Ph.D. Program in School Psychology

Handbook

Department of Psychology and Counseling
College of Health and Behavioral Sciences
University of Central Arkansas

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RECEIPT OF

Ph.D. Program in School Psychology

Handbook

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

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University of Central Arkansas

I.   PROGRAM OVERVIEW

Training Model

The 120-hour Ph.D. program in School Psychology is grounded in the scientist-practitioner model of training. The program views the role of scientist-practitioner as one who is (1) a consumer of empirically-based practices, (2) an evaluator of his/her professional actions as a reflective decision maker and, (3) a researcher who produces new data from his/her own settings and reports these findings to the professional community. The program adheres to the idea that practice and research should reciprocally influence and strengthen each other. The program prepares students to integrate scientific knowledge and skills into all professional activities, to promote empirically established practices on behalf of those being served, and to exemplify the legal and ethical standards of the psychology profession.

The School Psychology Program stresses the "professional identity" of school psychologists, training that is broad and professional in nature, and an education that emphasizes individual and cultural diversity in faculty and students. Emphasis is placed on mental-health promotion, primary prevention, and intervention within a systems orientation that involves children, youth, families, schools, and community. The program prepares its graduates to work in schools, clinics, community agencies, hospitals, and private practice. Students completing the program will receive a Master's of Science (M.S.) degree and a Doctor of Philosophy (Ph.D.) degree.

Philosophy

The University of Central Arkansas Ph.D. program in School Psychology is grounded in the scientist-practitioner training model. The primary purpose of the program is to prepare students to provide and promote empirically-supported psychological services for children, youth, families, and schools. The program is founded on the central belief that school psychologists offer a unique and valuable contribution to society through the provision of scientifically sound prevention and intervention services. The need for quality school psychological services has been strongly felt throughout the state of Arkansas, the United States, and beyond. The Ph.D. program responds to this need in a pragmatic manner by emphasizing mental health promotion, prevention, and intervention at the individual, group, and systemic/programmatic level.

As a program within the Department of Psychology and Counseling in the College of Health and Behavioral Sciences, the program emphasizes the professional identity of school psychologists within the broader field of psychology, a breadth and depth of professional training that prepares students to competently perform a variety of school psychology functions, and an education that values and respects cultural diversity among students, faculty, and service recipients.

The program's philosophy is operationalized through the following specific values:
- Approaching every aspect of professional functioning from a science-informed perspective
- Adopting a systems-based ecological framework that acknowledges the multiple influences on human behavior including biological, cultural, familial, socio-political, and institutional influences
- Working respectfully and collaboratively with parents, teachers, and other key individuals in the lives of children and youth
- Treating every person as a unique individual who is capable of improving his or her life in dignified and meaningful ways
- Honoring and accommodating human diversity while acknowledging basic aspects of human functioning that are common to people of all ages and backgrounds
- Advocating and upholding the legal and ethical standards of the psychology profession
- Honoring our role as citizens of the school psychology profession by giving back to the profession through leadership and other service-related activities in professional organizations, research and dissemination activities, and other forms of service to the profession
- Serving a pragmatic societal function in the state of Arkansas and beyond through the provision of quality prevention and intervention services to children, youth, parents, and families
- Maintaining a steadfast commitment to professional improvement and accountability through the ongoing evaluation of all professional activities

From its inception in 2000 and through all subsequent changes and refinements, the program has been anchored in the accreditation criteria of the American Psychological Association (APA) and the National Association of School Psychologists (NASP). The program integrates the following philosophical and ethical foundations of the American Psychological Association in all training activities:

"Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior." (From the preamble of the *Ethical Principles of Psychologists and Code of Conduct*, APA, 2010, See: www.apa.org/ethics/code/index.aspx)

Likewise, the program honors the following tenets of NASP, in that it promotes evidence-based services for children and youth that help them succeed academically, socially, behaviorally, and emotionally. In providing such services, school psychologists "work with parents, educators, and other professionals to create supportive learning and social environments for all children." (From the National Association of School Psychologists' Principles for Professional Ethics 2010, See: www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf)

The primary purpose of the Ph.D. program in School Psychology is to prepare students to provide and promote the highest quality educational and mental health services for children, youth, families, and schools. The program emphasizes the importance of prevention and intervention at the individual, group, and systems/programmatic level. In addition to training students to deliver direct and indirect services, the program encourages students to assume leadership positions in the profession which may include program development and evaluation, training, supervision, and research.

School Psychology Program Goals, Objectives, & Competencies

The School Psychology program at the University of Central Arkansas is based on a systems-oriented, scientist-practitioner training model. The Program embraces an educational philosophy that presumes high quality professional training requires the mentoring of graduate students by committed faculty members in course work, service delivery, and research. The mission of our training program is reflected in the following goals, objectives, and competencies.

Goal 1

To prepare students to practice within the field of school psychology in a manner that uses ethically sound knowledge and skills in the delivery of services to individuals from a variety of cultural and linguistically diverse populations and settings and to individuals with varied educational, social, behavioral, and emotional needs.

Objectives
1. Students will understand and apply knowledge of two core components of the field of school psychology, namely historical foundations and ethical and legal guidelines.
   Competencies
   1.1.1 Students will demonstrate understanding of the historical development of the field of psychology, and more specifically, the field of school psychology.
   1.1.2 Students will demonstrate knowledge and application of the American Psychological Association's and the National Association of School Psychologists' ethical guidelines.
   1.1.3 Students will demonstrate knowledge and application of state and federal laws that influence service delivery, licensure, and due process.
2. Students will acknowledge, respect, and appropriately accommodate individual differences.
   1.2.1 Students will demonstrate awareness of their own assumptions, values, and biases regarding dimensions (history, culture, socio-economic status, sexual orientation, linguistic background, and present environment) of individual differences.
   1.2.2 Students will demonstrate knowledge and application of methods for assessing the worldview of the diverse group of clients with whom they work.
   1.2.3 Students will promote prevention and intervention practices that consider factors related to diversity in their design.
3. Students will understand and apply knowledge of social, biological, and cognitive

features of and influences on child development.

