532: Applied Behavior Analysis in Applied Settings

**\*A Typical Course Sequence**

**Year 2.** The second year is characterized by continued skill development in intervention planning and consultation while assignments and practicum experiences support the integration of skills and knowledge. During this year, students take intervention courses that begin to connect basic assessment skills to interpretation for intervention planning, and research courses to develop their critical data-based decision-making skills. While students are engaged in these integrated course experiences, they are also enrolled in a 3-credit per semester Practicum experience where they are assigned to one School Psychologist field supervisor in one school or district-based site. Students are expected to meet a competency level of “Advanced Beginner” on their practicum evaluation form at the end of this second year, which means they can independently integrate their skills and competencies in real-world settings with on-going supervision and support. This also indicates that are generally prepared with the practical skills needed to be successful during their Internship year.

<b>Fall Semester (13)</b>	<b>Spring Semester (15)</b>
EDUC 663: Experimental Single Case Research Designs for Educators and Helping Professionals	EDUC 790S: Physiological Bases of Human Behavior, Affect, and Learning
EDUC 762: School Psychology Social & Behavioral Assessment EDUC 694A: 1-credit practicum	EDUC 871: Design & Evaluation of Educational Programs
EDUC 794I: Prevention and Intervention for Achievement Problems in Schools	EDUC 628: Prevention and Intervention for Mental Health Problems in Schools
	EDUC 702: School-Based Consultation
EDUC 698Q: School Psychology Practicum	EDUC 698Q: School Psychology Practicum

**\*A Typical Course Sequence**

**Year 3.** The third year is characterized by integrating their knowledge and experiences in foundations of theoretical psychology, the development of critical research skills and more complex consultation and assessment skills. During their 3<sup>rd</sup> year in the School Psychology program, students may enroll in fewer courses, giving them more time to engage in both a required advanced practicum experience and research activities.

<b>Fall Semester (18)</b>	<b>Spring Semester (9)</b>
PSYCH 697R: Research in Cognition Psychology (updated title will be <i>Cognitive Psychology and Cognitive Neuroscience</i> )	EDUC 656: Analysis of Variance for Educational Research

PSYCH 697S: Classic and Contemporary Advances in Social Psychology	EDUC 698RR: Advanced Practicum in School Psychology
EDUC 664: Research Methods: Quasi-Experimental & Group Designs	EDUC 687M: Research Team
EDUC 698RR: Advanced Practicum in School Psychology	
EDUC 687M: Research Team	
EDUC 669: Policy and Legal Perspectives in Special Education	

**\*A Typical Course Sequence**

**Year 4.** The fourth year typically begins with students taking their comprehensive examinations, which is detailed further in this document. Once they have passed the exam, students advance to doctoral candidacy and are able to begin taking dissertation credits. Students should take 18 total credits while working on their dissertation – typically spread across the 4<sup>th</sup> (3 credits each semester) and 5<sup>th</sup> year (6 credits per semester) to ensure full-time enrollment. During this 4<sup>th</sup> year, students continue to engage in advanced practicum experiences and research experiences. This year is characterized with more self-directed opportunities as students elect into advanced practicum activities specific to their internship goals and own professional development. Students also focus intently on developing and defending their dissertation proposals and collecting dissertation data. In the fall, students are also typically developing applications to pre-doctoral internship sites, and in the spring, students take one required course in professional supervision.

<b>Fall Semester</b>	<b>Spring Semester</b>
SCHPSYCH 899: Dissertation Credits	SCHPSYCH 899: Dissertation Credits
EDUC 698RR: Advanced Practicum in School Psychology (elective)	EDUC 698RR: Advanced Practicum in School Psychology (elective)
EDUC 687M: Research Team	EDUC 687M: Research Team
	EDUC 802-Professional Development: Supervision for of School Psychologists

**\*A Typical Course Sequence**

**Year 5.** Typically, students are engaged in their 1500-hour pre-doctoral internship (6 credits total) and working to finish their dissertation during their fifth year (for a total of 18 dissertation credits between the 4<sup>th</sup> and 5<sup>th</sup> year). More details on pre-doctoral internship requirements are provided below. Some students, typically those who are working towards research-oriented careers, opt to delay internship to a sixth year in the program. These students spend year 5 acquiring many diverse research and training opportunities, and work with their advisors to approve this extended program plan and identify appropriate experiences and goals for their 5<sup>th</sup> year.

<b>Fall Semester</b>	<b>Spring Semester</b>
SCHPSYCH 899: Dissertation Credits	SCHPSYCH 899: Dissertation Credits
EDUC 830: Pre-Doctoral Internship in School Psychology (1500 hours total for the year)	EDUC 830: Pre-Doctoral Internship in School Psychology



**Beyond Year 5.** Some students extend their dissertation work beyond year 5, and register for continuous enrollment so that they maintain active status with UMass until a complete dissertation is submitted and an application for graduation is filed. Continuous enrollment is on SPIRE in the schedule of classes under GRADSCH 999. The current cost (2023) for Continuous Enrollment/Program Fee is \$285 a semester, billed by the Bursar's office, in addition to half of the Graduate Student Senate Tax. Students must maintain continuous enrollment until they are eligible to apply for graduation. See more information in the graduate student handbook:  
<https://www.umass.edu/graduate/policies/registration/continuous-enrollment-program-fee>

### **Integrated Practical Training Experiences**

The practica sequence was developed in accordance with APA (2015) and NASP (2010) guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. The primary focus of the practicum is to adequately prepare students for their internships. Each practica experience is designed to be aligned to the developmental expectations of students' competencies and are provided under conditions of appropriate supervision and are distinct from and occur prior to the internship.

**EDUC 694A Pre-Practicum.** Pre-practicum experiences are an important aspect of the initial experiences in the program of study. Each 3-credit assessment course is associated with an additional 1-credit practicum credit that reflects the practical training requirements. For these three courses, (EDUC 705 Assessment in School Psychology: Educational Assessment, EDUC 708 Assessment in School Psychology: Cognitive Assessment, and EDUC 762 Assessment in School Psychology: Social & Behavioral Assessment) the key assignments involve practicing and mastering discrete measurement skills that include preparing, administering, scoring, interpreting and summarizing the assessments taught in each course. Graduate students must complete these assignments with consenting school-aged participants.

Additionally, it is important for our graduate students to get acculturated into typical school life during their training in our school psychology program and to receive an immersive experience in the way classrooms operate. First year students are assigned to one classroom teacher and participate in their classroom as a volunteer aide for a minimum of 4-hours per week. Each graduate student is supervised by their classroom teacher and via regularly scheduled meetings on campus, which are facilitated by an advanced graduate assistant and supervised by program faculty. The goal of this aspect of pre-practicum is for students to develop an understanding of basic classroom management, learning principles, teacher perspectives, and the basic operations and policies of a typical school. They ideally can then use this knowledge as they advance in their problem-solving skills used within an ecological orientation. Pre-practicum seminars will be held periodically on campus to discuss observations from the field.

**EDUC 698Q Practicum.** Practicum occurs during the second year of the student's program, after the student has acquired sufficient background in theoretical and foundational knowledge and experience in individual child assessment. Practicum is structured to ensure that students have sufficient supervised experiences as they acquire early exposure to the professional practice of school psychology. In addition, the practicum experiences are coordinated with course work to allow students ample opportunity to combine their theoretical knowledge in a closely supervised situation. The structure of the practicum allows the student to acquire and exercise newly learned skills in a protective and supportive environment that provides graduated experiences and responsibilities as well as frequent feedback on the quality of performance. Depending on the extant skill or experience level, the student moves from an initial role of observer to that of an increasingly active participant in student or child related services. School-based assignments, experiences and supervision are designed to help students develop their professional dispositions, expand their knowledge and practice the competencies that will support their success in their pre-doctoral internship.

The practicum sequence has been developed in accordance with NASP guidelines which require between 550 and 600 hours of planned supervised experience of which at least 300 hours must be devoted to direct service and at least 100 hours must be devoted to formally scheduled supervision. During Practicum, students are required to spend two semesters in the public schools under the direct supervision of a licensed school psychologist. The minimum practicum requirement is 6 semester hours over two semesters.

Practicum settings and field supervisors are carefully selected on the basis of their support of the program's training objectives. Each student is assigned a field supervisor by the Practicum Director, who tries to align each student's professional training goals with an available field supervisor who will support their growth and development. Practicum settings are chosen carefully in order to ensure students will have a range of experiences with children and schools with diverse needs.

Prior to, and during the practicum, students must successfully complete specified practicum-related coursework and meet other relevant Minimal Levels of Achievement that indicate they are ready for practicum. Once deemed ready, students must enroll in EDUC 698Q Practicum in School Psychology. Since the practicum is the joint responsibility of the school psychology faculty at the University and the participating school districts, supervision is provided both on-site for a minimum of one face-to face hour of field-based supervision per week, and within the University structure for a two-hour group supervision course facilitated by program faculty. This amounts to minimally 3 hours per week of direct face-to-face supervision.

**Practicum evaluation.** Practicum performance is evaluated throughout the practicum experience using multiple tools. The practicum evaluation process is primarily a process occurring between the practicum student and the on-site supervisor and is based partially on direct observation of student engaged in direct contact with clients/consultees. The School Psychology Practicum Director receives copies of evaluation materials and has a minimum of three direct contact each year with the on-site supervisor (e.g., in person meeting, skype meeting, phone call, e-mail). In addition to supervisory meetings throughout the semester, on-site supervisors meet at the end of the first semester with the

practicum student to review the annual evaluation form and set training goals for meeting Minimal Levels of Achievement by the end of the internship experience. At the end of the year, the Clinical Practice Evaluation form is completed and students are expected to receive scores of “3” across all competency areas (Appendix E). The School Psychology Practicum Director assigns grades for university practicum credits. Course grades are based on practicum students’ engagement in practicum seminar, quality of case studies submitted for grading, and practicum evaluations. Disagreements over evaluations are submitted in writing to the Practicum Director. The Director is responsible for organizing the involved professionals to resolve disagreements. Specifically, the evaluation activities are as follows:

1. The student is evaluated within the context of the competencies specified on the Clinical Practice Evaluation Form.
2. The student is evaluated within the context of Profession-Wide Competencies defined by APA (2015).
3. The on-site supervisor completes the Clinical Practice Evaluation Form at the mid and end of the year, and uses the form to develop specific training goals for the student over the course of the year.
4. The student submits a Practicum Portfolio at the end of the experience which consists of the supervisor’s evaluation, a reflection on growth on PWCs, and a submission of 4 de-identified case studies (e.g. psychoeducational report, behavioral assessment/intervention, academic assessment/intervention, counseling)
5. If students receive overall mean scores of “3” in each competency area, but less than “3” on particular items, these data will be used to set training goals during the advanced practicum year. If students have entire areas rated as less than “3” the Practicum Director, advisor, and student will meet to determine the best way to remediate (e.g. redo practicum)

**EDUC 698RR Advanced Practicum.** In Year 3, students take part in a school wraparound team administered through the School Outreach Team. The goals of the advanced practicum are to provide advanced doctoral students in school psychology with field experiences and didactic training related to behaviorally oriented, school-based assessment, consultation, and direct clinical service experiences, and to expand their repertoire of skills in providing community-based services. An overarching goal of the advanced practicum experience is to provide students with training and experiences in systems level consultation as well as fluency-building opportunities to engage in cognitive and academic assessment. Students meet weekly in a seminar format. Content of weekly meetings includes targeted didactic training as well as case conceptualization and supervision of consultation cases. Didactic training includes comprehensive and targeted literature reviews (e.g., behavioral change, instructional design, behavioral support, family-school partnerships, etc.), overview of specific assessment tools and approaches, and development of effective interventions. Students are required to follow a specific format for conceptualizing and presenting case data, and adequate time allotted for case discussion.

Students also engage in hours at the Psychological Services Center (PSC) to gain fluency in administration, scoring, and report writing or psychoeducational assessments.

The PSC is a community mental health clinic operated by the Division of Clinical Psychology, in the Department of Psychological and Brain Sciences, an APA accredited program since 1957. In total, students should complete approximately 300 hours of supervised advanced practicum training in Year 3.

Students are not required to enroll in the practicum in Year 4, however, many elect to do so to further their clinical skills and to gain experience in an increased variety of settings, including building counseling skills in the PSC (e.g., DBT, CBT). Additionally, with program approval, students can engage in additional supervised practice that is uniquely tailored to their own particular professional interests and goals. The hours accrued during this additional year of practicum count as additional practicum hours and are supervised both on site and with a university-supervisor.

**Advanced practicum evaluation.** Advanced Practicum performance is evaluated throughout the advanced practicum experience using multiple tools. Since the advanced practicum is a different experience than the practicum, and students are typically engaged in school outreach efforts as well as clinic-based assessments, students are evaluated by the core program faculty member supervising the advanced practicum experience. The faculty member uses the same evaluation form as the one used during the practicum year and evaluation is based in part on direct observation of students engaged in fieldwork. The faculty meets weekly for group supervision with all students in advanced practicum and periodically for individual supervision throughout each semester. The faculty member overlaps on site with students to ensure that evaluations are based in part on direct observation. In addition to supervisory meetings throughout the semester, the faculty member meets at the end of the first semester with the advanced practicum student to review the annual evaluation form and set training goals for meeting Minimal Levels of Achievement by the end of the internship experience. At the end of the year, the annual practicum evaluation form is completed and students are expected to receive scores of “4” in the competency areas of “Assessment” and “Consultation”. During the advanced practicum year, students are also required to complete a scholarly project that is an example of applied research or program evaluation. They must submit this project for peer-reviewed publication or present at a peer-reviewed conference. The faculty assigns grades for university practicum credits. Course grades are based on advanced practicum students’ engagement in group supervision, acceptance of scholarly project for peer review, instructor rating of “3” on the scholarly project rubric, and advanced practicum evaluations. Disagreements over evaluations are submitted in writing to the student’s advisor, who is responsible for organizing the involved professionals to resolve disagreements. Specifically, the evaluation activities are as follows:

1. The advanced practicum student is evaluated within the context of the competencies specified on the Clinical Practice Evaluation Form.
2. The advanced practicum student is evaluated within the context of Profession-Wide Competencies defined by APA (2015).
3. The core faculty member responsible for advanced practicum completes the Clinical Practice Evaluation Form at the end of the year, but uses the form to develop specific training goals for the advanced practicum student over the course of the year.

4. The student submits an Advanced Practicum Portfolio to the program at the end of the experience which consists of the supervisor's evaluation, a reflection on growth on PWCs, and a submission of the student's scholarly project.
5. If any competency areas are rated as less than "4," on the Clinical Experiences Evaluation Form the Advanced Practicum faculty, advisor, and student will meet to determine the best way to remediate (e.g., set specific goals for an advanced practicum experience during the student's 4<sup>th</sup> year)

### **Pre-Doctoral Internship Requirements**

Commensurate with the standards of the Council of Directors of School Psychology Programs (2017), doctoral students will complete an internship of a full academic year equivalence on a full-time basis (a minimum of 1500 hours with at least 600 hours in school settings) and earn 6 doctoral internship credits through the University of Massachusetts (EDUC 830). Students enrolled in the doctoral program typically complete their internship during the fifth year of their program of study. Internship is considered the culminating professional practice experience in the doctoral program. The internship can be completed on a full-time basis for one year or on a half-time basis for two years. School-based internships are typically 9 or 10 months in duration. Clinic-based internships may last 12 months. Completion of this internship experience will enable students to apply for certification as a school psychologist and a Nationally Certified School Psychologist, and this experience with additional necessary post-doctoral hours will enable students to seek professional board licensure in health service psychology. We encourage students to consult state licensure and certification requirements for Massachusetts and for any other state they may seek licensure from when they are deciding on the suitability of internships.

Interns must register for EDUC 830, Internship, during each term of their internship. Internship experiences typically are paid, and the internship site is responsible for providing the primary supervision. Numerous internship settings are available across the United States.

**Internship Stipends.** Students in the School Psychology Program typically receive financial remuneration as part of their pre-doctoral internship, aligned with the University externship policy (<https://www.umass.edu/graduate/funding/externship-policies-procedures>). The amount of pay often depends on the internship site, degree attainment, previous experience, and potential for certification as a school psychologist or professional psychologist in the internship site. Based on these factors, internship stipends typically range from a minimum stipend amount accompanying the University of Massachusetts Amherst Graduate Assistantship rates (approximately \$12, 000 per year), to the entry-level level for a school psychologist in the host internship site. Students receiving pay commensurate with minimal levels at the Graduate School will receive tuition waiver and fringe benefits. Students committing to unpaid internships will be responsible for tuition and fringe benefits per the University of Massachusetts Graduate School. Note: Receiving a stipend for an internship influences student financial aid status and loan repayment status. It is recommended that financial issues regarding the internship be discussed with your advisor prior to accepting an offer.