    1.3.1   Students will demonstrate knowledge of the structure, operation, and influence of key systems in the lives of children and adolescents, including the school, family, peer, and societal systems.

    1.3.2   Students will demonstrate understanding of physiological and biological factors on child development, mental health, and psychopathology.

    1.3.3   Students will demonstrate understanding of learning theory and cognitive processes on child development, mental health, and psychopathology.

Goal 2

To prepare students to practice school psychology within a systems-oriented, problem-solving approach using research-based practices to address the educational, social, behavioral, and emotional needs of individuals or groups, and to promote healthy development of children and families.

Objectives

1.   Students will be prepared to work in schools, school-related settings, and other environments that serve the educational, health, and psychological health needs of children, adolescents, and families.

    2.1.1   Students will complete practicum in a variety of placements that serve students' educational and psychological needs.

    2.1.2   Students will complete internships in a variety of settings that serve children and families.

2.   Students will demonstrate proficiency in data-based decision making and accountability.

    2.2.1.   Students will learn to apply a wide-range of valid assessment methods generally practiced in school psychology including norm-referenced and criterion-referenced methods.

    2.2.2.   Students will demonstrate the ability to consult at the individual and systems level.

3.   Students will demonstrate competence in direct and indirect service provision in areas such as counseling, intervention design, and prevention.

    2.3.1.   Students will be exposed to a wide-range of counseling theories and techniques.

    2.3.2.   Students will demonstrate skills in individual and group counseling borrowing from a wide-range of techniques and approaches.

    2.3.3.   Students will demonstrate skills in direct interventions with individuals and groups that affect social, cognitive and academic skills and to empirically measure outcomes of decisions and interventions.

    2.3.4   Students will demonstrate knowledge and skills in developing, implementing and evaluating prevention programs for children and families.

    2.3.5.   Students will develop a theoretical view of supervision and provide supervision to under-class mentees with appropriate feedback and supervision.

    2.3.6   Students will gain knowledge in the teaching of psychology.

Goal 3

To prepare students to contribute to the professional knowledge base of school psychology by conducting valid and meaningful research, and engaging in professional dissemination activities.

Objectives

1. Students will demonstrate competence in the critical review and evaluation of the psychological and educational research literature.
    3.1.1. Students will demonstrate understanding of research design and statistics in order to be effective consumers of psychological and educational research.
    3.1.2. Students will demonstrate an understanding of research and statistics in order to evaluate the effectiveness of one's own work.
    3.1.3. Students will have knowledge of, and experience with, writing a research manuscript in APA format.
    3.1.4. Students will use their knowledge of research to guide their practice of psychology.
2. Students will demonstrate competence in research design, data analysis, and data interpretation.
    3.2.1. Students will conduct research from initial design through evaluation in order to contribute to school psychology's empirical knowledge base.
    3.2.2. Students will have knowledge of research methodology and statistics related to case study and single-case designs.
    3.2.3. Students will have knowledge of research methodology and statistics related to group designs and program evaluation.
3. Students will disseminate the results of their research to the profession and broader community.
    3.3.1. Students will disseminate their findings through presentations to peers.
    3.3.2. Students will disseminate research findings through presentation(s) at professional conferences and/or via publication(s) in peer reviewed forums.

These goals and the manner in which they are operationalized are consistent with the University of Central Arkansas' mission, which is "To provide an affordable education of high quality and conduct programs of research and public service that advance our knowledge and improve the lives of the people of Arkansas." They also are in accordance with primary aspects of the UCA campus' vision, which include striving for high quality innovation, public service, and contributions to quality of life for citizens of the region.

Graduates will be qualified to contribute substantially to the following needs and service trends:
- provision of specialized mental health services in the schools, where they can be delivered most immediately and effectively
- increased primary and secondary prevention services (in addition to tertiary prevention services)
- creation and provision of culturally responsive curricula and helping services to

children of all backgrounds
- inclusion of all persons with disabilities into school and society
- increased emphasis on early detection and intervention for children from preschool to high school with significant behavioral, cognitive, physical, and psychological challenges
- the need for research and dissemination pertaining to wellness and remedial programs for children and youth

Program Emphasis

The emphasis of this curriculum is on prevention and intervention within the context of data-based decision making. While preparing students to deal effectively with pathologies and difficulties at the individual and systems level, the program also prepares students to identify and utilize strengths and resources of individuals and systems in accordance with a wellness/positive psychology model. A more detailed description of curricula and course descriptions are provided in Appendix A.

To achieve its goals, the program provides extensive training in the foundations of psychology and prepares its students to practice school psychology at a high-level of professional proficiency. The areas covered in the foundations include:
- biological aspects of behavior
- cognitive and affective aspects of behavior
- social aspects of behavior
- history and systems
- mental health and psychopathology
- psychological measurement and statistics
- research methodology
- data analysis

Those aspects of the doctoral curriculum that relate to professional practice and which comprise strong components of the program include:
- assessment and data-based decision making
- prevention and intervention
- collaboration, consultation, and supervision
- individual and cultural diversity
- organizational change and program evaluation
- legal, ethical, and professional issues in school psychology
- extensive practicum experience
- a comprehensive internship

The faculty of the Department of Psychology and Counseling are dedicated to working with students in a close mentoring relationship in order to prepare students for doctoral-level practice and research. They encourage students to pursue outside experiences and professional interactions (e.g., student membership in professional organizations and presentations at regional and national conferences). In particular, faculty in the school psychology program and in the Department of Psychology and Counseling are dedicated to working with students from diverse and multicultural backgrounds and are particularly

interested in promoting the achievements of students from under-represented populations. Information regarding the graduate faculty is provided in Appendix B.

Accreditation/Approval

The University of Central Arkansas is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools as a Bachelor's, Master's, Specialist, and Doctoral degree granting institution. The National Council for the Accreditation of Teacher Education (NCATE) accredits teacher education programs at the bachelor's, master's, and specialist's degree levels. The doctoral program received initial accreditation by the American Psychological Association in April 2006. Questions about this accreditation should be addressed to: *APA Office of Program Consultation & Accreditation, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979.*

The Master's of Science program in school psychology is fully accredited by NCATE and approved by the National Association of School Psychologists (NASP). The doctoral program is also fully approved by NASP. The UCA Graduate School adheres to the Guidelines of the Council of Graduate Schools in the United States, and the school psychology program adheres to the Council's charge to protect the rights of students.

Residency Requirement

Each student must be enrolled in residence as a full-time student for at least two semesters or the equivalent and must complete the major portion of the degree program at the University of Central Arkansas.

Support for Diversity

The program faculty has made a strong commitment to supporting diversity. Following the guidelines of APA, the program faculty makes systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, the program faculty act to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program faculty avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.

Type of Student

The program is designed for a dynamic student with a sincere commitment to the school psychology profession and to children, families, schools, and communities. The typical doctoral student should be open-minded and eager to learn as much as possible about working with individual students, classrooms, schools, service agencies, families, and communities. The student needs to be a child advocate who is well-grounded in the

theoretical and practical aspects of school psychology. In order to advocate for children at the systems level upon completing the program, the student should demonstrate interest in public speaking, cultural sensitivity, and collaborating with a variety of people on behalf of children and youth. Information regarding pre-requisites and credentials of applicants is provided in Appendix F.

Transfer Credit

Students with graduate hours from other accredited institutions may be given credit for courses taken in the past 10 years that match those included in the UCA School Psychology Program's requirements. A "Transfer Credit Form" must be completed by the student and his/her advisor specifying how the transferring courses are comparable to the program's requirements. **This form is to be completed by <u>end of the student's first semester</u> in the program.** The form is then submitted to the School Psychology Program Director. The School Psychology Program Committee and Department Chair will consider inquiries regarding transfer of credit on an individual basis, and only those courses that essentially duplicate a UCA course will be considered for transfer. All course transfers must be approved by the Department Chair.

Student Support Opportunities and Resources

The Department of Psychology and Counseling is committed to supporting students' Graduate School experience through the provision of financial assistance opportunities (see Appendix G) and other mechanisms of support, mentoring, and advising. In addition to ongoing informal opportunities for faculty-student communication and mentoring, the department supports student success in five additional ways: program newsletter, student-to-student mentoring, professional conference attendance, faculty advising, and a student support organization.

Program newsletter. The school psychology program faculty members periodically publish a newsletter for students in the program. This newsletter covers student and faculty professional activities, upcoming conference dates, and other important information for students to know.

Student-to-student mentoring. Each incoming doctoral student is assigned to an existing graduate student from the school psychology program for mentoring purposes. The role of the mentor is to provide information regarding the program from a student's perspective. The specific arrangement and form of mentoring are determined by each pair of students.

Professional conference attendance. All faculty members within the Department of Psychology & Counseling encourage students to attend appropriate professional conferences and workshops. In this program, conferences and workshops sponsored by the Arkansas School Psychology Association, the National Association of School Psychologists, and the American Psychological Association are most meaningful to the students. Students often have the opportunity to co-present research with faculty at these conferences, and there are plenty of opportunities for informal interaction with faculty at these times. There are departmental funds available to assist students who are presenting at a professional conference.

Faculty Advising. Each student is assigned an academic advisor from the department upon admission to the Ph.D. program. The advisor is available to support the student in a variety of ways including program planning and scheduling, corrective intervention, and career exploration.

Departmental graduate student organization. The Graduate Association of Counseling and Psychology Students (CAPS) is a student organization available to all students in the department's graduate programs. Its mission is "to promote cohesion and representation of psychology and counseling graduate students at the University of Central Arkansas". The objectives of the association are to welcome and orient new graduate students to the Department of Psychology and Counseling, to maintain productive faculty-student communication, to provide academic and social support for students, and to promote ongoing growth and improvement of Psychology and Counseling graduate programs. CAPS publishes an electronic newsletter that is provided to all student members.

Other resources. Other sources of support for doctoral students include campus housing (see Appendix E), easy access and full use of the university library system, grant-related opportunities, research funding opportunities, electronic mail/internet access, use of the department's computer lab, and use of the College of Education's Technology Learning Center, Office of Candidate and Field Services, computer labs, and distance learning lab. Appendix G includes additional information regarding these and other resources provided to support the success of doctoral students.

Professional Ethics

Students enrolled in the School Psychology Ph.D. Program are expected to adhere to and uphold the ethical codes and standards of the APA (*Ethical Principles of Psychologists and Code of Conduct*, APA, 2010; www.apa.org/ethics/code/index.aspx) and NASP (*Principles for Professional Ethics,* NASP, 2010: www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf).