Students with paid internships that meet UMass requirements can access externship tuition credits (<https://www.umass.edu/graduate/funding/externship-policies-procedures>). Check with your advisor if you have concerns about the work that you're doing and whether it will qualify as an externship. Final approval of externship tuition credits rests with the Graduate School. In order to have tuition waived:

- You must be performing an externship, not a regular staff position/job.
- Your externship responsibilities must be substantially relevant to your academic goals and directly augment your programmatic studies.
- You must complete paperwork for each semester to be submitted by the deadline indicated either on the website or from your department.

Completed forms are necessary for processing tuition waivers while you are on externship. These forms should be submitted to the department administrator at least two weeks before the University deadline so that there will be time to review the forms and collect the remaining signatures.

You will provide three forms as part of the initial externship document package (beginning of Fall semester):

1. Agency letter on official letterhead - signed by you and your supervisor.
2. Appendix A – filled out and signed by you and your employer
  - The stipend paid for externships must meet the campus minimum threshold for tuition credit in any given semester.
  - The grad school requires your pay to be expressed as an hourly amount, even if you're receiving a stipend or weekly pay.
  - Dates of employment should be 19 weeks. If you put dates for the full academic year, the form will need to be edited or resigned, so please make sure the dates and earnings are for the semester only. Be in touch if you have any questions or concerns about dates.
  - Each semester of your externship you must complete new paperwork with dates and earnings for the semester.
3. Appendix B – complete the top of this form and send it to the department administrator for department signatures, or put the form into DocuSign yourself and send your complete paperwork for review before it goes to Academic Affairs.

Appendix C is due at the end of the semester.

\*Approved externship positions include a tuition credit but do not at this time qualify for any GEO bargaining unit benefits such as health fee exemptions, dental, and parking benefits.

**For international students.** Curricular Practical Training (CPT) is required for F-1 visa holders to gain work experience through employment training and paid internship programs directly related to the major area of study. UMass CPT policy and process can be found at the following link: <https://www.umass.edu/ipo/iss/curricular-practical-training-cpt> The application process is time-sensitive and key components must be demonstrated in

your work responsibilities. We highly recommend you familiarize yourself with the process before you begin applying for your internship so that you are aware of the timelines.

**Internship Sites.** Internship sites can be identified via a number of methods. Program faculty frequently receive notices for full-time, full-year internship students from local school districts, around the state of Massachusetts, and other locations around the country. Internships are listed and described in the Council of Directors of School Psychology Programs Annual Guide to Internships (CDSPP Guide). Other sources of potential sites are the Association of Psychology Postdoctoral and Internship Centers ([www.appic.org](http://www.appic.org)), APA Monitor and the NASP Communiqué, as well as online employment portals (such as [indeed.com](http://indeed.com)), and professional networks of program faculty and students. The internship site must provide an experience that has an educational component and be approved by the School Psychology Program Director.

Selection of internship sites is based primarily upon a potential site's compliance with the standards for Internships established by the Council of Directors of School Psychology Programs and the Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology developed by the National Register of Health Service Providers in Psychology. Internship site directors sign letters of agreement with respect to these requirements. The School Psychology Program uses these data, together with the qualifications of the on-site supervisor(s), to make decisions regarding the suitability of the Internship site and experience. Internship sites must meet the final approval of the School Psychology Program Director. Internship standards include:

1. The site has a clearly defined internship program that provides interns with carefully planned training experiences, didactic activities, and supervision that enhance students' skills within the 9 areas of Profession Wide Competencies described earlier in this document.
2. The experience includes at least 25% of intern time in direct contact with clients/consultees, which is about 375 hours of a 1500-hour experience.
3. The internship provides interns with a written statement of the experience (e.g., brochure, webpage, contract) that outlines the aims, activities, and requirements of interns.
4. The internship program provides interns with due process procedures. If concerns about the intern's performance or behaviors become evident, intern supervisors will contact the UMass Director of Clinical Training.
5. Interns will receive a formal, written evaluation at least at one point during the internship experience. Part of this evaluation must be based on direct observation of the intern.
6. The internship provides interns with formal certificates of completion at the end of the intern experience.
7. The internship includes at least two hours per week of scheduled supervision by a doctoral level psychologist licensed for practice at the independent level. The intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider.

8. The internship program employs a clearly designated doctoral-level psychologist who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship program has at least two psychologists on staff available for supervision. The intern's primary supervisor must be licensed, and internships in schools with only one licensed psychologist may meet the spirit of this criterion by partnering on supervision requirements with other school districts, agencies, universities.
9. The internship has two or more doctoral level interns. Agencies without this capacity may arrange having regularly scheduled documented training activities with psychology interns at other sites in the immediate geographic area, or when the internship sites are far, by arranging for scheduled multi-hour meetings on a monthly basis.
10. Reports written by the intern are co-signed by a licensed psychologist supervisor
11. The site provides release from duties time for the supervisor to meet with and supervise the potential intern on a regular, weekly basis. The internship site also allows time for direct observation and evaluation of the intern.
12. The site provides adequate supplies and materials for the practice of school psychology.

**School-Based Internship Sites.** Shortly after the beginning of the spring semester, students considering an internship the following year with a local district should complete an application packet containing an APA-style vita, transcripts, letters of recommendation, and a letter describing their background, professional interests, and kinds of experiences they seek as part of their internship. This packet of information can then be submitted to local school district personnel who coordinate the internship process. School districts then conduct their own interview process. Students must comply with each district's timelines for confirmation of the acceptance or rejection of an internship offer. Students who are considering other types of internships out of the local area should also begin the selection process in fall semester of the year prior to the internship, due to considerable competition at nationally recognized sites. Students complete the application process that is specific for each site. ***If students are applying to school districts in Massachusetts, they may not contact members of the school district until the end of January/beginning of February, respective to the specific date that will be set each fall by the Massachusetts School Psychology Trainers. The date will be communicated to all students applying for internship when it is decided each fall.***

**APPIC Match.** We encourage students to take advantage of internship opportunities offered through The Association of Psychology Postdoctoral and Internship Centers (APPIC), as they meet the criteria required for internships stated above. Students who are considering an internship through the APPIC match program should begin preparing materials with the program's Director of Clinical Training/Internship Coordinator during the summer a full year prior to the intended start of internship. Students can begin searching for APPIC sites through the Directory on [www.appic.org](http://www.appic.org) and can register to participate in the match on the National Matching Services website. We also encourage students to begin thinking about the type of internship that they are interested



in early in their graduate career so that they can ensure they are getting enough clinical experiences to be competitive for the APPIC Match.

**Internship Course.** As part of the 6-credits that interns enroll in to fulfill the internship requirement for the School Psychology program, students are required to meet with the School Psychology Internship Coordinator once per month (EDUC 830). Local interns can meet as a group at UMass while interns in other states/locations can conference into the meeting. During monthly meetings, interns will have the opportunity to reflect on their experiences, access consultation and supervision from the group, and begin making plans for post-internship experiences.

**Internship Evaluation Process.** Intern performance is evaluated throughout the internship experience using multiple tools. The internship evaluation process is primarily a process occurring between the intern and the on-site supervisor. The School Psychology Director of Clinical Training/Internship Coordinator receives copies of evaluation materials and has a minimum of one direct contact per semester with the on-site supervisor (e.g., skype meeting, phone call, e-mail). In addition to supervisory meetings throughout the semester, on-site supervisors meet at the end of the first semester with the intern to review the annual evaluation form and set training goals for meeting Minimal Levels of Achievement by the end of the internship experience. At the end of the year, the annual intern evaluation form is completed and students are expected to receive scores of “4” across all competency areas (see Appendix F). The School Psychology Program Faculty, including the Director of Clinical Training/Internship Coordinator and the student’s advisor, is responsible for meeting each semester to review these materials and evaluate each student’s progress. The Director of Clinical Training/Internship Coordinator assigns grades for university internship credits. Disagreements over evaluations are submitted in writing to the Director of Clinical Training/Internship Coordinator. The Director of Clinical Training/Internship Coordinator is responsible for organizing the involved professionals to resolve disagreements. Specifically, the evaluation activities are as follows:

1. The intern is evaluated within the context of the competencies specified on the Clinical Practice Evaluation Form and this evaluation is based on supervisors’ direct observations of interns in practice settings.
2. The intern is evaluated within the context of Profession-Wide Competencies defined by APA (2015).
3. The on-site supervisor completes the Clinical Practice Evaluation Form at the end of the year, but uses the form to develop specific training goals for the intern over the course of the year.
4. The student submits an Internship Portfolio to the program at the end of the experience which consists of the supervisor’s evaluation, a reflection on growth on PWCS, and a submission of 2-3 de-identified reports (e.g., psychoeducational assessments, consultation case analyses, behavioral interventions with progress monitoring data). These case studies are evaluated for approval for state certification.

## **Comprehensive Examinations**

This section of the handbook presents the School Psychology Program faculty-approved comprehensive examination process for the Doctor of Philosophy (Ph.D.) degree in School Psychology. The examination typically is a two-day sit-down exam during which a student generates written responses to the questions of a three-member committee. The examination typically is taken when the majority of a student's coursework is completed, and with the agreement of the student and major advisor. Students must have fulfilled any "incomplete" courses prior to taking comprehensive exams. Students must pass exams to be approved to apply for their pre-doctoral internship.

The examination process consists of four major steps:

1. Establishing the Comprehensive Examination Committee
2. Student and Committee preparation for the examination
3. The examination itself
4. Examination evaluation

Upon passing the Comprehensive Examination, the program notifies the Graduate Program Director, who then recommends the student for Advancement to Candidacy to the Graduate School.

**Establishing the Comprehensive Examination Committee.** It is the duty of the committee to establish the specific questions for the examination, which are aligned with key areas of Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC) as defined by APA (2015) and the school psychology program aims. The committee also assists the student in preparing, and conducts the examination consistent with high academic standards. The Committee should be formed and approved at least one full semester prior to the intended dates of examination. The committee consists of three faculty members. The members' roles and manner of selection are as follows:

**Committee chairperson.** The convening of the committee and the actual preparation of the examination are the responsibility of the chairperson of the comprehensive examination committee. The student's major advisor, a School Psychology Program faculty member, chairs the committee.

**Second member.** The second committee member contributes to the development and evaluation of the examination. The student in consultation with the committee chair chooses the second member. The second members must be a School Psychology Program faculty member.

**Third member.** The third member also contributes to the development and evaluation of the examination. The student, in consultation with the committee chair, chooses the third member. The third member may be, but is not required to be, a School Psychology Program faculty member. Alternatively, the third member may come from other academic areas, departments, or schools on campus. Three criteria to be considered in selecting a proposed committee member are as follows. The proposed committee member must:

1. Be a member of the University of Massachusetts faculty with a rank of at least Assistant Professor who has Graduate Faculty Status through the UMass Amherst Graduate School.
2. Have background and experience that matches the academic interests and scholarly activities of the student.
3. Be available to work with the time requirements of the examination and evaluation process.

**Committee Approval Process.** The student, in conjunction with her/his advisor, submits in writing a listing of the proposed committee to the College of Education. The Director reviews and approves or disapproves of the proposed committee. Disputes regarding committee membership are to be settled by an informal meeting of the concerned parties. Unsettled disputes regarding the committee or variations in procedures are to be settled by a majority vote of the full School Psychology faculty.

**Student and Committee Preparation.** Students are expected to work with their committees prior to the examination to prepare a comprehensive literature review focused on particular areas of research interest and developed with the foundations of health service psychology in mind, and to identify readings and resources to study for the 2-day exam. These comprehensive exam proposals should be aligned with guidelines presented in Appendix G. Meetings may be held between the student and faculty members individually or as a group. With the committee, it is appropriate to discuss questions such as:

1. Are there readings that are considered to be standard preparation in any areas of PWC or categories of DSK?
2. Given your knowledge of my professional development to date, where would you suggest I concentrate my study in preparing?
3. Will I have a choice of questions?
4. How many questions will I need to answer?

The Program will maintain a file with sample questions and readings from previously administered comprehensive examinations. The file will not contain student-identifying information associated with the previous exams. Copies of comprehensive examination answers will not be made available. Exam questions will not be distributed to students prior to taking the exam. Students will sign an Honesty Statement that they will not distribute the test questions to anyone.

**Examination Content.** The Comprehensive Examination covers both a “common core” of information related to the categories of DSK and integrated applications of the areas of PWC related to the practice of School Psychology, including a student’s unique interests and course of study. The comprehensive exam is completed on two successive days.

**Day 1.** Day 1 questions emphasize research design. Students typically respond to two questions on day 1, related to research design and methods. Within each question, specific domains are incorporated. For example:

- Cognitive processes and learning theory and theorists
- Instructional design
- Intelligence and measurement of learning aptitude
- Research design, quantitative methods, and psychometrics (experimental, single-subject, quasi-experimental, program evaluation, field studies)
- Cultural and individual diversity, social psychology, developmental psychology, affective development and biological bases of behavior, as they relate to childhood and schooling

**Day 2.** Day 2 questions stress the applications of School Psychology and educational knowledge, research and methods to the practice of School Psychology and education, including the student's unique interests and course of study. Students typically respond to three questions on day 2, related to assessment, intervention, and ethics. Specific domains covered include:

- Assessment in School Psychology and education
- Behavioral and/or instructional consultation
- Interventions for achievement and behavior problems
- Educational policies, practices, and legal issues in professional School Psychology
- Ethical issues in professional School Psychology

**Comprehensive Examination Format.** The typical or "default" comprehensive examination format is a 2-day written exam, with a literature review prepared in advance. Each day's exam typically consists of several possible questions for the student to select one for each domain, thus allowing for some amount of choice. That is, while some questions may be required, students may select some questions among a choice of topics. Questions often contain multiple parts. Alternatively, the examination may require a single integrative question and response.

Students arrive for their exam at 8:30 a.m. each day. A faculty member meets the student and provides them with their exam questions for the day. Students must finish writing by 5:00 p.m. Students may finish before 5:00 p.m. Once the student has vacated the building, however, he/she may not return to work on that day's topics. Answers must be typed. Students may use computers for word processing; however, they must not save their work on the computer. They are to save it to a thumb drive/google drive and submit it at the end of each testing day. Students will have the option to use their personal laptop or a University-issued computer. Students sign an Honesty Statement declaring they will not use any written or electronic materials while taking the exam as it is a closed-book exam, and they will protect the test questions by not discussing or sharing the test questions with anyone.

**Alternate Methods of Examination.** As a starting point, it is expected that each student will complete a 2-day written exam and literature review. However, alternative examination methods may be proposed to substitute for all or for a portion of the examination process described in this document. For example, the student could propose an integrative paper combining theory and research with practice that could be submitted for publication. Alternatively, the student could propose to write a research grant proposal that would be submitted for possible funding. It is expected that alternative procedures that are to substitute for the entire examination would cover both the foundational areas and the application areas of the exam. To propose an alternative method of examination, a student must submit a written proposal approved by the student's advisor and chair of the committee to the other members of the Examination Committee. Negotiations of alternative methods of examination must be approved unanimously by the Examination Committee, as appropriate. The approved proposal will serve as a written contract for the alternative process.

**Timing of the Comprehensive Examination.** The student must notify her/his advisor of the intent to take the comprehensive examination at least one semester prior to the intended taking of the exam for the first time. The exams themselves are taken:

- Fall Semester – the Thursday and Friday prior to the beginning of classes.
- Spring Semester – the Thursday and Friday prior to the beginning of classes.

**Evaluation of the Examination and Notification of Results.** Each student will receive a letter informing them of the comprehensive examination results before the University-determined add/drop date for that semester (typically this date falls 2 weeks after the completion of comprehensive exams).

**Scoring.** Each member scores the examination and literature review separately with each question rated on a scale of 1 to 4, as follows:

- 4 = Outstanding
- 3 = High pass
- 2 = Pass
- 1 = Fail

The criteria for evaluation include accuracy of the answer, appropriate integration of concepts, breadth, organization, use of relevant references to scholarly work, and overall grammar/mechanics. See scoring guidelines in Appendix H.

For each question, single item scores are ranked and the median tabulated. The median score across the three committee members serves as the score for each question. Students must pass each question to have attained the Minimal Level of Achievement in the domain(s) tested. If 2 questions have been rated as failed, the exam has not been passed (see next section). If 1 question has been failed, the student will have earned a rating of "Conditional Pass, with the condition that they must retake a question in the failed domain.

The committee will request the student complete a rewrite or have an oral defense focused on the failed questions. The oral examination would allow the student to clarify and/or expand upon their written answer. If an oral defense is required, the committee chairperson will inform the student of the need for an oral defense in a meeting and will identify the question of concern. The entire committee must be present for the oral defense and passing will be contingent upon a majority vote of the committee following the oral defense. This process must be completed within 30 days of the written examination. The committee must vote to determine if the student has passed the examination based on additional written/oral response.