II. **PROGRAM OF STUDY**

Programs of Study are now approved via DegreeWorks. If you began your program AFTER the summer term of 2013, use DegreeWorks to plan your program of study. If you began your program BEFORE the fall of 2013, contact the Graduate School to obtain a Petition form to submit for approval.

III.   CURRICULUM REQUIREMENTS

The school psychology program expects all doctoral students to make continuous progress towards their degrees. A requirement is only considered "complete" after the appropriate documentation has been filed with the School Psychology Committee or the Graduate School.

Students admitted to the doctoral program are expected to complete all degree requirements in a timely manner. Students who do not graduate within ten years may be

dismissed from the program unless the Department Chair grants an extension based upon extenuating circumstances. Time spent on an approved leave of absence will not be calculated into the ten-year completion deadline.

The program includes the following major requirements. **It is the graduate student's responsibility to comply with all regulations for graduation as outlined in this document and in the UCA Graduate School Handbook.**

The sequence and description of required courses for the Ph.D. program are provided in Appendix A.

Master's Comprehensive Examinations

All students must pass a program-administered written examination prior to receiving the Master's degree, usually in the fall of the second year. All doctoral students, with the exception of those who already hold a graduate degree in school psychology, are highly encouraged to take this exam and obtain the Master's degree. The Master's comprehensive examinations primarily cover foundational knowledge in the program's eight core competencies.

Fall comprehensive examinations are given the 2nd Tuesday in November. Spring comprehensive examinations are given the 1st Tuesday in April. Details of the examination may be obtained from your advisor or from the Program Director. Students must register for the examination with the departmental administrative assistant no later than one month prior to the exam date.

The comprehensive exam for the master's degree consists of two parts. The first part is a 150-item multiple choice written exam. Students must pass the exam at 70% correct. If a student does not achieve the 70% correct cutoff, he/she will have to follow a Student Corrective Action Plan created by the School Psychology Committee in order to remediate for the failure.

The second part of the comprehensive exam consists of 2-3 written essay questions. These questions are scored in the following manner. The student's responses are rated by two faculty members on a pass-fail basis. If both faculty members assign a pass, the student passes the essay portion. If both faculty members assign a fail, the student fails the essay portion. If only one faculty member assigns a fail, then a third faculty member (who does not know he/she is the third rater) is asked to rate the responses. If the third faculty member assigns a pass, the essay portion is passed. If the third faculty member assigns a fail, the essay portion is failed. All essay questions must be passed in order for a student to receive a passing grade on this portion of the exam. Most students take their Master's comprehensive exams in November during the fall semester of their second year.

Annual Comprehensive Portfolio Assessment

Each student is expected to complete a portfolio each school year. The portfolio is completed and submitted to your faculty advisor by March 15th of the spring semester in years 1, 2, and 3, and by October 1st of the fall semester in year 4. In the 4th year, the port-foliois used as the doctoral comprehensive examination. The portfolio serves three purposes for the program. *First,* it is a sequential, ongoing, and cumulative record of the student's

performance during the years of on-campus coursework. *Second*, it is a prompt and tool for students' self-reflection, self-assessment, continuous improvement, and goal-setting for targeted knowledge- and skill-building. *Third*, the portfolio is a comprehensive means of assessing student performance, mastery, and growth as it pertains to program objectives. The portfolio is <u>one of the many</u> assessment measures that the program uses to assesses student progress and mastery of program goals and objectives for the annual review process; other assessment measures include course performance/grades throughout the PhD curriculum, Masters comprehensive exams, practicum/internship performance rating scales, research presentations / publications, dissertation research, etc. As is the case with these other assessment measures, the portfolio should be the work of the student alone or with consultation with program faculty as needed.

The content of the portfolio is divided into three major sections.

<u>Section 1:</u> Requires you to provide a *narrative for each program* objective *that addresses* the following FOUR questions:
(1) What have you done/learned in coursework, conferences, workshops, assistantships, etc. relative to the competency?
(2) What have you done/learned through field experiences (practicum, internship) relative to the objective?
(3) What feedback (e.g., faculty feedback on assignments, tests, etc.; supervisor ratings; meetings with advisor; feedback from peers; journal feedback) have you received about your knowledge / skills in this objective area (be as specific as possible)? What are the major themes or key points of this feedback in regard to areas requiring your future attention and improvement?
(4) Based on all of the above, what are your personal goals (knowledge and/or skills) in this objective area for the next school year?

Submit one hard copy to your advisor. Your responses to Section 1 (and supporting documentation in Section 3) will be reviewed each year by your advisor.

<u>Section 2:</u> Contains written responses to the prompts provided by the program director. You are being asked to reflect on your knowledge and experiences, examine relevant literature, and provide a written response supported by your knowledge and experiences along with the incorporation of the professional literature. In your last year of coursework, your responses will be read and rated by at least two faculty members. Feedback from these ratings will be provided to you in your annual review meeting with your advisor. It is possible that you will be asked to rework your responses. This does not mean that you "failed" the portfolio, but instead it means that the faculty member(s) wants you to spend additional time/effort to consider the issues related to the specific prompt, strengthen your conceptual understanding of what is being asked of you, and more clearly articulate your mastery and understanding. If, after two attempts, you are unable to adequately articulate your understanding, you will meet with the program director and your advisor to determine an appropriate course of action, including the possible development of a Corrective Action Plan.