After scoring has been completed, the committee chairperson will convene the committee to review a student's results and make a summative decision about overall performance. Responses to individual items may be reviewed at this time and scores adjusted based on the committee's discussion.

**Failing the examination.** Should the examination not be passed (i.e., 2 or more questions failed), the exam may be retaken in its entirety. After the student receives a written notification of the examination results, the committee will meet with the student to set up new timelines. A student must pass the second examination to be advanced to candidacy. A student must also pass the exam to be approved to apply for internship. Failure to pass the second examination may constitute grounds for termination from the doctoral program. Should the student fail the second examination, the full School Psychology Program faculty will meet to consider and vote on termination of the student from the doctoral program.

**Appeals.** Committee decisions regarding passing may be appealed to the full School Psychology Program faculty, either by the student or any faculty member of the School Psychology Program following failed attempts to arrive at solutions informally. Appealing parties must submit their concern in writing, to become an agenda item at the next scheduled program faculty meeting. Should the faculty decide that the student's performance was unsatisfactory, further appeals must follow the procedures established by the Graduate School.

**Examination Accommodation and Deviation from Standard Writing Procedures.** Any necessary test modifications or accommodations must be requested in writing, signed by the student, the advisor/committee chairperson, and the student's Comprehensive Examination Committee. The approved test accommodation(s) then should be submitted to the Program Director at least 6 weeks prior to taking the examination. Proposals without unanimous agreement may be settled through consideration by the School Psychology faculty as a whole at their next meeting. The formal request and majority faculty decision will be filed with the student's application for the comprehensive examination. The student will be informed of the decision following the faculty meeting. Examples of petitions that may be acted on favorably include test format modifications for students with disabilities (e.g., visual impairment) or students for whom English is not the primary language.

## **Research Expectations**

**Research Skills and Projects.** All graduate students in the School Psychology Program are expected to develop professional research skills. Doctoral students are required to complete a doctoral dissertation, along with 18-hours of dissertation credits. Research experiences and skill development take place within the context of three primary sources: coursework, faculty research groups, and supervised research project experiences. Students are expected to submit at least two projects for dissemination through peer-reviewed conferences or journals.

**Coursework.** A wide range of required and elective coursework are available in the College of Education and the University to support students' research skill development. Ph.D. students take research design courses in time series, experimental, quasi-experimental designs, and program evaluation. Courses in basic, univariate statistics are required, and multivariate statistics also are available, in addition to course work in multiple regression, non-parametric statistics, structural equation modeling, and hierarchical linear modeling, to name a few. Additionally, students also may avail themselves of offerings involving test development, and qualitative research methods.

**Faculty Research Groups and Supervised Research Projects.** All program students are expected to maintain active and continuous participation in a faculty-supported research groups beginning with their entering the program and continuing (at a minimum) until the student's completion of an approved dissertation proposal. Faculty research groups typically meet on a regular basis and are the organizing point for a variety of applied educational and psychological research projects. During students' third year in the program, students are expected to complete a faculty-supervised applied research project as part of the advanced practicum in school psychology. The expectation is that this research will be disseminated at a peer-reviewed conference or within a peer-reviewed journal.

**Dissertation Guidelines.** The UMass Graduate School's requirements for master's and doctoral degrees are outlined in the sections below and at this link: <https://www.umass.edu/graduate/form/guidelines-thesis-and-dissertation> The UMass School Psychology Program follows both these requirements and additional policies developed by the College of Education. Prior to taking dissertation credits, students must successfully defend their comprehensive exams to officially advance to doctoral candidacy. At this point, they should work with their major advisor/dissertation chair to develop a dissertation proposal/prospectus that is appropriate in scope and content. They should select committee members according to Graduate School requirements.

**Proposal Defense.** Students should develop two chapters of the dissertation manuscript - Statement of the Problem and the Methods- prior to scheduling a proposal defense. The two chapters coincide with Chapters 1 and 3 of the final dissertation. Chapter 1 constitutes the statement of the problem, the theoretical argument for the study, its hypothesized contribution of the proposed study to science, and research questions. Chapter 2 (which will become Chapter 3 in the final dissertation manuscript) includes a thorough description of the methods of the proposed study. Dissertation Chairs must approve the manuscript prior to the student scheduling the defense meeting. Students must give committee members at least 2 weeks prior to the proposal defense to read the proposal. At the proposal defense, the student will present the rationale and proposed

method of the study and committee members will ask questions, provide suggestions, and ultimately determine whether or not the proposal has been successfully defended and if the student can proceed with the proposed study. Proposal meetings typically last for about 1.5 hours. ***Dissertation proposals must be successfully defended prior to the student leaving for internship.***

**Dissertation Defense.** Prior to the dissertation defense meeting, students must execute their dissertation study and have completed Chapters 1-5 of the dissertation manuscript. Their manuscript must be formatted according the requirements of the Graduate School, and approved in content and formatting by the Dissertation Chairperson. Chapter titles are typically as follows:

- Chapter 1—Statement of the Problem
- Chapter 2—Literature Review
- Chapter 3—Method
- Chapter 4—Results
- Chapter 5—Discussion

Students must attend to Graduate School deadlines and graduation requirements and timelines. Students should plan to work closely with their dissertation chairs to access feedback on their study and manuscript preparation and to determine readiness for scheduling a defense meeting. Students must plan on submitting their final dissertation defense document to the College 1 month and 2 days before the defense date, and also plan to give their dissertation committees adequate time to read the dissertation manuscript prior to scheduling the defense meeting. During the defense meetings, students will again prepare a presentation that provides an overview of their studies and demonstrates and clear understanding of their findings. Committee members will have time to ask questions and then determine whether or not the dissertation has been successfully defended.



## University of Massachusetts' Graduate School Requirements

In addition to attending to this School Psychology doctoral program handbook and College of Education requirements for doctoral students, it is important for School Psychology doctoral students to attend to all Graduate School Requirements, and to understand how the College of Education policies and procedures work within the Graduate School Requirements. This link will bring you to all of the Graduate School information, and some of this information is also included below:

<https://www.umass.edu/graduate/policies>

### Doctoral Degree Requirements

All requirements for advanced degrees to be awarded at a given degree-granting period (February, May, September) must be completed by the appropriate deadlines. Specific deadlines are communicated by email each semester through the Graduate Program Coordinator in the Office of Academic Affairs. The completed Degree Eligibility Form, signed by the candidate and the College of Education's Graduate Program Director, must be submitted to the Office of Academic Affairs who then moves paperwork along to the Graduate School Office of Degree Requirements by the specified date so that all the candidate's credentials can be certified before the degree is actually awarded. Doctoral students also need to have their signed "Results of Final Oral Examination" form and one original signature page from their dissertation available at this time. Please refer to the *Graduate School Handbook* for further detailed guidance in the preparation and completion of a program of study: <https://www.umass.edu/graduate/policies/handbook>

**Doctor of Philosophy and Doctor of Education.** The College of Education's Graduate Program Director is responsible for the following, all within the guidelines of the Graduate School *and* the candidate's doctoral program of study:

- a. Approving the candidate's program of courses.
- b. Approving the procedure for satisfying the language requirements, if any.
- c. Arranging for the candidate's preliminary comprehensive examination.
- d. Reporting fulfillment of the above requirements to the Head/Chair of the Department, and to the Office of Degree Requirements.

Once the student has passed the comprehensive examination, the student (in collaboration with their advisor and the Graduate Program Director) shall complete the D-6 Formation of Dissertation Committee form with the names of at least three members of the Graduate Faculty to serve as a Dissertation Committee. At least two of the Graduate Faculty so nominated shall be from School Psychology. One member shall be appointed from outside the candidate's department. The outside member shall, without exception, be

a voting member of the Dissertation Committee. All degree forms for the College of Education can be found here: <https://www.umass.edu/education/current-students/milestones>

It shall be the responsibility of the Dissertation Committee to approve the dissertation project, to supervise its execution, and to arrange and attend the final examination of the student. All members of the Dissertation Committee must tentatively approve the dissertation before the final oral examination is scheduled and agree that it is time for this examination to be held. Attendance at the final oral examination is open to all members of the College of Education (student and faculty). However, only members of the Dissertation Committee may cast votes. A unanimous vote of the Dissertation Committee is required for the student to pass the final oral examination. If, at the final examination, two members of the Dissertation Committee cast negative votes, the candidate will be informed that he or she has not passed the examination. If there is but one negative vote, the degree will be held up pending action of the Graduate Council.

The doctoral degree is conferred upon graduate students who have met the following requirements:

1. Successful completion of all courses and projects specified by the adviser/guidance committee within the guidelines of the candidate's graduate studies program.
2. Passing a comprehensive examination conducted by the *major department*. Any student who fails the comprehensive examination may, at the discretion of the examining committee, be permitted a second and final examination.
3. Submission of an approved dissertation prospectus to the Graduate School at least seven months prior to the Final Oral Examination (defense of dissertation).
4. Preparation of a dissertation satisfactory to the Dissertation Committee and the Graduate Program Director.
5. Passing a final (at least partly oral) examination conducted by the Dissertation Committee on the Amherst campus. This examination shall be primarily upon, but not necessarily limited to, the candidate's dissertation. This examination shall be scheduled and announced when all of the Dissertation Committee members and Graduate Program Director agree that the dissertation is sufficiently complete to stand defense; approval of the dissertation, passing the defense, and/or recommending the degree are not implied by scheduling this examination.
6. Registration for the required number of dissertation credits (refer to the *General Regulations* section, item number 15).
7. A doctoral candidate must spend the equivalent of at least one continuous academic year of full-time graduate work (nine credits per semester) in residence at the University. The residency year must be either in fall/spring or spring/fall sequence.

During this year, the student must spend some part of each week physically on campus. Doctoral students enrolled in recognized off-campus programs may satisfy this regulation at their off-campus site.

8. The Statute of Limitations (total time period in which to earn the Ph.D.) is six calendar years from acceptance into the program, or four years if the student already has a Master's degree in the same field. Part-time students may be granted an additional year upon petition to their graduate program director.

**Doctoral Dissertation.** In addition to the other requirements of the Graduate School, a candidate for the degrees Doctor of Philosophy (Ph.D.) must complete an acceptable dissertation. See this website for additional information: <https://www.umass.edu/graduate/policies/handbook/degree-requirements>. The dissertation qualifies for acceptance when it satisfies the following criteria:

- 1) It should demonstrate the candidate's intellectual competence and maturity in the field of concentration;
- 2) It should make an original and valid contribution to human knowledge;
- 3) It should be an individual achievement and the product of independent research.

Although doctoral dissertations may result from a project involving collaboration of several scholars, the individual contribution of each doctoral candidate must be substantial, clearly identified, and separately presented. Length of the dissertation is governed by the nature of its subject matter.

The dissertation in its completed form will be judged largely upon the ability of the candidate to review and make critical use of the literature; to formulate a problem, plan a method of attack, and work systematically toward a solution; to summarize the material or data, and draw conclusions based thereon. Scholastic attainment in writing and presenting the results of the study will be crucial. The goal of the dissertation is to make a contribution to knowledge. It should be of publishable quality.

The following rules shall be adhered to in preparation and presentation of a dissertation:

1. The professor responsible for the direction of the student's research shall be the Chair of the candidate's Dissertation Committee. Only members of the Graduate Faculty may be appointed to this committee.
2. It is the responsibility of the Chair of the Dissertation Committee to arrange a conference with other members of the committee and the candidate to discuss the research problem before approving the dissertation prospectus.

3. A copy of the candidate's dissertation prospectus must be signed by each member of the Dissertation Committee and Graduate Program Director to indicate that the prospectus has been approved and that a conference with the candidate has been held. The signed copy of the prospectus shall then be sent to the Dean of the Graduate School, via the candidate's Graduate Program Director.
4. Prior to formatting dissertations, candidates should obtain a copy of *Guidelines for Master's Theses and Doctoral Dissertations*, available in the Graduate School or at <https://www.umass.edu/graduate/form/guidelines-thesis-and-dissertation>
5. The Dissertation Committee is responsible for preparation of an acceptable dissertation. The dissertation must have the tentative approval of this Committee and the approval Graduate Program Director before arrangements are made for the final examination for the degree.
6. Because of the time required to give adequate consideration to the research, it is important that the dissertation be submitted to the Dissertation Committee at least one month before the Graduate School degree-granting deadlines.
7. Although different disciplines have distinctive research and presentation styles, the *Guidelines for Master's Theses and Doctoral Dissertations* (see 4 above) must be followed in order to achieve the maximum uniformity possible. As the Graduate School requires that every dissertation be submitted to ScholarWorks, much attention is paid to the finished form. Both the Dissertation Committee and the Graduate School must approve the final format and appearance.

The candidate shall create a ScholarWorks account and submit their Dissertation manuscript through ScholarWorks. See the electronic dissertation submission process overview available within this Graduate School handbook: <https://www.umass.edu/graduate/form/guidelines-thesis-and-dissertation>

The ScholarWorks fee is *required*. This fee covers the publication of the dissertation through ScholarWorks and the publication of the abstract in Dissertation Abstracts.

8. The dissertation and copy must be submitted along with the Eligibility for Degree form to the Graduate School by the deadline for the appropriate degree-granting period. The Graduate School requires doctoral students to deliver electronic copies of their manuscript for review. The manuscript is then reviewed for formatting, and the student is contacted in any revisions are necessary.

The University of Massachusetts Amherst requires that placing a copyright notice in all copies of the work copyright all dissertations. Registration of the copyright and payment of the registration fee are optional. Further information concerning copyright is available in the *Guidelines for Master's Theses and Doctoral Dissertations*.

For current fees, check with the Office of Degree Requirements.

The dissertation will be cataloged in the Library of Congress and in the University of Massachusetts ScholarWorks institutional repository. Publication by ScholarWorks does not preclude the printing of the dissertation in whole or in part in a journal or as a monograph.

## **EVALUATION OF STUDENTS' COMPETENCIES**

The School Psychology Program faculty uses multiple qualitative and quantitative procedures designed to provide formative and summative assessment data on student progress and to determine to what degree the program is meeting its goals and complying with standards espoused by the American Psychological Association. These assessments are used to evaluate student Discipline Specific Knowledge (DSK) and the development of Profession Wide Competencies (PWCs) and to facilitate data-based decision making to promote further program development and improvement. Our assessment procedures additionally help faculty to evaluate and support students in meeting required minimal levels of achievement throughout each stage of their doctoral programming.

### **Assessment of Discipline Specific Knowledge**

Discipline Specific Knowledge (DSK) serves as a foundation to the field applications of health service psychology and is an important aspect of our School Psychology Program at UMass Amherst. Students in APA accredited programs must show minimal levels of achievement in four overall categories of DSK. These include 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research. Student grades are used to assess areas of DSK. In each course listed below, students are required to achieve a B- or better to meet our required minimal level of achievement. If students do not meet this standard, they will work with their advisor and course instructor to develop a remediation plan. This plan should address the particular competency or knowledge area that needs to be remediated (i.e. professional dispositions, communication/writing skills, content knowledge) and should include a permanent product that demonstrates the achieved skill. Students may be required to retake the course in its entirety or simply resubmit certain embedded course assessments or assignments, and the requirements to meet the MLA will be specified in the student's individual remediation plan.

<b>DSK</b>	<b>Course Title</b>	<b>Minimal Level of Achievement</b>
History and Systems of Psychology	EDUC 775: Historical Foundations & Contemporary Theories of Psychology and Education	B- or Better
Affective Aspects of Behavior	*EDUC 790S: Physiological Bases of Human Behavior, Affect, & Learning	B- or Better overall and *B- or better on Final Project

Biological Aspects of Behavior	*EDUC 790S: Physiological Bases of Human Behavior, Affect, & Learning	B- or Better overall and B- or better on Final Project
Cognitive Aspects of Behavior	PSYCH 697R: Research in Cognition (updated title will be <i>Cognitive Psychology and Cognitive Neuroscience</i> )	B- or Better
Developmental Aspects of Behavior	EDUC 594M: Child & Adolescent Development for the Helping Profession	B- or Better
Social Aspects of Behavior	PSYCH 697S: Classic and Contemporary Advances in Social Psychology	B- or Better
Research Methods	EDUC 663: Experimental Single Case Research Designs for Educators and Helping Professionals  EDUC 664 Research Methods: Quasi-Experimental & Group Designs  EDUC 871: Design & Evaluation of Educational Programs	B- or Better
Statistics	EDUC 656: Analysis of Variance for Educational Research	B- or Better
Psychometrics	EDUC 632: Principles of Educational & Psychological Testing	B- or Better

\* This course covers basic content in biological and affective bases of behavior as well as demonstration of advanced integration across these areas.