Section 3: Contains documents that support your narratives under Section 1 AND will be helpful to you in the future. These documents include:

- Section 1 support – coursework, papers, presentations, publications, etc.
- Professional vita
- Course syllabi
- Annual review forms
- Practicum supervisor rating forms
- Professional memberships
- List of assessment instruments administered
- Demographics for practicum / internship settings
- Professional development certificates
- Other as you deem appropriate

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Research Requirement

This requirement should be completed prior to the internship. To demonstrate knowledge and ability in the area of school psychology research, the student will be required to be the first author and primary presenter at an advisor-approved state, regional, or national conference. The project being presented must be reviewed and supervised by a faculty member within the Department of Psychology & Counseling. Students can apply to the Chair of the Department of Psychology & Counseling for financial support to meet this requirement. A poster or paper presentation will be acceptable. In the case of a student who has submitted to three or more conferences or meetings, but has been turned down by all, the School Psychology Committee may assign an alternative research requirement.

Doctoral Dissertation Requirements and Procedures

Before beginning the dissertation process, the student should obtain and become familiar with the UCA "Thesis and Dissertation Preparation Guide" (http://uca.edu/graduateschool/files/2011/07/Thesis-and-Dissertation-Guide-Rev-May-2009.pdf). The dissertation committee will consist of five members of the UCA graduate faculty, including at least one from outside the department.

The student is required to successfully defend the dissertation proposal *__before__* going on internship. As students progress through the curriculum, they are required to take the following courses related to dissertation: (1) P7141 Doctoral Research Seminar – taken for three consecutive semesters for a total of 3 hours, and (2) P9310 Dissertation – taken two times for a total of 6 hours. The three one-hour dissertation seminar classes (P7141) must be completed before any of the P9310 hours are taken. As per Graduate School policy, if the student is unable to complete the dissertation by the time these 12 hours have been completed, he/she must take P9110 every fall, spring, and summer in which university

resources (faculty time, computer labs, etc.) are used. Students are expected to be enrolled each semester until completion of the degree. Failure to enroll each semester over the course of a school year without written approval by the Program Director and Department Chair for the absence will result in removal from program– see "Inactive Status" section of this handbook.

At a minimum, the student will meet with the dissertation committee two times; once for the proposal defense and once for the final dissertation defense. The student's committee may request additional meetings if necessary. Due to greater faculty availability during the academic year versus summer, proposal and defense meetings for the doctoral dissertation should be held during the fall or spring semesters no later than one month prior to the end of semester (or earlier if the student is expecting to graduate that semester). Exceptions to this policy must be approved by all five committee members by the midterm of the preceding semester and be based on extenuating circumstances, not simply a desire for additional time. The dissertation committee is not obligated to approve work that is not ready.

Approval of the dissertation topic by the dissertation chair and dissertation committee is recommended as early as possible within the guidelines established by the department. Following approval, dissertation work can proceed at any time during a doctoral student's course of study.

The chair of the dissertation committee and the committee members must all be approved by the Program Director, and all departmental committee members must be members of the graduate faculty. Appendix D is the "UCA Notice of Appointment of Dissertation Committee" form to be used for purposes of documenting committee membership. The procedure for selection and approval of the committee will be:

1. The student develops a dissertation topic, identifies potential chairperson and asks the faculty member if he/she is interested in serving as the dissertation chairperson. If he/she agrees, the student verbally presents the faculty member's name to the Program Director for approval.
2. The student, in consultation with the dissertation chair, presents the names of three additional committee members to the Program Director for approval.
3. The Department Chair selects a fifth member.

*Note: Each committee is to include at least two of the core school psychology faculty members in its membership and at least one member must be from outside the Department of Psychology & Counseling.
* Note: Should the student request that the Department Chair serve as the dissertation chair, the Director of the School Psychology Program will be responsible for approving the remaining committee membership.

A dissertation research proposal will be prepared and presented before the student's dissertation committee.

Dissertation Sequence

The following information is provided as a guide to help students initiate and sustain a successful dissertation process. Variation in the details below may occur as a function of the dissertation topic itself, the student, the dissertation chair and committee, and other aspects of the process. This information should be considered along with the university's

"Thesis and Dissertation Preparation Guide" and other dissertation resources available on the UCA Graduate School website (www.uca.edu/graduateschool/thesis/dissertation/Thesisdissertation.php). Students are responsible for initiating all the major steps of this process.

1. Select Dissertation Topic. There are many possible dissertation topics, and numerous sources for ideas including:
- Faculty interests listed on the departmental website
- Topics and issues that emerge from coursework
- Perusal of journal articles and dissertation abstracts
- Discussions with faculty members
- Other (some students develop topics based on previous and current professional experiences including practicum experiences, grant opportunities, and so forth)

In addition to being researchable, the topic should be important to the field of school psychology. The dissertation topic must be approved by the student's doctoral committee chair prior to proceeding with the proposal process.

2. Formulate Researchable Question(s). Once an idea has been generated, the student should think about writing several research questions that address the selected topic. The dissertation chair can assist the student in formulating researchable questions.

3. Develop Dissertation Proposal. The proposal is based directly on the research question(s) and provides information on the need/rationale and overview of the study (Chapter One), a review of relevant literature (Chapter Two), and research methodology for addressing the question(s) (Chapter Three). Refer to the university's "Thesis and Dissertation Preparation Guide" available on the UCA Graduate School website (www.uca.edu/divisions/academic/graduate/Thesis/thesis%20and%20dissertation.pdf) for specific details on preparing the proposal. Students should work with their doctoral committee chairperson and committee members as needed in order to refine the proposal and schedule the proposal meeting.

4. Schedule and Complete Dissertation Proposal Meeting. The student should work with the committee chair and other members to schedule a date for a proposal meeting. The student is responsible for (1) working with the department administrative assistant to secure a room for the meeting, (2) notifying committee members and department administrative assistant of proposal date and time, and (3) providing all committee members with a copy of his/her proposal. The proposal should be given to committee members at least two weeks in advance of the scheduled proposal meeting to provide ample time for committee members to prepare for the meeting or to raise major questions that should be addressed prior to the meeting. The student is encouraged to invite other graduate students to the meeting in order to assist them in taking notes and to allow the non-proposing students an opportunity to observe and learn more about the proposal meeting process. The student is responsible for securing the necessary approvals for the dissertation study from the agencies and settings where the research will be conducted.

The student is required to successfully defend the dissertation proposal BEFORE beginning internship.

At the meeting itself, the student will be asked to provide an overview of their dissertation and to entertain related questions from committee members. The meeting is designed to clarify dissertation plans and procedures as deemed necessary by the student and committee members. At the conclusion of the meeting, committee members vote on the proposal and share the decision with the student. Upon successful completion of the proposal meeting, review by the Humans Subjects review within the Psychology & Counseling Department, and approval by the UCA Institutional Review Board (IRB), students may proceed with their dissertation research.

5. Conduct Dissertation Research. The student is responsible for all arrangements and details associated with conducting their dissertation study including (but not limited to) securing the necessary research settings(s), subjects, observers, data collectors, and so forth. This includes any financial costs incurred in order to carry out the dissertation and approvals (e.g., IRB, informed consents of all participating individuals and/or groups). The student is also responsible for saving dissertation data and, in collaboration with the Committee Chair, ensuring for proper storage of the data within the department (e.g., locked/secure fling cabinet). Committee members may request restricted access to the raw data in order to perform their role on the committee. Some data may require additional de-identification procedures prior to such access to protect client confidentiality, which is also the joint responsibility of the student and Committee Chair.

6. Schedule and Complete the Dissertation Defense. Upon completing the entire study, analyzing the data, and preparing a final copy of the dissertation in accordance with the university's "Thesis and Dissertation Preparation Guide," students should schedule the dissertation defense meeting. The student should work with the committee chair and other members to determine an agreed upon date for the defense meeting. The student MUST notify the department administrative assistant at least 30 days prior to the proposed dissertation defense date. It will then be the administrative assistant's responsibility, with the assistance of the student, to
> a. reserve a room with appropriate technology support
> b. notify the following regarding date & time of defense: Department Chair, College Dean, Graduate Dean, and Dept Chairs of all depts. offering a doctorate at UCA.

Once a location for the meeting has been secured, the student will email committee members with date & time. At least two weeks prior to the meeting, the student must provide one final copy of their dissertation document (9 copies altogether) to (a) each of the 5 members of the doctoral/dissertation committee and (b) each to the following parties— Department faculty (1 copy can be given to departmental secretary for entire faculty), Department Chair (1 copy), College Dean (1 copy), and Graduate Dean (1 copy). At the same time that final dissertation copies are distributed, the student must send an electronic

version of a 3-5 page summary of the dissertation for copying and distribution to others (e.g., defense attendees) by the department's administrative assistant.

The dissertation defense is a public event which needs to be treated with dignity. The Ph.D. candidate will give a formal 30-40 minute presentation (overview of study, summary of results, discussion, and implications) without interruption. After the presentation and a brief break, the dissertation committee will question the candidate. Questions will be permitted only from the five committee members, and there will be no time limit during the question phase of the defense. When the committee has completed its questioning of the candidate, they will discuss the candidate's performance in private. During the committee's deliberation the candidate will be free to interact with the remaining guests.

Following deliberations, committee members vote to "approve" or "not approve" the defense, after which the committee decision based on majority vote is shared with the student. Once the dissertation has been successfully defended, the student works with his/her chairperson to make any needed changes to the dissertation document. The completed document with original signatures and a copy of the document must then be turned in to the Graduate School by the deadline specified for the semester in which the student intends (www.uca.edu/graduateschool/gradinfo/GraduationForms.php) to graduate. In addition to any copies the student wants for him/herself, the student is to provide one bound copy of the completed dissertation to the Psychology & Counseling Department, one bound copy to the committee chairperson, and copies to each of the dissertation committee members. The cost for all of these copies is the student's responsibility, and the binding can be done through the Periodicals/Serials department of Torreyson Library for about $10 per copy. A copy of the dissertation and payment for the above mentioned copies must be submitted to the Library before the student is recommended for graduation. Upon successful completion of the defense and any remaining program requirements, the student is formally approved for graduation with the degree of Doctor of Philosophy (Ph.D.) in School Psychology.

Timetable for Curriculum Requirements
Note: The timetable below is based on a student who enters the program directly from an undergraduate program. The timetable may differ slightly for students who enter after taking graduate coursework.

Requirement	Deadline
Petition for Master's Candidacy	Spring 1
Master's Comprehensive Examinations	Fall 2
Select Chair and Committee	Fall 3
Doctoral Comprehensive Examinations	Fall 4
Research Requirement	By Spring 4
Committee-approved Dissertation Proposal	By Spring 4
Petition for Doctoral Candidacy	After dissertation proposal is accepted
Maximum Time Limit for Completion of Ph.D. Degree	10 years
Application for Graduation	(check Graduate School for

Time for Completion of All Requirements

UCA allows 10 years for doctoral students to complete the Ph.D. degree. Since the beginning of the Ph.D. program, there have been 20 graduates. On average, students complete the program in 5-6 years.