### Assessment of Profession-Wide Competencies

According to the American Psychological Association's Standards of Accreditation (APA, 2015), accredited programs are required to provide a training/educational curriculum that fosters the development of nine profession-wide competencies: ***Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values, Attitudes, and Behaviors, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interprofessional/Interdisciplinary Skills.***

As students complete requisites for each milestone throughout our program (i.e., coursework, practica, internship, practice), they will meet with their advisor to assess their skill development and determine their readiness in moving forward to the next milestone. These discussions will occur as part of the annual student evaluation. Below is a rubric with each profession-wide competency listed with accompanying behavioral anchors and required minimal levels of achievement. To best complete this evaluation, student advisors should review relevant data such as course grades, practicum/intern evaluations, comprehensive examination scores, assessment of professional dispositions, etc. and consult with program faculty who have had the student in class. They should provide a rating of “ready” or “not ready.” If students are “ready,” they are approved to move on to their next milestone. If they are “not ready” a plan for remediation to achieve readiness will be developed. This plan should address the particular competency area that needs to be remediated (i.e. professional dispositions, communication/writing skills, content acquisition) and should include a permanent product that demonstrates the achieved skill. If this plan does not result in readiness, the student may be dismissed from the program. In other words, this assessment contributes to the determination of whether or not the student is in good standing in the program and ready for the next milestone within the program.

### Readiness for Practicum

<b>Profession-Wide Competency</b>	<b>Definition</b>	<b>Behavioral Anchors Before Practicum</b>	<b>Experiences That Inform Practicum Readiness (MLA)</b>
Research	<p>Trainees demonstrate the integration of science and practice.</p> <p>Trainees will demonstrate the ability to formulate research, conduct research, and critically evaluate and disseminate research.</p>	<ul style="list-style-type: none"> <li>• Aware of need for evidence to support assertions</li> <li>• Questions assumptions of knowledge</li> <li>• Evaluates study methodology</li> <li>• Presents own work for the scrutiny of others</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 741 (B- or better)</li> <li>• Grades EDUC 871 (B- or better)</li> <li>• Research Team Involvement</li> </ul>
Ethical and Legal Standards	<p>Trainee builds knowledge and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and policies governing health service psychology, NASP standards. They recognize ethical dilemmas, and conduct self in an ethical manner</p>	<ul style="list-style-type: none"> <li>• Demonstrates basic understanding of Ethical Principles and Code of Conduct,</li> <li>• Demonstrates basic knowledge of legal issues</li> <li>• Recognizes potential conflicts between personal beliefs, APA ethics code, and legal issues in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 741 (B- or better)</li> </ul>

	in all professional activities		
Individual and Cultural Diversity	Trainees demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.	<ul style="list-style-type: none"> <li>• Demonstrates self-knowledge, awareness, and understanding of how culture and context shape interactions</li> <li>• Basic knowledge of individual differences as defined by ICD, DSM, and SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 594M (B- or better)</li> <li>• Grades EDUC 677 (B- or better)</li> <li>• Grades EDUC 741 (B- or better)</li> <li>• Grades EDUC 685 (B- or better)</li> </ul>
Professional Values and attitudes	<p>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training</p> <p>Training engages in self-reflection, seeks and responds to supervision, and reflects integrity, deportment, professional identity, accountability, lifelong learning, concern for others</p>	<ul style="list-style-type: none"> <li>• Demonstrates honesty</li> <li>• Takes responsibility for actions,</li> <li>• Turns in assignments on time</li> <li>• Plans and organizes workload</li> <li>• Demonstrates personal organization skills</li> <li>• Follows policies of institution</li> <li>• Displays initiative and compassion</li> <li>• Has membership with professional organizations</li> <li>• Recognizes impact of self on others</li> <li>• Attends to self-care</li> </ul>	<p><b>*This is observed across all learning environments</b></p> <ul style="list-style-type: none"> <li>• Annual Assessment of Professional Dispositions</li> </ul>
Communication and interpersonal skills	<p>Trainees are expected to develop and maintain effective relationships with wide range of individuals</p> <p>Trainees will produce and comprehend oral nonverbal, and written communications that demonstrates a thorough grasp of professional language and concepts</p> <p>Trainees will demonstrate effective interpersonal skills and the ability to manage difficult communication well</p>	<ul style="list-style-type: none"> <li>• Distinguishes between appropriate and inappropriate language and demeanor in professional contexts</li> <li>• Receives feedback</li> <li>• Listens to and acknowledges feedback from others</li> <li>• Appropriately communicates ideas, feelings and information verbally and in written communication</li> </ul>	<p><b>*This is observed across all learning environments</b></p> <ul style="list-style-type: none"> <li>• Annual Assessment of Professional Dispositions</li> <li>• Initiates at least twice-yearly advising meetings.</li> </ul>



Assessment	Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. This includes developing an understanding of classification systems, human behavior in context, functional and dysfunctional behaviors. They will select, apply, interpret, and communicate assessment data effectively.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of constructs being assessed</li> <li>• Evidence of understanding of basic psychometric constructs and standardized assessment</li> <li>• Demonstrates novice skills (administration and scoring) in cognitive, academic, and functional assessment</li> <li>• Demonstrates an understanding of DSM, ICD, and IDEA</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 632 (B- or better)</li> <li>• Grades EDUC 708 (B- or better)</li> <li>• Grades EDUC 705 (B- or better)</li> </ul>
Intervention	Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology with a range of populations (e.g. individual, family, group, school). They will develop and implement evidence-based interventions, demonstrate an ability to apply research to clinical decision-making, modify and evaluate interventions.	<ul style="list-style-type: none"> <li>• Articulates the relationship of EBP to the science of psychology</li> <li>• Identifies strengths and weakness of intervention approaches</li> <li>• Articulates a basic understanding of how intervention choices are informed by assessment and how to progress monitor intervention effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Grade for EDUC 532 (B- or better)</li> </ul>
Supervision	Trainees demonstrate knowledge of supervision models and practices	<ul style="list-style-type: none"> <li>• Schedules to meet with advisor at least once per semester</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance in pre-prac meetings</li> </ul>
Consultation and Interprofessional/ Interdisciplinary skills	Trainees demonstrate knowledge and respect for the roles and perspectives of other professions	<ul style="list-style-type: none"> <li>• Articulates the role of school psychologist within the broader school system including teachers, admin, counselors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• EDUC 741 (B- or better)</li> </ul>

### Readiness for Internship

Profession-Wide Competency	Definition	Behavioral Anchors Before Internship	Experiences That Inform Internship Readiness (MLA)
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Research	<p>Trainees demonstrate the integration of science and practice. Trainees will demonstrate the ability to formulate research, conduct research, and critically evaluate and disseminate research.</p>	<ul style="list-style-type: none"> <li>• Demonstrates an ability to formulate research questions and methods</li> <li>• Demonstrates an ability to design and conduct research/scholarly activity</li> <li>• Demonstrates ability to consume research</li> <li>• Demonstrates an ability to communicate and disseminate research</li> </ul>	<ul style="list-style-type: none"> <li>• Passing grade on Scholarly Project in EDUC 698RR</li> <li>• Minimal Score of 2 on comprehensive exam research question</li> <li>• Successful dissertation proposal defense</li> <li>• Present at peer-reviewed regional or national conference</li> </ul>
Ethical and Legal Standards	<p>Trainee builds knowledge and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and policies governing health service psychology, NASP standards. They recognize ethical dilemmas, and conduct self in an ethical manner in all professional activities</p>	<ul style="list-style-type: none"> <li>• Demonstrates intermediate understanding of ethical practice and knowledge,</li> <li>• Demonstrates intermediate knowledge of legal issues</li> <li>• Recognizes ethical dilemmas within cases and ethical implications of professional work</li> <li>• Actively consults with supervisor to act upon ethical and legal aspects of case conceptualization</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Experiences Evaluation of “3” on section of Ethical and Legal Standards</li> <li>• Minimal score of “2” on Legal/Ethical comprehensive exam question</li> </ul>
Individual and Cultural Diversity	<p>Trainees demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.</p>	<ul style="list-style-type: none"> <li>• Applies knowledge of cultural and individual difference in assessment, intervention and consultation cases</li> <li>• Intermediate knowledge of individual differences as defined by ICD, DSM, and SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Experiences Evaluation average of “3” on Individual and Cultural Diversity</li> </ul>
Professional Values and attitudes	<p>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training</p> <p>Training engages in self-reflection, seeks and responds to supervision, and</p>	<ul style="list-style-type: none"> <li>• Continued membership with professional organizations</li> <li>• Completes required case documentation in a timely way</li> <li>• Turns in assignments on time</li> <li>• Plans and organizes workload</li> <li>• Demonstrates personal organization skills</li> <li>• Follows policies of institution</li> </ul>	<p><b>*This is observed across all learning environments</b></p> <ul style="list-style-type: none"> <li>• Annual Assessment of Professional Dispositions</li> <li>• Clinical Experiences Evaluation average of “3” under Professional Values and Attitudes</li> </ul>

	reflects integrity, deportment, professional identity, accountability, lifelong learning, concern for others	<ul style="list-style-type: none"> <li>• Displays initiative and compassion</li> <li>• Recognizes impact of self on others</li> <li>• Attends to self-care</li> </ul>	
Communication and interpersonal skills	<p>Trainees are expected to develop and maintain effective relationships with wide range of individuals</p> <p>Trainees will produce and comprehend oral nonverbal, and written communications that demonstrates a thorough grasp of professional language and concepts</p> <p>Trainees will demonstrate effective interpersonal skills and the ability to manage difficult communication well</p>	<ul style="list-style-type: none"> <li>• Uses appropriate language and tact in professional communication</li> <li>• Listens to and acknowledges feedback from others</li> <li>• Appropriately communicates ideas, feelings and information verbally and in written form to those within and outside of the profession</li> </ul>	<p><b>*This is observed across all learning environments and in:</b></p> <ul style="list-style-type: none"> <li>• Annual Assessment of Professional Dispositions</li> <li>• Clinical Experiences Evaluations with an average score of “3” under Communication and interpersonal skills</li> </ul>
Assessment	<p>Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. This includes developing an understanding of classification systems, human behavior in context, functional and dysfunctional behaviors. They will select, apply, interpret, and communicate</p>	<ul style="list-style-type: none"> <li>• Selects appropriate assessments for cases and consults with supervisor when necessary</li> <li>• Demonstrates emerging competence in administering, scoring, and interpreting assessments</li> <li>• Demonstrates understanding of how to link assessment information to intervention planning</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 762 (B- or better)</li> <li>• Clinical Experiences Evaluations with an average score of “4” under Assessment</li> <li>• Comprehensive Exam Score of “2” on Assessment questions</li> </ul>

	assessment data effectively.		
Intervention	Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology with a range of populations (e.g. individual, family, group, school). They will develop and implement evidence-based interventions, demonstrate an ability to apply research to clinical decision-making, modify and evaluate interventions.	<ul style="list-style-type: none"> <li>• Selects evidence-based interventions when planning treatment</li> <li>• Selects interventions that match assessment data</li> <li>• Demonstrates a basic ability to implement and progress monitor interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Grades of B- or better in EDUC 794I, 628, 762, 702</li> <li>• Clinical Experiences of “3” in Intervention Domains</li> <li>• Comprehensive exam score of “2” on intervention question</li> </ul>
Supervision	Trainees demonstrate knowledge of supervision models and practices	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of models of supervision and developmental milestones of supervisees</li> </ul>	<ul style="list-style-type: none"> <li>• Grade of B- or better in EDUC 802</li> <li>• Meets regularly with supervisor/advisor</li> </ul>
Consultation and Interprofessional/ Interdisciplinary skills	Trainees demonstrate knowledge and respect for the roles and perspectives of other professions	<ul style="list-style-type: none"> <li>• Participates in collaborative and consultative meetings with professionals</li> <li>• Demonstrates effective communication skills with professionals and families</li> <li>• Demonstrates understanding of school systems and collaborates with others on systems and practices that maintain effective and supportive learning environments for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Grade of B- or better in EDUC 702</li> <li>• Clinical Experiences Evaluation rating of “4” in consultation domain</li> <li>•</li> </ul>

## Readiness for Practice

<b>Profession-Wide Competency</b>	<b>Definition</b>	<b>Behavioral Anchors Before Practice</b>	<b>Experiences That Inform Practice Readiness (MLA)</b>
Research	Trainees demonstrate the integration of science and practice. Trainees will demonstrate the ability to formulate research, conduct research, and critically evaluate and disseminate research.	<ul style="list-style-type: none"> <li>• Appropriately uses research methods to address research questions</li> <li>• Regularly consumes research to inform practice</li> <li>• Communicates and disseminates research</li> </ul>	<ul style="list-style-type: none"> <li>• Successful dissertation defense</li> <li>• Intern evaluation of "4" on Research</li> </ul>
Ethical and Legal Standards	Trainee builds knowledge and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and policies governing health service psychology, NASP standards. They recognize ethical dilemmas, and conduct self in an ethical manner in all professional activities	<ul style="list-style-type: none"> <li>• Applies intermediate understanding of ethical practice and knowledge,</li> <li>• Applies intermediate knowledge of legal issues</li> <li>• Recognizes ethical dilemmas within cases and ethical implications of professional work</li> <li>• Actively consults when considering ethical and legal aspects of case work</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluation average of "4" under Legal and Ethical Standards</li> </ul>
Individual and Cultural Diversity	Trainees demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.	<ul style="list-style-type: none"> <li>• Applies knowledge of cultural and individual difference in assessment, intervention and consultation cases</li> <li>• Adapts professional behavior in culturally sensitive manner</li> <li>• Applies Intermediate knowledge of individual differences as defined by ICD, DSM, and SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluation of "4" in Individual and Cultural Diversity</li> </ul>

Professional Values and attitudes	<p>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training</p> <p>Training engages in self-reflection, seeks and responds to supervision, and reflects integrity, deportment, professional identity, accountability, lifelong learning, concern for others</p>	<ul style="list-style-type: none"> <li>Continued membership with professional organizations</li> <li>Completes required case documentation in a timely way</li> <li>Plans and organizes workload</li> <li>Demonstrates personal organization skills</li> <li>Follows policies of institution</li> <li>Displays initiative and professional optimism</li> <li>Recognizes impact of self on others</li> <li>Attends to self-care</li> </ul>	<p><b>*This is observed across all learning environments and in:</b></p> <ul style="list-style-type: none"> <li>Median Score of “3” on annual assessment of professional dispositions</li> </ul>
Communication and interpersonal skills	<p>Trainees are expected to develop and maintain effective relationships with wide range of individuals</p> <p>Trainees will produce and comprehend oral nonverbal, and written communications that demonstrates a thorough grasp of professional language and concepts</p> <p>Trainees will demonstrate effective interpersonal skills and the ability to manage difficult communication well</p>	<ul style="list-style-type: none"> <li>Uses appropriate language and tact in professional communication</li> <li>Listens to and acknowledges feedback from others</li> <li>Appropriately communicates ideas, feelings and information verbally and in written form to those within and outside of the profession</li> </ul>	<p><b>*This is observed across all learning environments and in:</b></p> <ul style="list-style-type: none"> <li>Median score of “3” on Annual Assessment of Professional Dispositions</li> </ul>
Assessment	<p>Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. This includes</p>	<ul style="list-style-type: none"> <li>Independently selects appropriate assessments for cases and consults with colleagues when necessary</li> <li>Demonstrates competence in administering, scoring, and interpreting assessments</li> </ul>	<ul style="list-style-type: none"> <li>Clinical Experiences Intern Evaluations with an average score of “4” under Assessment</li> </ul>

	developing an understanding of classification systems, human behavior in context, functional and dysfunctional behaviors. They will select, apply, interpret, and communicate assessment data effectively.	<ul style="list-style-type: none"> <li>• Links assessment information to intervention planning</li> </ul>	
Intervention	Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology with a range of populations (e.g. individual, family, group, school). They will develop and implement evidence-based interventions, demonstrate an ability to apply research to clinical decision-making, modify and evaluate interventions.	<ul style="list-style-type: none"> <li>• Selects evidence-based interventions when planning treatment</li> <li>• Selects interventions that match assessment data</li> <li>• Implements interventions, attending to cultural appropriateness and contextual fit</li> <li>• Demonstrates fluency in implementing and progress monitoring a range of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Experiences Intern Evaluations with an average score of "4" on sections related to Intervention</li> </ul>
Supervision	Trainees demonstrate knowledge of supervision models and practices	<ul style="list-style-type: none"> <li>• Seeks supervision as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluations with an average score of "3" on Professional Behavior and Dispositions</li> </ul>
Consultation and interprofessional/ Interdisciplinary skills	Trainees demonstrate knowledge and respect for the roles and perspectives of other professions	<ul style="list-style-type: none"> <li>• Participates in collaborative and consultative meetings with professionals</li> <li>• Demonstrates effective communication skills with professionals and families</li> <li>• Demonstrates understanding of school systems and collaborates with others on systems and practices that maintain effective and supportive learning</li> </ul>	<ul style="list-style-type: none"> <li>• Intern evaluation average of "4" in Consultation</li> </ul>

		environments for all children	
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### **Annual Assessment of Professional Dispositions**

At the close of each academic year, students in the School Psychology Program at the University of Massachusetts engage in an annual evaluation process with their advisor. Part of this evaluation includes an assessment of professional dispositions. The professional dispositions are defined by the Profession-Wide Competencies outlined by the American Psychological Association (2015). The relevant Profession-Wide Competencies here include Professional Values and Attitudes and Communication and Interpersonal Skills. To best complete this assessment, students' advisors should review Clinical Experiences evaluations and consult with program faculty who have had the student in class. Students will also separately complete their own rating of their Professional Dispositions. Students must receive a median score of "3," meaning students demonstrate "acceptable" dispositions. This assessment along with grades, practicum evaluations, comprehensive exam scores, etc. contributes to the determination of whether or not the student is in good standing in the program at the close of each year and ready for the next milestone within the program (e.g. practicum, internship). Students who are not meeting expectations in any areas related to professional behavior or communication skills, will develop a remediation plan with their advisor. If this supportive plan does not help the student change their behavior, he/she may be dismissed from the program. This assessment is located in Appendix I.

### **Annual Developmental Student Portfolio**

All students in the UMass Amherst school psychology program will be required to submit a portfolio at the end of each academic year, which documents samples of their best work and a reflection on their progress. In addition to their performance in classes, practica and other activities offered by the program (i.e., research groups, professional seminars, professional development opportunities.), the portfolio will be used to help students reflect on their year and set professional development goals and for faculty to formatively assess students' development of the skills and attributions necessary for success in the school psychology profession. At this time, having gathered input from faculty, advisors will also complete the annual Assessment of Professional Dispositions. At critical milestones within the program, advisors will review the Assessment of Profession Wide Competencies to guide students' next steps within the program. Required documentation for annual evaluations is provided in Appendix J.

### **Distal Evidence of Student Competencies**

All graduates of our program can expect to complete surveys two and five years following completion of the program. These surveys help faculty to understand graduates' perceptions of the degree to which the program supported mastery of profession-wide competencies. Additionally, surveys will provide the program with information on professional achievements of alumni such as professional licensure, job placement, scholarly productivity, etc.

## **SUPPORTIVE AND RESPONSIVE LEARNING ENVIRONMENT**



## **Program Seminars**

Each month during the academic year, students and faculty in the program gather together for 2-hour program seminars. The purpose of program seminar time is to build community through shared learning experiences. Students provide input on the structure and content of the seminars. Guest speakers may join to share unique areas of research and practice. Alumni and advanced students may facilitate discussions on internship or career possibilities. Seminars are mandatory and scheduled and communicated to students at the start of each semester. Students that are unable to attend must communicate with their advisor or with the program director in advance of the scheduled time and date.

## **Advising**

The main function of advising is to support the professional growth and development of our graduate students. To this end, the School Psychology Program employs a partnership approach to student advising, the quality of which is dependent on the student—advisor communication, as well as careful attention to program timelines, requirements, and expectations. While students ultimately make their own decisions based on their own professional goals, advisors are expected to assist and support students in their decision-making processes. For example, while advisor approval of planned coursework is not required for student pre-registration each semester, advisors provide information and guidance regarding the proposed coursework within the framework of each student's individual goals, the School Psychology Program and Graduate School requirements. Therefore, it is both prudent and expected that students will meet with advisors for guidance in the coursework selection process. Students are expected to formally meet with their advisors at least once per semester.

**Initial assignment to an advisor.** Students, when accepted into the School Psychology Program, are assigned to faculty advisors on a somewhat arbitrary basis (i.e., based on information gleaned from the admissions process). The initial assignment, while important for initial advising, need not be long lasting. Further, it is recognized that the initial assignment to an advisor does not guarantee compatibility of interests and philosophies.

**Formalizing the advisor/advisee relationship.** Typically, before the end of the third semester or at the time of filing the Graduate Program of Study (D-2 form), students identify their major advisor in a more formal manner. This needs to be a bilateral decision, based upon the matching of student and faculty interests, philosophy, and/or work compatibility. Major advisors need to be primary faculty in the School Psychology Program. Students should sit down with a potential advisor and talk about their current interests and long-term plans. Students who reach agreement with the initial advisor and a prospective advisor should acquire a "Change of Advisor" form from the Department Administrator if the advisor is different than the one initially assigned. The formal nature of this process, in part, intended to convey the importance of the advisor—advisee relationship.

**Changing advisors.** As student or faculty interests change or people may not "mesh" well, it is important to note that the advisor-advisee relationship may change based

upon initiative from either participant. Before this change takes place formally, or another advisor is secured, the School Psychology Program encourages both participants (student and current advisor) to sit down and discuss the matter. Then the student should request a meeting with their prospective advisor to discuss the new advising arrangement and make sure this works for both parties. This protocol is intended to facilitate the professional treatment of these matters, and to preclude miscommunication by other parties. Upon securing another advisor, the student secures and completes a “Change of Advisor” form from the Department Administrator.

**Content and timelines of advising.** Students meet at least once per semester with their advisors to plan their coursework and discuss progress in research and courses. Each year at the end of the Spring semester advisors and students complete the Annual Evaluation. Annual evaluation meetings are intended to be consultative regarding future planning and evaluative in terms of student experiences and competencies to date. The evaluation is to be formative in nature; that is, evaluation is designed to improve the student’s skills, not be a complete summative evaluation.

**Advisor obligations.** At a minimum, advisors are to be available to meet once per semester. They are to review the student’s performance within the goals and guidelines of the School Psychology Program, the College of Education, and Graduate School requirements. They are to monitor the progress of the student with respect to timelines from these three entities. On a yearly basis, they are to complete the Annual Evaluation and participate in a year review process of each of their advisees.

### **Constructive Feedback and Remediation**

School psychology faculty are committed to developing a collaborative learning environment in which students are able to build upon areas of strength and improve upon areas in need of further growth. Between regular meetings with advisors and program assessment and evaluation procedures described above, students have regular opportunities to receive constructive and supportive feedback on their development as graduate students, emergent professionals, and scholars. With discipline specific knowledge and profession-wide competencies in mind, faculty will provide students with specific feedback to enable them to achieve positive outcomes.

During the annual evaluation, advisors will note any areas in which students have not demonstrated minimal levels of achievement and will work with students to develop a Competency Remediation Plan (Appendix K). Competency Remediation Plans aim to provide students with targeted support in specific areas of need within a specific timeline. Advisors may consult with other program and affiliated faculty to gather input on specific areas in need of remediation. For example, if a student does not meet minimal levels of achievement in a core course, this may be due to weakness in course content, professional behavior (e.g. timeliness of submitted work), or other functional skills (e.g. writing clarity). The plan should address the specific area in need of growth and should include specific actions/products (e.g. retake course, rewrite paper).

While the annual evaluation meeting is a natural time for advisors to review students’ minimal levels of achievement, it is ideal for them to monitor progress as

proactively as possible. For example, if concerns arise related to student class performance or professional behaviors earlier in the year, it is prudent for advisors to meet with students to problem-solve, provide feedback, and help students to generate professional development goals that will enable them to respond to feedback and achieve minimal levels of competency in coursework, practicum, etc. Additionally, students should also engage in on-going self-reflection and identify when they may need the help of their advisor or other faculty members to meet the expectations of the program.

## **Dismissal**

From time to time, students may be dismissed from the program. The School Psychology Program policy is in alignment with that of the Graduate School (<https://www.umass.edu/graduate/policies/handbook/enrollment>). For example, if students have not made reasonable progress on expectations related to meeting/achieving program milestones, not met expectations on the Assessment of Professional Behavior, limited progress on competency remediation plans, or if they have failed their comprehensive examination more than once, students may be subject to dismissal upon recommendation of the Graduate Program Director and approval by the Dean of the Graduate School.

## **Grievance Procedures**

The University of Massachusetts – Amherst Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution. If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. the student may consult with the Program Coordinator, the Department Chair, the Graduate Program Director (Associate Dean), the Dean, or the University Ombudsman, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the College report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Chancellor's Office regarding appropriate action. The School Psychology Program's grievance procedures are as follows:

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, they should submit a written complaint to the primary faculty, along with a request for a

meeting with the primary faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of their choice at any step of the process. Subsequent to this meeting, the program director will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.

Step 3. If the student grievant is dissatisfied with the results of Step 2, they may appeal in writing to the Chair of the Department of Student Development within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Department Head will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results of Step 3, they may appeal in writing to the Associate Dean of the School of Education within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

### **Course Accommodations**

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. Students with a documented physical, psychological, or learning disability on file with Disability Services, may be eligible for reasonable academic accommodations to help them succeed in the program. Students with a documented disability that requires an accommodation, should notify the relevant professors within the first two weeks of the semester so that they can make appropriate arrangements. Students with undocumented disabilities should work with their advisors for optimal success in the program.

### **University of Massachusetts Academic Honesty Statement**

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic

dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. Follow the link below for detailed information on the Academic Honesty Policy: <https://www.umass.edu/honesty/>

### **Absences for Religious Reasons**

Chapter 151C of the Massachusetts General Laws as amended guarantees that “any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in an examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such make up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”

### **Discrimination and Sexual Misconduct Resources**

The School Psychology Program and Graduate School are committed ensuring a safe environment without discrimination and sexual misconduct. Please refer to this website for further links and resources related to Title IX, support for those that have experienced sexual misconduct, to report instances of discrimination, or to access resources for food insecurity, housing, employment, healthcare, etc.

<https://www.umass.edu/titleix/>

<https://www.umass.edu/titleix/title-ix-campus-resources>

<https://www.umass.edu/diversity/>

<https://www.umass.edu/diversity/resources/bias-reporting-crisis-support>

### **UMass Expectations of Faculty and Students**

A major purpose of graduate education at the University of Massachusetts is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Graduate student progress toward educational goals at the University of Massachusetts is directed and evaluated by an advisor and a graduate committee. These individuals provide intellectual guidance in support of the scholarly and artistic activities of graduate students. The advisor and graduate committee are also charged with the responsibility of evaluating a graduate student's performance in research and creative activities. The graduate student, the advisor, and the graduate committee, then, comprise a basic unit of graduate education. It is the quality, breadth, and depth of interaction in this unit that largely determines the outcome of the graduate experience.

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high-quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

To this end, it is essential that graduate students:

- conduct themselves in a mature, professional, and civil manner in all interactions with faculty and staff;
- recognize that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support;
- recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive;
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research; careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University;
- exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data;
- acknowledge the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations;
- maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline;
- take primary responsibility to inform themselves of regulations and policies governing their graduate studies.

It is also imperative that faculty:

- interact with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment;
- impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation;
- serve on graduate student committees without regard to race, gender, sexual orientation, or national origin of the graduate student candidate;
- prevent personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colloquies;
- excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest;
- acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents;
- not impede a graduate student's progress toward the degree in order to benefit from the student's proficiency as a teaching or research assistant;
- create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently;
- have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation; provide verbal or written comments and evaluation of student's work in a timely manner, discuss laboratory, studio, or departmental authorship policy with graduate students in advance of entering into collaborative projects;
- refrain from requesting students to do personal work (mowing lawns, baby-sitting, typing papers, etc.) without appropriate compensation;
- familiarize themselves with policies that affect their graduate students.

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisors to assist them in identifying and gaining access to financial and/or intellectual resources, which support their graduate programs.

In some academic units, the student's specific advisor may change during the course of the student's program. The role of advising may also change and become a mentoring

relationship. The reward of finding a faculty mentor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that graduate students:

- devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree;
- be aware of time constraints and other demands imposed on faculty members and program staff;
- take the initiative in asking questions that promote understanding of the academic subjects and advance the field;
- communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate program.

Faculty advisors, on the other hand, should:

- provide clear maps of the requirements each student must meet, including course work, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step;
- evaluate student progress and performance in regular and informative ways consistent with the practice of the field;
- help students develop artistic, interpretive, writing, verbal, and quantitative skills, when appropriate, in accordance with the expectations of the discipline;
- assist graduate students to develop grant writing skills, where appropriate;
- take reasonable measures to ensure that each graduate student initiates thesis or dissertation research in a timely fashion;
- when appropriate, encourage graduate students to participate in professional meetings or perform or display their work in public settings;
- stimulate in each graduate student an appreciation of teaching;
- create an ethos of collegiality so that learning takes place within a community of scholars;



- prepare students to be competitive for employment which includes portraying a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of their students, as appropriate;

In academic units, faculty advisors support the academic promise of graduate students in their program. In some cases, academic advisors are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisors in accordance with disciplinary interest or research expertise. Advising is manifold in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and intensifies, direct collaborations may evolve which entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

## Appendix A: Assessment of Discipline Specific Knowledge

Discipline Specific Knowledge serves as a foundation to the field applications of health service psychology and is an important aspect of our School Psychology Program at UMass Amherst. Students in APA accredited programs must show minimal levels of achievement in four overall categories of DSK. These include 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research. Student grades are used to assess areas of DSK. In each course listed below, students are required to achieve a B- or better to meet our required minimal level of achievement. If students do not meet this standard, they will work with their advisor and course instructor to develop a remediation plan. This plan should address the particular competency or knowledge area that needs to be remediated (i.e., professional dispositions, communication/writing skills, content knowledge) and should include a permanent product that demonstrates the achieved skill. Students may be required to retake the course if embedded course assessments (e.g., exams) have been failed (Lower than B-).

<b>DSK</b>	<b>Course Title</b>	<b>Minimal Level of Achievement</b>
History and Systems of Psychology	EDUC 775: Historical Foundations & Contemporary Theories of Psychology and Education	B- or Better
Affective Aspects of Behavior	*EDUC 790S: Physiological Bases of Human Behavior, Affect, & Learning	B- or Better overall and B- or better on Final Project
Biological Aspects of Behavior	*EDUC 790S: Physiological Bases of Human Behavior, Affect, & Learning	B- or Better overall and B- or better on Final Project
Cognitive Aspects of Behavior	PSYCH 697R: Research in Cognition (updated title will be <i>Cognitive Psychology and Cognitive Neuroscience</i> )	B- or Better
Developmental Aspects of Behavior	EDUC 594M: Child & Adolescent Development for the Helping Professional EDUC 685: Developmental Psychopathology	B- or Better

Social Aspects of Behavior	PSYCH 697S: Classic and Contemporary Advances in Social Psychology	B- or Better
Research Methods	EDUC 663: Experimental Single Case Research Designs for Educators and Helping Professionals  EDUC 664 Research Methods: Quasi-Experimental & Group Designs  EDUC 871: Design & Evaluation of Educational Programs	B- or Better
Statistics	EDUC 656: Analysis of Variance for Educational Research	B- or Better
Psychometrics	EDUC 632: Principles of Educational & Psychological Testing	B- or Better

\* This course covers basic content in biological and affective bases of behavior as well as demonstration of advanced integration across these areas.

## Appendix B: Assessment of Profession-Wide Competencies

As students complete prerequisites for each milestone within and following our program (i.e. practicum, internship, practice), they will meet with their advisor to assess their skill development and determine their readiness for the milestone. These discussions will occur as part of the annual student evaluation. According to the American Psychological Association's Standards of Accreditation (APA, 2015), accredited programs are required to provide a training/educational curriculum that fosters the development of nine profession-wide competencies (***Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values, Attitudes, and Behaviors, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interprofessional/ Interdisciplinary Skills***). Below is a rubric with each profession-wide competency listed with accompanying behavioral anchors. To best complete this assessment, student advisors should review relevant data such as course grades, practicum/intern evaluations, comprehensive examination scores, assessment of professional dispositions, etc. and consult with program faculty who have had the student in class. They should provide a rating of "ready" or "not ready." If students are "ready," they are approved to move on to their next milestone. If they are "not ready" a plan for remediation to achieve readiness will be developed. This plan should address the particular competency area that needs to be remediated (i.e., professional dispositions, communication/writing skills, content acquisition) and should include a permanent product that demonstrates the achieved skill. If this plan does not result in readiness, the student may be dismissed from the program. In other words, this assessment contributes to the determination of whether or not the student is in good standing in the program and ready for the next milestone within the program.