IV.   PRE-DOCTORAL PRACTICUM AND PRE-DOCTORAL INTERNSHIP

Master's-level Practicum (2nd year of study)

The two-semester practicum experience is intended to provide a part-time pre-professional experience for the school psychology student who has completed preparatory academic coursework in the UCA graduate program. Under the supervision of a qualified School Psychology Specialist or an appropriately credentialed Psychologist, the student will be assigned to a practicum site and perform many of the duties of a School Psychology Specialist. The setting will be a school or agency that provides psychological services to children and adolescents. A properly certified School Psychology Specialist or a Licensed Psychologist at the school or agency assumes primary on-site responsibility for supervision of the student. University-based supervision also is provided on an ongoing basis throughout the practicum experience. More specific information regarding practicum can be found in the practica course syllabi (Psychology 6332 and 6333). In these classes, students will be provided with a list of the minimum professional activities required during their practicum experiences.

Pre-Doctoral Practicum (after completion of MS practicum courses)

The four course pre-doctoral practicum sequence of experiences must be obtained in pre-approved practicum sites. The practicum experiences are intended to provide a part-time, pre-professional experience for the school psychology student who has completed preparatory academic coursework in the UCA graduate program. Under the supervision of a School Psychology Specialist or an appropriately credentialed psychologist, the student will perform many of the duties of a professional school psychologist. The instructor of the first doctoral practicum class will provide each student with a list of required minimum experiences for the doctoral practicum sequence. ***The student must complete all minimum experiences before he/she is given a grade for the last of the four classes in the doctoral practicum sequence. The completed minimum experiences list must be provided to the professor of the last of the four classes taken.*** The setting will be a school or agency which provides psychological services to children and adolescents in regular and special education. The student should begin the process of finding practicum sites early in the semester prior to the one in which each practicum is anticipated. Possible sites should be discussed with the student's advisor, Program Director, or other school psychology faculty members. A School Psychology Specialist or an appropriately credentialed psychologist at the school or agency assumes primary on-site responsibility for supervision of the student. The amount of direct contact with the supervisor will be, at the minimum, one hour per week. Each supervisor

should supervise no more than two students at one time. A form will be used to document supervision and the types of activities that are supervised.

Pre-Doctoral Internship

The pre-doctoral internships must adhere to the most current standards of the Arkansas Psychology Board. In the fall of the year prior to internship, students will meet with School Psychology Committee to discuss the application process. All internships sites must include 600 hours in a school setting (unless the student has had a specialist-level school psychology internship or has other equivalent documented experience) and be pre-approved by the School Psychology Committee. *Please note that if a student is approved by the SPC to accept a position with a non-APA accredited out-of-state internship site, the student is financially responsible for two site visits by the UCA Internship Coordinator/Supervisor. This responsibility includes all travel and food costs.* A school setting is defined by NASP as "a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades prek-12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provided a full range of school psychology services." (From NASP's *Standards for Graduate Preparation of School Psychologists 2010*) A list of APA-approved sites is available at www.apa.org. A list of APPIC-member sites is available at www.appic.org.

During the past 12 years, every student who was ready to start a pre-doctoral internship applied for and was offered at least one position. 23 doctoral students have obtained full-time, one-year internship positions, all of which conformed to the guidelines of the Clinical Directors of School Psychology Programs (CDSPP). 22 of these positions were paid and one was not. Six students have applied to APPIC-member or APA-accredited sites. Of these six students, five completed internships and one chose not to complete the match process.

Activities and experiences. Each student is required to complete an internship through an organized, professional training program either through a single administrative entity/site or through a formally documented consortium of sites. The internship program's philosophy and goals must be compatible with the provision of high quality training in professional psychology and must have a designated leader who is a Licensed Psychologist appropriately credentialed to provide psychological services within his/her jurisdiction.

The internship is an organized program consisting of properly administered, systematically coordinated, planned, structured, and sequenced training experiences that extend beyond practicum training in depth, breadth, duration, frequency and intensity of experiences. The primary training method is experiential, including the socialization into the profession of psychology and a variety of experiences such as mentoring, didactic activities, modeling, vicarious/observational learning, and supervisory or consultative guidance. The internship requires the application of scientific knowledge in the delivery of psychological services to the public. At all times, interns and supervisors adhere to the APA's "Ethical

Principles of Psychologists and Code of Conduct" (2002). In addition to applied experiences, interns receive a minimum of 4 hours of supervision per week (at least 2 hours will be individual supervision).

At the conclusion of the internship experience, interns must demonstrate intermediate to advanced level skills of professional practice including (but not limited to) the following areas:

- theories and methods of psychological and educational assessment,
- theories and methods of psychological and educational intervention (including empirically supported treatments),
- theories and methods of consultation, evaluation, and supervision,
- strategies of scholarly inquiry, and
- issues of cultural and individual diversity as they pertain to all areas of practice.

In any specific training setting, the intern may not perform all of the services for which he or she is trained. Each training site has specific needs, and the intern's activities are tailored to these needs. Specific internship experiences are determined by the site supervisor, the UCA internship coordinator, and the intern. In planning an internship, these individuals will take into account both the purposes and needs of the site and the required training needs of the intern. The internship site has the financial resources necessary to provide interns with stipends, clerical support, training materials, and training settings in line with the UCA training program's goals.

The internship program has formally designated supervisors who are appropriately credentialed to be primarily responsible for providing psychological services. These supervisors actively train interns according to the program's goals, including the scientific and empirical support for services provided. The program may include a number of interns, each designated as a "psychology intern," who have completed appropriate supervised practicum training and who provide meaningful peer interaction, support and socialization for one another. The interactions between interns and supervisors/staff should be characterized by mutual respect and professional courtesy. This relationship should provide the level of guidance and support necessary for successful completion of the internship program. At the onset of the internship program, interns should be provided written information regarding program requirements, performance expectations, and procedures for termination of interns. This documentation also includes methods for providing interns with written, at the minimum, semi-annual feedback on performance and procedures to address/remediate problems.