### Readiness for Practicum

Profession-Wide Competency	Definition	Behavioral Anchors Before Practicum	Experiences That Inform Practicum Readiness (MLA)	Meets Expectations ? (Y/N)

Research	<p>Trainees demonstrate the integration of science and practice. Trainees will demonstrate the ability to formulate research, conduct research, and critically evaluate and disseminate research.</p>	<ul style="list-style-type: none"> <li>• Aware of need for evidence to support assertions</li> <li>• Questions assumptions of knowledge</li> <li>• Evaluates study methodology</li> <li>• Presents own work for the scrutiny of others</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 871 (B- or better)</li> </ul>	
Ethical and Legal Standards	<p>Trainee builds knowledge and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and policies governing health service psychology, NASP standards. They recognize ethical dilemmas, and conduct self in an ethical manner in all professional activities</p>	<ul style="list-style-type: none"> <li>• Demonstrates basic understanding of Ethical Principles and Code of Conduct,</li> <li>• Demonstrates basic knowledge of legal issues</li> <li>• Recognizes potential conflicts between personal beliefs, APA ethics code, and legal issues in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 741 (B- or better)</li> </ul>	
Individual and Cultural Diversity	<p>Trainees demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.</p>	<ul style="list-style-type: none"> <li>• Demonstrates self-knowledge, awareness, and understanding of how culture and context shape interactions</li> <li>• Basic knowledge of individual differences as</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 594M (B- or better)</li> <li>• Grades EDUC 677 (B- or better)</li> <li>• Grades EDUC 741 (B- or better)</li> </ul>	

		defined by ICD, DSM, and SPED	<ul style="list-style-type: none"> <li>Grades EDUC 685 (B- or better)</li> </ul>	
Professional Values and attitudes	<p>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training</p> <p>Training engages in self-reflection, seeks and responds to supervision, and reflects integrity, deportment, professional identity, accountability, lifelong learning, concern for others</p>	<ul style="list-style-type: none"> <li>Demonstrates honesty</li> <li>Takes responsibility for actions,</li> <li>Turns in assignments on time</li> <li>Plans and organizes workload</li> <li>Demonstrates personal organization skills</li> <li>Follows policies of institution</li> <li>Displays initiative and compassion</li> <li>Had membership with professional organizations</li> <li>Recognizes impact of self on others</li> <li>Attends to self-care</li> </ul>	<p><b>*This is observed across all learning environments</b></p> <p>Annual Assessment of Professional Dispositions</p>	
Communication and interpersonal skills	<p>Trainees are expected to develop and maintain effective relationships with wide range of individuals</p> <p>Trainees will produce and comprehend oral nonverbal, and written communicatio</p>	<ul style="list-style-type: none"> <li>Distinguishes between appropriate and inappropriate language and demeanor in professional contexts</li> <li>Receives feedback</li> <li>Listens to and acknowledges feedback from others</li> </ul>	<p><b>*This is observed across all learning environments</b></p> <p>Annual Assessment of Professional Dispositions</p>	

	<p>ns that demonstrates a thorough grasp of professional language and concepts</p> <p>Trainees will demonstrate effective interpersonal skills and the ability to manage difficult communication well</p>	<ul style="list-style-type: none"> <li>• Appropriately communicates ideas, feelings and information verbally and in written communication</li> </ul>		
Assessment	<p>Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. This includes developing an understanding of classification systems, human behavior in context, functional and dysfunctional behaviors. They will select, apply, interpret, and communicate assessment data effectively.</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of constructs being assessed</li> <li>• Evidence of understanding of basic psychometric constructs and standardized assessment</li> <li>• Demonstrates novice skills (administration and scoring) in cognitive, academic, and functional assessment</li> <li>• Demonstrates an understanding of DSM, ICD, and IDEA</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 632 (B- or better)</li> <li>• Grades EDUC 708 (B- or better)</li> <li>• Grades EDUC 705 (B- or better)</li> </ul>	
Intervention	<p>Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology with a range of</p>	<ul style="list-style-type: none"> <li>• Articulates the relationship of EBP to the science of psychology</li> <li>• Identifies strengths and weakness of</li> </ul>	<ul style="list-style-type: none"> <li>• Grade for EDUC 532 (B- or better)</li> </ul>	

	populations (e.g. individual, family, group, school). They will develop and implement evidence-based interventions, demonstrate an ability to apply research to clinical decision-making, modify and evaluate interventions.	intervention approaches <ul style="list-style-type: none"> <li>• Articulates a basic understanding of how intervention choices are informed by assessment and how to progress monitor intervention effectiveness</li> </ul>		
Supervision	Trainees demonstrate knowledge of supervision models and practices	<ul style="list-style-type: none"> <li>• Schedules to meet with advisor at least once per semester</li> </ul>	Meeting with advisor	
Consultation and interprofessional / Interdisciplinary skills	Trainees demonstrate knowledge and respect for the roles and perspectives of other professions	<ul style="list-style-type: none"> <li>• Articulates the role of school psychologist within the broader school system including teachers, admin, counselors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• EDUC 741 (B- or better)</li> </ul>	

### Readiness for Internship

<b>Professional-Wide Competency</b>	<b>Definition</b>	<b>Behavioral Anchors Before Internship</b>	<b>Experiences That Inform Internship Readiness (MLA)</b>	<b>Meets Expectations? (Y/N)</b>
Research	Trainees demonstrate the integration of science and practice. Trainees will demonstrate the ability to	<ul style="list-style-type: none"> <li>• Demonstrates an ability to formulate research questions and methods</li> <li>• Demonstrates an ability to design and</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal Score of 2 on comprehensive exam research question</li> <li>• Successful dissertation proposal defense</li> </ul>	



	formulate research, conduct research, and critically evaluate and disseminate research.	conduct research/scholarly activity <ul style="list-style-type: none"> <li>• Demonstrates ability to consume research</li> <li>• Demonstrates an ability to communicate and disseminate research</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of EDUC 698RR</li> <li>• Present at peer-reviewed regional or national conference</li> </ul>	
Ethical and Legal Standards	Trainee builds knowledge and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and policies governing health service psychology, NASP standards. They recognize ethical dilemmas, and conduct self in an ethical manner in all professional activities	<ul style="list-style-type: none"> <li>• Demonstrates intermediate understanding of ethical practice and knowledge,</li> <li>• Demonstrates intermediate knowledge of legal issues</li> <li>• Recognizes ethical dilemmas within cases and ethical implications of professional work</li> <li>• Actively consults with supervisor to act upon ethical and legal aspects of case conceptualization</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Experiences Evaluation of "3" on section of Ethical and Legal Standards</li> <li>• Minimal score of "2" on Legal/Ethical comprehensive exam question</li> <li>• B- or better in EDUC 802</li> <li>• B- or better in EDUC 698RR</li> </ul>	
Individual and Cultural Diversity	Trainees demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.	<ul style="list-style-type: none"> <li>• Applies knowledge of cultural and individual difference in assessment, intervention and consultation cases</li> <li>• Intermediate knowledge of individual</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Experiences Evaluation average of "3" on Individual and Cultural Diversity</li> </ul>	

		differences as defined by ICD, DSM, and SPED		
Professional Values and attitudes	<p>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training</p> <p>Training engages in self-reflection, seeks and responds to supervision, and reflects integrity, deportment, professional identity, accountability, lifelong learning, concern for others</p>	<ul style="list-style-type: none"> <li>Continued membership with professional organizations</li> <li>Completes required case documentation in a timely way</li> <li>Turns in assignments on time</li> <li>Plans and organizes workload</li> <li>Demonstrates personal organization skills</li> <li>Follows policies of institution</li> <li>Displays initiative and compassion</li> <li>Recognizes impact of self on others</li> <li>Attends to self-care</li> </ul>	<p><b>*This is observed across all learning environments</b></p> <ul style="list-style-type: none"> <li>Annual Assessment of Professional Dispositions, median of “3” across faculty, supervisor, student rating</li> </ul>	
Communication and interpersonal skills	<p>Trainees are expected to develop and maintain effective relationships with wide range of individuals</p> <p>Trainees will produce and comprehend oral nonverbal, and written communications that demonstrates a thorough</p>	<ul style="list-style-type: none"> <li>Uses appropriate language and tact in professional communication</li> <li>Listens to and acknowledges feedback from others</li> <li>Appropriately communicates ideas, feelings and information verbally and in written form to those within and outside of the profession</li> </ul>	<p><b>*This is observed across all learning environments and in:</b></p> <ul style="list-style-type: none"> <li>Annual Assessment of Professional Dispositions median of “3” across faculty, supervisor, student ratings</li> </ul>	

	<p>grasp of professional language and concepts</p> <p>Trainees will demonstrate effective interpersonal skills and the ability to manage difficult communication well</p>			
Assessment	<p>Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. This includes developing an understanding of classification systems, human behavior in context, functional and dysfunctional behaviors. They will select, apply, interpret, and communicate assessment data effectively.</p>	<ul style="list-style-type: none"> <li>• Selects appropriate assessments for cases and consults with supervisor when necessary</li> <li>• Demonstrates emerging competence in administering, scoring, and interpreting assessments</li> <li>• Demonstrates understanding of how to link assessment information to intervention planning</li> </ul>	<ul style="list-style-type: none"> <li>• Grades EDUC 762 (B- or better)</li> <li>• Clinical Experiences Evaluations with an average score of "4" under Assessment</li> <li>• Comprehensive Exam Score of "2" on Assessment questions</li> </ul>	
Intervention	<p>Trainees demonstrate competence in evidence-based interventions consistent</p>	<ul style="list-style-type: none"> <li>• Selects evidence-based interventions when planning treatment</li> <li>• Selects interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Grades of B- or better in EDUC 794I, 628, 762, 702</li> <li>• Average Clinical Experiences Evaluation of</li> </ul>	

	with the scope of Health Service Psychology with a range of populations (e.g. individual, family, group, school). They will develop and implement evidence-based interventions, demonstrate an ability to apply research to clinical decision-making, modify and evaluate interventions.	<p>that match assessment data</p> <ul style="list-style-type: none"> <li>• Demonstrates a basic ability to implement and progress monitor interventions</li> </ul>	<p>“3” in Intervention Domains</p> <ul style="list-style-type: none"> <li>• Comprehensive exam score of “2” on intervention question</li> </ul>	
Supervision	Trainees demonstrate knowledge of supervision models and practices	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of models of supervision and developmental milestones of supervisees</li> </ul>	<ul style="list-style-type: none"> <li>• Grade of B- or better in EDUC 802</li> <li>• Meets regularly with supervisor/advvisor</li> </ul>	
Consultation and interprofessional/ Interdisciplinary skills	Trainees demonstrate knowledge and respect for the roles and perspectives of other professions	<ul style="list-style-type: none"> <li>• Participates in collaborative and consultative meetings with professionals</li> <li>• Demonstrates effective communication skills with professionals and families</li> <li>• Demonstrates understanding of school systems and collaborates with others on</li> </ul>	<ul style="list-style-type: none"> <li>• Grade of B- or better in EDUC 702</li> <li>• Average Clinical Experiences Evaluation rating of “4” in consultation domain</li> <li>•</li> </ul>	

		systems and practices that maintain effective and supportive learning environments for all children		
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### Readiness for Practice

<b>Profession-Wide Competency</b>	<b>Definition</b>	<b>Behavioral Anchors Before Practice</b>	<b>Experiences That Inform Practice Readiness (MLA)</b>	<b>Meets Expectations ? (Y/N)</b>
Research	Trainees demonstrate the integration of science and practice. Trainees will demonstrate the ability to formulate research, conduct research, and critically evaluate and disseminate research.	<ul style="list-style-type: none"> <li>• Appropriately uses research methods to address research questions</li> <li>• Regularly consumes research to inform practice</li> <li>• Communicates and disseminates research</li> </ul>	<ul style="list-style-type: none"> <li>• Successful dissertation defense</li> <li>• Intern evaluation of "4" on Research</li> </ul>	
Ethical and Legal Standards	Trainee builds knowledge and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws and policies governing health service psychology, NASP	<ul style="list-style-type: none"> <li>• Applies intermediate understanding of ethical practice and knowledge,</li> <li>• Applies intermediate knowledge of legal issues</li> <li>• Recognizes ethical dilemmas within cases and ethical implications of</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluation average of "4" under Ethical and Legal Standards</li> </ul>	

	standards. They recognize ethical dilemmas, and conduct self in an ethical manner in all professional activities	professional work <ul style="list-style-type: none"> <li>• Actively consults when considering ethical and legal aspects of case work</li> </ul>		
Individual and Cultural Diversity	Trainees demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities.	<ul style="list-style-type: none"> <li>• Applies knowledge of cultural and individual difference in assessment, intervention and consultation cases</li> <li>• Adapts professional behavior in culturally sensitive manner</li> <li>• Applies Intermediate knowledge of individual differences as defined by ICD, DSM, and SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluation of "4" in Individual and Cultural Diversity</li> </ul>	
Professional Values and attitudes	Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training  Training engages in self-reflection, seeks and responds to supervision, and reflects integrity,	<ul style="list-style-type: none"> <li>• Continued membership with professional organizations</li> <li>• Completes required case documentation in a timely way</li> <li>• Plans and organizes workload</li> <li>• Demonstrates personal organization skills</li> <li>• Follows policies of institution</li> </ul>	<b>*This is observed across all learning environments and in:</b> <ul style="list-style-type: none"> <li>• Intern Evaluation of "3" in Professional Performance and Dispositions</li> </ul>	

	<p>deportment, professional identity, accountability, lifelong learning, concern for others</p>	<ul style="list-style-type: none"> <li>• Displays initiative and professional optimism</li> <li>• Recognizes impact of self on others</li> <li>• Attends to self-care</li> </ul>		
Communication and interpersonal skills	<p>Trainees are expected to develop and maintain effective relationships with wide range of individuals</p> <p>Trainees will produce and comprehend oral nonverbal, and written communications that demonstrates a thorough grasp of professional language and concepts</p> <p>Trainees will demonstrate effective interpersonal skills and the ability to manage difficult communication well</p>	<ul style="list-style-type: none"> <li>• Uses appropriate language and tact in professional communication</li> <li>• Listens to and acknowledges feedback from others</li> <li>• Appropriately communicates ideas, feelings and information verbally and in written form to those within and outside of the profession</li> </ul>	<p><b>*This is observed across all learning environments and in:</b></p> <ul style="list-style-type: none"> <li>• Intern Evaluation of "3" in Professional Performance and Dispositions</li> </ul>	
Assessment	<p>Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service</p>	<ul style="list-style-type: none"> <li>• Independently selects appropriate assessments for cases and consults with colleagues when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluations with an average score of "4" under Assessment</li> </ul>	

	<p>Psychology. This includes developing an understanding of classification systems, human behavior in context, functional and dysfunctional behaviors. They will select, apply, interpret, and communicate assessment data effectively.</p>	<ul style="list-style-type: none"> <li>• Demonstrates competence in administering, scoring, and interpreting assessments</li> <li>• Links assessment information to intervention planning</li> </ul>		
Intervention	<p>Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology with a range of populations (e.g. individual, family, group, school). They will develop and implement evidence-based interventions, demonstrate an ability to apply research to clinical decision-making, modify and evaluate interventions.</p>	<ul style="list-style-type: none"> <li>• Selects evidence-based interventions when planning treatment</li> <li>• Selects interventions that match assessment data</li> <li>• Implements interventions, attending to cultural appropriateness and contextual fit</li> <li>• Demonstrates fluency in implementing and progress monitoring a range of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluations with an average score of "4" on sections related to intervention</li> </ul>	
Supervision	<p>Trainees demonstrate knowledge of supervision models and practices</p>	<ul style="list-style-type: none"> <li>• Seeks supervision as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Intern Evaluations with an average score of "3" on</li> </ul>	



			Professional Behavior and Dispositions	
Consultation and interprofessional / Interdisciplinary skills	Trainees demonstrate knowledge and respect for the roles and perspectives of other professions	<ul style="list-style-type: none"> <li>• Participates in collaborative and consultative meetings with professionals</li> <li>• Demonstrates effective communication skills with professionals and families</li> <li>• Demonstrates understanding of school systems and collaborates with others on systems and practices that maintain effective and supportive learning environments for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Intern evaluation average of "4" in Consultation</li> </ul>	

## Appendix C: Course Waiver Form



*The Commonwealth of Massachusetts*  
*University of Massachusetts Amherst*  
*Educator Licensure Advisory Council*

### COURSE WAIVER/SUBSTITUTION FORM

Student's Name \_\_\_\_\_ Student ID \_\_\_\_\_

Program \_\_\_\_\_ Date \_\_\_\_\_

A waiver/substitution has been granted for the following course:

Course Number \_\_\_\_\_ Title \_\_\_\_\_

\*Rationale for the waiver/substitution:

Candidate's Advisor \_\_\_\_\_ (signature) Program Director \_\_\_\_\_ (signature)

Licensure Candidate \_\_\_\_\_ (signature)

\*Please attach and forward to the Educator Licensure Office (Room 130, Furcolo Hall) the supporting documentation used as a basis for granting this waiver. (i.e. expanded resume, letters of recommendation, course descriptions, etc.)

## **Appendix D: Typical Program of Study**

### **Course Sequence in School Psychology**

#### **YEAR 1 FALL SEMESTER**

EDUC 741 Principles & Practices of School Psychology  
EDUC 632 Principles of Educational & Psychological Testing  
EDUC 677 Foundations in Bilingual and Multicultural Education (3 credits)  
EDUC 708 School Psychology Cognitive Assessment  
EDUC 694A Practicum in School Psychology Assessment  
EDUC 594M Child and Adolescent Development for the Helping Professional

#### **YEAR 1 SPRING SEMESTER**

EDUC 775 Historical Foundations & Contemporary Theories of Psychology and Education  
EDUC 705 Assessment in School Psychology: Educational Assessment  
EDUC 694A Practicum in School Psychology Assessment  
EDUC 532 Applied Behavior Analysis in Applied Settings  
EDUC 685 Developmental Psychopathology

#### **YEAR 2 FALL SEMESTER**

EDUC 663 Experimental Single Case Research Designs for Educators and Helping Professionals  
EDUC 762 School Psychology Social & Behavioral Assessment  
EDUC 694A Practicum in School Psychology Assessment  
EDUC 794I Prevention and Intervention for Achievement Problems in Schools  
EDUC 698Q School Psychology Practicum

#### **YEAR 2 SPRING SEMESTER**

EDUC 790S Physiological Bases of Human Behavior, Affect, and Learning  
EDUC 871: Design & Evaluation of Educational Programs  
EDUC 628 Prevention and Intervention for Mental Health Problems in Schools  
EDUC 702 School-based Consultation  
EDUC 698Q School Psychology Practicum

#### **YEAR 3 FALL SEMESTER**

EDUC 664-Research Methods: Quasi-experimental & Group Designs  
EDUC 669 Policy & Legal Perspectives in Special Education  
EDUC 698RR Advanced Practicum in School Psychology

#### **YEAR 3 SPRING SEMESTER**

PSYCH 697S Classic and Contemporary Advances in Social Psychology  
EDUC 656 Analysis of Variance for Educational Research  
EDUC 698RR Advanced Practicum in School Psychology

#### **YEAR 4 FALL SEMESTER**

EDUC 698RR Advanced Practicum in School Psychology  
SCHPSYCH 899 Dissertation Credits

#### **YEAR 4 SPRING SEMESTER**

PSYCH 697R Research in Cognition or Cognitive Psychology and Cognitive Neuroscience  
EDUC 802 Professional Development: Supervision for School Psychologists  
EDUC 698RR Advanced Practicum in School Psychology  
SCHPSYCH 899 Dissertation Credits

#### **YEAR 5 FALL AND SPRING SEMESTERS**

EDUC 830 Pre-Doctoral Internship in School Psychology (1500 hours)  
SCHPSYCH 899 Dissertation Credits

**Appendix E: Clinical Experiences Evaluation  
University of Massachusetts at Amherst  
School Psychology Program**

**Clinical Practice Evaluation Form  
Practica and Internship**

Student's Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Training Site: \_\_\_\_\_

**The ratings included in this evaluation are the result of direct observations of the student conducted between \_\_\_\_\_ and \_\_\_\_\_.**  
(Month and Year) (Month and Year)

**Instructions:** This form is designed to help field supervisors provide feedback about the performance of students in our School Psychology Program. This form will become part of the student's record and will be considered in assigning grades for the clinical training. Please answer each item using the scale provided. The ratings of the student should be based on your actual **direct observation** and reports received from school staff, parents, students, etc. regarding the practicum student performance. Please take the time to read each item and rate it independently, and indicate if you observed this firsthand **this semester**.

**1 = Minimal Competence** – competence **below the level expected of a second-year practicum student**, or minimal or no competence noted; the student has little to no experience and is in need of direct supervised assistance.

**2 = Adequate Competence** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be **expected of a beginning pre-service practicum student**; requires on-going supervision.

**3 = Emerging Competence** – competence beyond that expected for a practicum student, but not yet at the entry-level; **competence expected of a pre-service intern**; requires on-going supervision.

**4 = Entry-Level Competence** – competence at the level expected of a beginning, **certified school psychologist**; requires only occasional supervision or post-doctoral training.

**5 = Professional Competence** – well-developed competence that reflects capability for independent functioning with little or no supervision required.

**ND = No Data** – insufficient data to make rating at this time.

## Part 1: Performance of Profession Wide Competencies

### **Research**

Rate (1 – 5)	
	Makes use of single-subject research designs to evaluate intervention implementation.
	Demonstrate the ability to formulate clinical case studies, program evaluation projects or program development projects that are of sufficient quality and rigor to have the potential to contribute the professional knowledge base.
	Demonstrates ability to communicate research, such as evidence-based practices, to colleagues and families.

### **Assessment**

Rate (1 – 5)	
	Develops an assessment plan appropriate to the nature of the presenting problem and individual
	Utilizes principles of measurement & psychometric standards in the selection and use of assessment techniques.
	Selects procedures (e.g., behavioral observation; semi-structured interviews; parent-, teacher-, student-rating scales; curriculum-based measures; other standardized measures) to assess relevant characteristics of referred
	Integrates an awareness and knowledge of individual and cultural differences in the selecting, administering and interpreting assessments.
	Is able to conduct an assessment of a student's learning environment.
	Is able to conduct a functional assessment
	Is able to apply assessment results to design, and implement effective educational support services.
	Maintains accurate records and documentation of the assessment process (consistent with state and federal laws and regulations).
	Prepares written reports and summaries of assessment findings.

## Intervention

Rate (1 – 5)	
	Demonstrates knowledge of principles and research regarding risk and resiliency factors that hinder and promote learning, emotional and behavioral outcomes.
	Demonstrates an understanding of the systems that support both general and specialized intervention practices.
	Supports the use of data for making system-level decisions about environments that promote learning, behavioral and healthy emotional development.
	Can critically evaluate research and professional literature to select evidence-based intervention practices appropriate for the individual needs of the student.
	Plans intervention strategies appropriate to the specific <b>learning problem</b> or situation by linking interventions to assessment.
	Plans intervention strategies appropriate to the <b>specific emotional or behavioral problem</b> or situation by linking interventions to assessment.
	Establishes procedures for monitoring, evaluating, and documenting the effectiveness <b>of academic interventions</b> .
	Establishes procedures for monitoring, evaluating, and documenting the effectiveness of interventions through <b>mental health support services</b> .
	Maintains complete and accurate records of assessments, interventions, progress, and current status of students served.
	Modifies or revises intervention strategies as necessary, based on ongoing monitoring of student progress and intervention implementation.
	Demonstrates an understanding of the systems that are in place to prepare, respond and recover from crises that may affect students in their school settings.

## Consultation and Interprofessional/Interdisciplinary Skills

Rate (1 – 5)	
	Demonstrates knowledge and respect for the roles and perspectives of other professionals.
	Participates in a multidisciplinary team (including teachers, parents, students, and relevant others) in order to assist in problem identification, problem certification, and the designing of assessment linked interventions.
	Collaborates with others to promote services that enhance mental health, safety and physical well-being of all children.
	Participates in school-based systems (TST's, MDT's, PBIS Teams, Grade-level Teacher Teams, PLC's) for the purpose of improving learning environments and learning outcomes for children
	Demonstrates knowledge of principles and research related to strengths, needs and cultures of the various families that we serve.
	Demonstrates knowledge of evidence-based strategies that support families to promote the learning, socialization and mental health of their children.
	Collaborates with others to facilitate family and school partnerships.
	Demonstrates the skills to effectively communicate and collaborative with the diverse students and families that are served by the school community.

## Ethical and Legal Standards

Rate (1 – 5)	
	Demonstrates knowledge of general ethical guidelines.
	Demonstrates awareness and sensitivity to ethical issues specific to the Practicum setting.
	Personal behavior is consistent with ethical guidelines.
	Recognizes ethical dilemmas within cases and ethical implications of professional decisions
	Consults with others about ethical issues when necessary



## Individual and Cultural Diversity

Rate (1 – 5)	
	Is aware of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
	Demonstrates knowledge of the principles, research, and classification systems related to the individual differences and diverse characteristics of children, families and schools to guide decisions that enhance student development and learning.
	Assists in the integration of all students into instructional programs for equity of access to high quality services.
	Is able to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Overall, what would you identify as this student's strengths and areas for improvement?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## Evaluation of Intern Part 2

### Professional Performance and Dispositions

**Instructions:** Part 2 of this evaluation is designed to evaluate the intern's development of the professional behaviors and dispositions to be successful a School Psychologist. As previously noted, the ratings of the intern should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the intern's development. The ratings remain a 1-5 scale, however the descriptors for each change from the competency development of professional skills, to behaviors you expect in a workplace setting.

**1 = Far Below Expectations** – The intern does not exhibit the disposition or behavior; this is an area for substantial improvement.

**2 = Below Expectations** – The intern does not yet meet the expected disposition or behavior, however with feedback and support is approaching the expectations.

**3 = Acceptable** – The intern meet the standards of dispositions and behavior in the present workplace.

**4 = Above Expectations** – The intern exceed the expectations for the workplace.

**5 = Far Above Expectations** - The intern exceed the expectations for the workplace; this represents an important area of strength for the intern that stands out among others.

**ND = No Data** – insufficient data to make rating at this time.

## Professional Values and Attitudes

- A. The student behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

- \_\_\_\_\_ Arrives on time consistently.
- \_\_\_\_\_ Uses time effectively (e.g. plans and organizes workload effectively).
- \_\_\_\_\_ Informs supervisor and makes arrangements for absences.
- \_\_\_\_\_ Reliably completes requested or assigned tasks on time.
- \_\_\_\_\_ Completes required total number of hours or days on site.
- \_\_\_\_\_ Asks questions to support professional development.
- \_\_\_\_\_ Willingly takes on new assignments and tasks.
- \_\_\_\_\_ Takes initiative and demonstrates an interest in learning
- \_\_\_\_\_ Shows genuine concern for the welfare of colleagues and students.

- B. The student engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness

- \_\_\_\_\_ Is reflective about their work and effort.
- \_\_\_\_\_ Demonstrates effort to improve in areas of need.
- \_\_\_\_\_ Is willing to explore personal strengths and weaknesses.
- \_\_\_\_\_ Attends to self-care.
- \_\_\_\_\_ Demonstrates effective coping strategies in stressful situations.
- \_\_\_\_\_ Demonstrates a desire to implement effective school practices.

- C. The student actively seeks and demonstrates openness and responsiveness to feedback and supervision.

\_\_\_\_\_ Actively seeks supervision when necessary.

\_\_\_\_\_ Is receptive to feedback and suggestions from supervision.

\_\_\_\_\_ Successfully implements suggestions from supervisor.

\_\_\_\_\_ Understands information communicated in supervision.

- D. The student responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

\_\_\_\_\_ Demonstrates initiative.

\_\_\_\_\_ Demonstrates professional optimism.

\_\_\_\_\_ Is eager to try new things.

\_\_\_\_\_ Is growing more independent in this site since the last evaluation period.

## **Communication and Interpersonal Skills**

- A. The student develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

\_\_\_\_\_ Is responsive to norms about clothing, language, etc., on site.

\_\_\_\_\_ Has developed an effective relationship with the supervisor.

\_\_\_\_\_ Has developed effective relationships with teachers and school staff members.

\_\_\_\_\_ Has developed effective relationships with students.

\_\_\_\_\_ Has developed effective relationships with families.

\_\_\_\_\_ Shows respect for others even when experiencing disagreement or conflict.

\_\_\_\_\_ Adapts professional behavior in a way that is appropriate to context.

\_\_\_\_\_ Adapts professional behavior in a way that is supportive and culturally sensitive.

B. The student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

\_\_\_\_\_ Produces written communication that is informative and well-integrated.

\_\_\_\_\_ Produces oral communication that is informative and well-integrated.

\_\_\_\_\_ Demonstrates effective nonverbal communication skills.

\_\_\_\_\_ Demonstrates knowledge and use of professional language and concepts of School Psychology.

\_\_\_\_\_ Demonstrates effective understanding of oral communication.

\_\_\_\_\_ Demonstrates effective understanding of nonverbal communication.

\_\_\_\_\_ Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Overall, what would you identify as this student's strengths? \_\_\_\_\_

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What would you identify as areas in which this student should improve? \_\_\_\_\_

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General Comments and Observations:

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Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to:

**Insert Faculty Supervisor on Record**

## **Appendix F: Comprehensive Proposal Guidelines**

A critical part of the examination process is the establishment of comprehensive examination proposal. The proposal should be organized by domain (i.e., discipline specific knowledge and profession-wide competencies). These domains form the basis of the questions that will be asked. It is the student's responsibility to make sure that the Committee is knowledgeable of the student's areas of emphasis and interests so that appropriate questions can be developed. Therefore, students are expected to prepare a comprehensive list of readings, organized by domain, from which students will prepare for the exam. This list should not include every single reading ever assigned; rather, it should encompass key readings from coursework that represent a depth of content. This list is to be presented to the Committee, and together, with any additional readings identified by the Committee, will constitute potential areas of examination.

Committee members may solicit input on questions from other faculty members at the University of Massachusetts, depending on student interests and background. Both student- and faculty- suggested domains/readings will be reviewed with the student and will be agreed upon. The student will prepare a written copy of the final agreed upon proposal and provide this information to Committee members at least 8 weeks prior to the examination. The student and Committee Chair share responsibility for meeting this timeline.

**Day 1.** Two questions will be given to examinees on Day 1 of the exam. Day 1 questions emphasize areas representing health service psychology, the educational foundations of School Psychology, and research. These areas include history and systems of psychology; affective, biological, developmental, cognitive, and social aspects of behavior, particularly as they relate to childhood and schooling; and research, quantitative methods and psychometrics. Please organize your readings according to these domains:

- I. Health Service Psychology and Educational Foundations (e.g. environmental, cognitive, affective, physiological bases of behavior, instructional principles, learning, diverse populations)**
- II. Research, Quantitative Methods, and Psychometrics**

**Day 2.** On the second day of the exam, students will answer three questions representing a comprehensive and integrated understanding of Profession-Wide Competencies. These include: ethical and legal standards; individual and cultural diversity; professional values, attitudes and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation. Please organize your readings according to these domains:

- I. Ethical and Legal Standards**
- II. Individual and Cultural Diversity**
- III. Assessment**
- IV. Intervention**
- V. Consultation**

### Appendix G: Comprehensive Examination Scoring Guidelines

1=Fail	2=Pass	3=High Pass	4=Outstanding
<ul style="list-style-type: none"> <li>• Student does not answer the question(s) asked and/or writes extremely generally about the domain being assessed.</li> <li>• Answer may be inaccurate and reflects a misunderstanding of key concepts</li> <li>• Answer does not include key references</li> <li>• Student may attend to overall organization, mechanics, and APA style</li> </ul>	<ul style="list-style-type: none"> <li>• Student answers all parts of the question with accuracy</li> <li>• Student provides enough detail to demonstrate a comprehensive understanding of the domain assessed.</li> <li>• Student references multiple, seminal works</li> <li>• Student attends to overall organization, mechanics, and APA style</li> </ul>	<ul style="list-style-type: none"> <li>• Student answers all parts of the question with accuracy</li> <li>• Student provides a comprehensive response that reflects breadth and depth of knowledge of the particular domain being assessed.</li> <li>• Includes several references to multiple historical and current seminal works.</li> <li>• Student provides an organized response with accuracy regarding mechanics and APA style.</li> </ul>	<ul style="list-style-type: none"> <li>• Student answers all parts of the question with accuracy</li> <li>• Student provides a comprehensive response that reflects a particular depth of knowledge of the domain being assessed. Student's writing reflects clarity of knowledge and a sophisticated synthesis of several ideas and</li> <li>• multiple historical and current seminal works</li> <li>• Student provides an organized and cohesive response with accuracy regarding mechanics and APA style.</li> </ul>



## **Appendix H: Annual Assessment of Professional Dispositions**

At the close of each academic year, students in the School Psychology Program at the University of Massachusetts engage in an annual evaluation process with their advisor. Part of this evaluation includes an assessment of professional dispositions. The professional dispositions are defined by the Profession-Wide Competencies outlined by the American Psychological Association (2015) and include Professional Values and Attitudes and Communication and Interpersonal Skills. To best complete this assessment, students' advisors should review practicum evaluations and consult with program faculty who have had the student in class. Students should also independently reflect on their behaviors. This assessment along with grades, practicum evaluations, comprehensive exam scores, etc. contributes to the determination of whether or not the student is in good standing in the program at the close of each year and ready for the next milestone within the program (e.g. practicum, internship). Students that are not meeting expectations in any areas, a plan for remediation to meet expectations will be developed. If this supportive plan does not help the student change their behavior, they may be dismissed from the program.

## Annual Assessment of Professional Dispositions

### Professional Values and Attitudes

**The student behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.**

	<u>Student</u>	<u>Field Supervisor</u>	<u>Faculty</u>
Arrives on time consistently.			
Uses time effectively (e.g., plans and organizes workload effectively).			
Informs supervisor or professor and makes arrangements for absences.			
Reliably completes requested or assigned tasks on time.			
Completes required total number of hours or days on site/Meets expectations.			
Asks questions to support professional development.			
Willingly takes on new assignments and tasks.			
Takes initiative and demonstrates an interest in learning (active participant in class, clinical experiences and research projects.)			
Shows genuine concern for the welfare of colleagues and students.			

**The student engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness**

	<u>Student</u>	<u>Field Supervisor</u>	<u>Faculty</u>
Is reflective about their work and effort.			
Demonstrates effort to improve in areas of need.			
Is willing to explore personal strengths and weaknesses.			
Attends to self-care.			
Demonstrates effective coping strategies in stressful situations.			
Demonstrates a desire to implement effective school practices.			

**The student actively seeks and demonstrates openness and responsiveness to feedback and supervision.**

	<u>Student</u>	<u>Field Supervisor</u>	<u>Faculty</u>
Actively seeks supervision when necessary.			
Is receptive to feedback and suggestions from supervision.			
Successfully implements suggestions from faculty and supervisors.			
Understands information communicated in supervision.			

**The student responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.**

	<u>Student</u>	<u>Field Supervisor</u>	<u>Faculty</u>
Demonstrates initiative.			
Demonstrates professional optimism.			
Is eager to try new things.			
Is growing more independent since the last evaluation period.			

### Communication and Interpersonal Skills

**The student develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional**

	<u>Student</u>	<u>Field Supervisor</u>	<u>Faculty</u>
Is responsive to norms about clothing, language, etc.			
Has developed an effective relationship with the supervisors and mentors.			
Has developed effective relationships with teachers and school staff members.			
Has developed effective relationships with students.			
Has developed effective relationships with families.			
Shows respect for others even when experiencing disagreement or conflict.			
Adapts professional behavior in a way that is appropriate to context.			
Adapts professional behavior in a way that is supportive and culturally sensitive.			

**The student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.**

	<u>Student</u>	<u>Field Supervisor</u>	<u>Faculty</u>
Produces written communication that is informative and well-integrated.			
Produces oral communication that is informative and well-integrated.			
Demonstrates effective nonverbal communication skills.			
Demonstrates knowledge and use of professional language and concepts of the profession.			
Demonstrates effective understanding of oral communication.			
Demonstrates effective understanding of nonverbal communication.			
Demonstrate effective interpersonal skills and the ability to manage difficult situations.			

## **Appendix I: Annual Evaluation Portfolio**

### **Developmental School Psychology Portfolio**

#### **PhD in School Psychology**

All students in the UMass Amherst school psychology program will be required to submit a portfolio at the end of each academic year, which documents samples of their best work. In addition to their performance in classes, practica and additional activities offered by the program (i.e., research groups, professional seminars, professional development opportunities), the portfolio will be used to evaluate students' development of the skills and attributions necessary for success in the school psychology profession. Faculty will meet each May to discuss students being evaluated via the Assessment of Profession-Wide Competencies to determine student readiness for the next relevant milestone within the program. Following this faculty meeting, advisors will meet with students to discuss their progress within the program.

## Portfolio Components

### **I. First Year Portfolio: Demonstration of early skill development**

1. **Completed End of Year Evaluation**
2. **Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
3. **Transcript.**
4. **Pre-practicum Experience Log**
5. **Example(s) of Academic Performance**
6. **Example(s) of Research**
7. **Case Studies.** Each student should submit three case examples to demonstrate their development toward a novice level of assessment and evaluation skills in the areas of cognitive, behavioral and academic assessment.
  - a. **Cognitive Assessment.** Students should submit one case example summarizing their experience administering, scoring and interpreting at least one standardized cognitive assessment.
  - b. **Behavioral Assessment.** Students should submit one case example summarizing one functional analysis of behavior that includes an evaluation of the topography a one behavior, and the antecedents and consequences that are hypothesized to be maintaining the target behavior.
  - c. **Academic Assessment.** Students should submit one case example of a survey level assessment, using curriculum-based measurement, across at least 4 academic domains. The report should include progress monitoring data in at least one academic domain, for which the data are plotted on a time series line graph.

## **Portfolio Components**

### **II. Year 2 Portfolio: Applications of Skills for Intervention and Program Evaluation.**

1. **Completed End of Year Evaluation**
2. **Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
3. **Transcript.**
4. **Practicum Log and Demographic Tracking Sheet**
5. **Practicum Evaluation**
6. **Example(s) of Academic Performance**
7. **Example(s) of Research**
8. **Case Studies.** Each student should submit three case examples to demonstrate their development toward an advanced beginner level of assessment and evaluation skills in the areas of cognitive, behavioral and academic assessment. Each case study should demonstrate how the results of the assessment plan led to a targeted intervention, and how the intervention was monitored for implementation integrity and impact on student outcomes.
  - a. ***Individual or Group Behavioral Case Study.*** Complete one behavioral case study. This should include a comprehensive functional behavioral assessment with one student, which includes identification/certification of target behaviors and hypothesized function, implementation of a function-based support plan, which includes antecedent, teaching and consequent strategies, and progress monitoring to behavior change. Data collection that enables the demonstration of positive impact is required. This could include the following:
    - i. ***Time series measurement of baseline and intervention phases***
    - ii. ***Measurement of fidelity of implementation***
    - iii. ***Measurement of contextual fit and social validity***
  - b. ***Individual or Group Academic Case Study.*** Complete one comprehensive academic assessment that demonstrates use of a multi-source, multi-method data gathering procedures. The case should present hypothesized target problems with data that certifies at least one problem area, and a comprehensive problem analysis that specifies causal hypotheses. Goals should be delineated that describe the reduction of the problem discrepancy, and the intervention plan should explicitly address the target problem. The case study should include both treatment integrity data and student level progress monitoring data, along with a summary of the effectiveness of the

intervention and recommendations for subsequent steps. The treatment integrity data and progress monitoring data should explicitly demonstrate the impact on student learning outcomes.

- c. ***Psychoeducational Assessment.*** Complete one psychoeducational assessment that was used to help guide Special Education eligibility decisions. The report should include a clearly, operationalized reason for conducting the assessment that includes target problems to be investigated. The report should include multi-source, multi-method data gathering procedures that are described for parents, teachers and administrators. The results should be summarized clearly and include recommendations that are aligned to the results of the assessment procedures that were used. The report should be submitted with a reflection report that describes how the report was used in practice and the ways is guided decisions for the target student. The reflection should include how you expected the report to be received in comparison to what occurred, any aspects of the data collection, reporting or consultation you might have done differently and how you developed your own professional skills through this experience.
- d. ***Individual or Group Counseling Case Study.*** Complete one counseling case study. This could include clinical work with an individual student (Tier 2 or 3), implementation of a targeted social skills group (Tier 2), or implementation of a class-wide social and emotional learning program (Tier1). Students should document session notes as well as a comprehensive case report. Be sure to consider how to document a positive impact on student performance. For the counseling case study consider the following:
  - i. ***Pre-Post test measurement***
  - ii. ***Teacher/Caregiver report of student social-emotional behavior***
  - iii. ***Mood Rating***
  - iv. ***Check In/Check Out daily ratings***
  - v. ***Goal Attainment Scale***
  - vi. ***Measurement of fidelity of implementation***
  - vii. ***Measurement of contextual fit and social validity***



## **Portfolio Components**

### **II. Year 3 Portfolio: Advanced Applications of Skills for Intervention and Program Evaluation, Consultation and research**

- 1. Completed End of Year Evaluation**
- 2. Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
- 3. Transcript.**
- 4. Advanced Practicum Log and Evaluation**
- 5. Scholarly Project**
- 6. Comprehensive Exam Proposal**

## **Portfolio Components**

### **II. Year 4 Portfolio: Proficient Demonstrations of Skills for Intervention and Program Evaluation , Consultation and Research**

- 1. Completed End of Year Evaluation**
- 2. Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.
- 3. Transcript.**
- 4. Advanced Practicum Log and Evaluation**
- 5. Scholarly Project**
- 6. Comprehensive Exam Results**
- 7. Dissertation Proposal**
- 8. Internship Contract**

## Portfolio Components

### II. Internship Portfolio

***Internship Portfolio Requirements are necessary for completion of licensure requirements. The contents of the Internship portfolio will be assessed via TK20 for licensure approval in June upon completion of all Internship expectations.***

**1. Current Vita.** This should be constructed following *APA 7<sup>th</sup> Edition* formatting.

**2. Transcript.**

**3. Internship Log and Evaluation.**

**4. Personal Statement.** This should include a 1-2 page reflection on the student's internship experience, important lessons learned, and documentation of short-term and long-term professional goals. Goals should include both personal professional development goals as well as goals related to the student's intended career path.

**5. Case Studies.** During the internship experience, each student is required to complete three comprehensive case studies (see suggested topics and descriptions below). Each case study should include a report documenting a clear description of each phase of consultation, assessment, and/or intervention from case conceptualization through evaluation of treatment outcomes. Students should include report headings such as *Problem Identification/Certification, Problem Analysis, Intervention Selection and Implementation, Progress Evaluation*. Students are required to submit data associated with each case that demonstrates impact on student learning or learning environments. These case studies might reflect work with individual children, classrooms, or schools. They additionally might reflect intervention provided at multiple tiers or multiple integrated interventions (e.g., academic and behavioral) for one student.

- a. ***Individual or Group Counseling Case Study.*** Consider one counseling case study. This could include clinical work with an individual student (Tier 3), implementation of a targeted social skills group (Tier 2), or implementation of a class-wide social and emotional learning program (Tier1). Students should document session notes as well as a comprehensive case report. See information above and the attached sample rubric to guide steps taken throughout the course of this study. Be sure to consider how to document a positive impact on student performance. For the counseling case study consider the following:
  - i. Pre-Post test measurement
  - ii. Teacher/Caregiver report of student social-emotional behavior
  - iii. Mood Rating
  - iv. Check In/Check Out daily ratings
  - v. Goal Attainment Scale
  - vi. Measurement of fidelity of implementation
  - vii. Measurement of contextual fit and social validity

- b. ***Individual or Group Behavioral Case Study.*** Consider one behavioral case study. Again, this could include a comprehensive functional behavioral assessment with one student, which includes identification/certification of target behaviors and hypothesized function, implementation of a function-based support plan, which includes antecedent, teaching and consequent strategies, and progress monitoring to behavior change. This case might also include the functional assessment of a system such as a classroom or non-classroom area. Again, data collection that enables the demonstration of positive impact is required. This will include the following:
- i. Time series measurement of baseline and intervention phases
  - ii. Measurement of fidelity of implementation
  - iii. Measurement of contextual fit and social validity
- c. ***Individual or Group Academic Case Study.*** Consider one comprehensive academic assessment that demonstrates use of a multi-source, multi-method data gathering procedures. The case study could report the results of academic assessment and intervention for one student or for a group of students. The case should present hypothesized target problems with data that certifies at least one problem area, and a comprehensive problem analysis that specifies causal hypotheses. Goals should be delineated that describe the reduction of the problem discrepancy, and the intervention plan should explicitly address the target problem. The case study should include both treatment integrity data and student level progress monitoring data, along with a summary of the effectiveness of the intervention and recommendations for subsequent steps.
- d. ***Psychoeducational Assessment.*** Consider one psychoeducational assessment that was used to help guide Special Education eligibility decisions. The report should include a clearly, operationalized reason for conducting the assessment that includes target problems to be investigated. The report should include multi-source, multi-method data gathering procedures that are described for parents, teachers and administrators. The results should be summarized clearly and include recommendations that are aligned to the results of the assessment procedures that were used. The report should be submitted with a reflection report that describes how the report was used in practice and the ways is guided decisions for the target student. The reflection should include how you expected the report to be received in comparison to what occurred, and any aspects of the data collection, reporting or consultation you might have done differently.

## **APPENDIX J: Annual Evaluation Form**

### **University of Massachusetts Amherst**

School Psychology Program  
Annual Evaluation Form

**Student Name:**

**Date:**

**Academic Year being evaluated:**

Directions.

This evaluation is intended to facilitate student self-reflection, student-advisor discussion, future academic planning, and finally, a summative evaluative statement regarding student progress and standing in the program. Data gathered via this process will also be used to report student progress in APA and NASP accreditation procedures. Please read through the form and take a day or two to consider your responses before completing the form. Feel free to discuss your responses with your student colleagues, Program Faculty, and your advisor, at any time before, during, or after completing the form.

To complete the evaluation, please do the following:

- Download the evaluation form and save it as a separate document (e.g., "studentname\_eval.doc")
- Complete the appropriate sections
- Save the document, and send it electronically to your advisor
- Your advisor will then complete appropriate sections and send it back to you
- You then will print out the completed evaluation, attach supporting documentation (e.g., transcript, work samples) and schedule a meeting with your advisor
- After the evaluation meeting, both the student and advisor will sign the evaluation form, and it will be forwarded to the program director for signature
- Population all documents to your Student Portfolio in UMass Box.

### **Attachments for Student Portfolios:**

#### **All Students:**

1. Completed End of Year Evaluation
2. Updated Vita
3. Transcript
4. Example(s) of Academic Performance
5. Example(s) of Research

#### **When Applicable:**

1. Practicum Case Studies (As described in the Developmental Portfolio Description Appendix)
2. Comprehensive Exam Proposal
3. Comprehensive Exam Scores
4. Dissertation Proposal

5. Internship Contract
6. Final Dissertation
7. Conference presentations
8. Publications

### **Part I: Academic Progress**

1. List the courses (by name and number that you have successfully completed during this academic year.
2. List major academic requirements you have completed during this academic year (e.g., comprehensive exam or proposal, dissertation proposal, MTEL, Praxis Exam).
3. Indicate if you currently have any incomplete grades, or grades earned below a B, with a description of your plan to remediation plan.
4. Briefly describe what you consider to be good examples of your work/accomplishments this academic year, in the area of academic development (e.g., papers or presentations from coursework). Attach at least one of your written products/documents in this area to support your description.

### **Part II: Clinical Progress**

1. Describe the Practicum experience you completed this year.
2. List and/or describe briefly what you consider to be good examples of your work/accomplishments this academic year, in the area of clinical development (e.g., practicum projects, reports, experiences)
3. Complete your Case Study Portfolio (Refer to the Developmental School Psychology Portfolio Appendix)

### **Part III: Research Progress**

1. List and/or describe briefly what you consider to be good examples of your work/accomplishments this academic year, in the area of scholarship/research (e.g., research paper or proposal for a class, article written for a newsletter or journal, dissertation proposal). Also, please attach one of your written products/documents in this area to support your description
2. List any conference presentations you have made or publications you have had during this past academic year.

### **Part IV: Professional Development**

1. Describe professional development opportunities you have experienced that were additional to your program of study (e.g., conferences, trainings attended).
2. **Self-Reflection** - This should include a 1-2 page reflection on the student's experiences this academic year, important lessons learned, and documentation of short-term and long-term professional goals. Goals should include both personal professional development goals as well as goals related to the student's intended career path.

### **Part V: Advisor's Section**

#### **1. Advisor's Comments.**

Please comment on the student's progress, and the quality of the student's work. What do you see as the student's strengths to date. What goals would you suggest as appropriate for the student for the next academic year?

#### **2. Summative Evaluation (Advisor, please check one):**

A. \_\_\_ Based on this evaluation, \_\_\_\_\_ is a student in good standing in the School Psychology Program.

B. \_\_\_ Based on this evaluation, \_\_\_\_\_ is not a student in good standing in the School Psychology Program.

C. \_\_\_ Based on this evaluation, \_\_\_\_\_ is a student about whom the Program faculty have academic concerns.

If, B or C is selected above, please explain the issue(s) and state what needs to be done to change the student's status to "good standing."

Student Signature and Date \_\_\_\_\_

Advisor Signature and Date \_\_\_\_\_

Program Director Signature and Date \_\_\_\_\_

## Appendix K: Competency Remediation/Support Template

### Competency Remediation/Support Plan

**Date of Competency Remediation Plan Meeting:**

**Name of Trainee:**

**Primary Supervisor/Advisor:**

**Names of All Persons Present at the Meeting:**

**All Additional Pertinent Supervisors/Faculty:**

**Date for Follow-up Meeting(s):**

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Profession-Wide Competencies: ***Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values, Attitudes, and Behaviors, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interprofessional/Interdisciplinary Skills***

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Student Signature:\_\_\_\_\_ Faculty Signature:\_\_\_\_\_



## Competency Remediation/Support Plan

<u>Competency Domain/ Essential Components</u>	<u>Problem Behaviors</u>	<u>Expectations for Acceptable Performance</u>	<u>Trainee's Responsibilities/ Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>