Responsibilities. In general, the responsibility for the effectiveness of the internship is shared equally by the intern, the school or agency supervisor and internship program, and the UCA internship coordinator. Ethical standards of APA and NASP appropriate for pre-doctoral interns will be followed in all internship activities. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other parties as soon as possible. Examples of problems which might interfere with the effectiveness of the internship are: inappropriate experiences for the intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior on the part of the intern, etc. If a problem is seen by the intern or

school or agency supervisor, it is particularly important that the UCA internship coordinator be contacted immediately. Such problems should not be ignored until the end of the semester. The UCA coordinator will work with the intern and the supervisor to find a solution to the problem. If no solution can be found, the internship will be terminated before the end of the semester.

The Intern. The intern is responsible for discharging his or her assigned duties in a professional manner and for responding to supervision appropriately. The intern should follow all rules and regulations of the sponsoring school or agency comparable to that of any other employee. This includes such matters as working hours, time off, vacations, and manner of dress.

The School or Agency Supervisor. The school or agency supervisor helps determine the most appropriate experiences for the intern, assigns duties to the intern, and provides on-going supervision of the intern's work, either directly or through other staff personnel. It is especially important for the school or agency supervisor to notify the UCA internship coordinator if a problem develops during the internship which does not seem amenable to solution within the school or agency. At the end of each semester and at the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the UCA internship coordinator determine a grade for the intern.

The UCA Internship Coordinator. The internship coordinator helps place the intern, determine the experiences of the intern, and works with the intern and the school or agency supervisor as necessary to work out details and training experiences of the internship. The coordinator contacts the supervisor periodically during the internship to monitor the progress of the intern and to be apprised of any problems which may have arisen.

The following is the current description of an appropriate internship as defined by the Rules and Regulations of the Arkansas Psychology Board and should guide the development of the internship experience in conjunction with the APA-compatible UCA training program standards described above under "Activities and Experiences":

1. An internship that is accredited by the American Psychological Association which provides training consistent with both the doctoral program of study and the Statement of Intent; or
2. An internship that meets all of the following criteria:
   a. The training program must be organized, in contrast to supervised experience, or on-the-job training, and designed to provide the intern with a programmed sequence of training experiences. The primary focus and purpose must be assuring the breadth and quality of training.
   b. The internship agency must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed/certified by the State Board of Examiners in Psychology.

c.	The internship agency must have two or more psychologists on the staff, as supervisors, at least one of whom must be actively licensed as a psychologist by the State Board.

d.	Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised. At least half of the internship supervision must be provided by one or more psychologists.

e.	The internship must provide training in a range of assessment and treatment activities conducted directly with patients seeking health services.

f.	The internship must be completed within a multidisciplinary (e.g., medicine, speech/language therapy) setting. The contribution of a minimum of two (2) other disciplines, whose expertise is germane, into the evaluation and intervention decisions in professional problems areas is considered a necessary aspect of professional training and experience.

g.	At least 25 percent of the intern's time must be in direct patient contact (minimum 500 hours).

h.	The internship must include a minimum of four (4) hours of supervision per week (regardless of whether the internship was completed in one year or two), two (2) hours of which will include face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also be at least two (2) additional hours per week in learning activities such as: case conferences involving cases in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; or additional individual supervision.

i.	Training must be post-clerkship, post-practicum, and post-externship level.

j.	The intern must have a title indicating his/her training status.

k.	The internship agency must make available to prospective interns written statement or brochure that describes the goals and content of the internship, stating clear expectations for quantity and quality of the intern's work.

l.	The internship experience must be completed within 24 months.

m.	Public announcement of services and fees and contact with the lay or professional community shall be offered only by or in the name of the supervising psychologist or agency.

n.	Users of the intern's services shall be informed as to the intern's status and shall be given specific information as to his/her qualifications and functions.

o.	Persons served shall be informed that they may meet with the

supervising psychologist at their request or at the request of the intern or the supervisor.

p. The supervisor is responsible for all documentation including clinical records, reports, and written correspondence. Countersignatures may be required at the discretion of the supervising psychologist.

q. The supervisor shall establish and maintain a level of supervisory contact consistent with established professional standards and be fully accountable in the event that professional, ethical, or legal issues are raised.

r. The internship agency must have a minimum of two (2) interns at the doctoral level of training during applicant's training period. An internship with only one intern must be approved by the Board as clearly meeting all items a-q.

APA internship standards. APA internship standards must also be addressed and can be found at www.apa.org/ed/accred.html.

V.   EVALUATION AND REVIEW OF STUDENT PERFORMANCE

Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. *Grades below C are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program.* Students receiving a C grade will be required to retake the course.   All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded. Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a cumulative 3.0 average. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student is ineligible to continue graduate studies at UCA.

Retention

To remain in good standing in the program the student must: (1) maintain a minimum overall grade point average of 3.0; (2) maintain appropriate professionalism in class and field settings; (3) observe the fundamental rules of ethical conduct as described in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002) and the National Association of School Psychologists; and (4) receive successful annual reviews conducted by the department throughout their graduate training experience. Specific information on student review procedures is provided in Appendix C.

Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success.

Students receiving <u>three (3) C's in graduate courses</u> will be terminated from the program and will not be permitted to enroll in any other graduate program in the Department of Psychology and Counseling.

Attendance

Attendance and tardiness are primarily a student-teacher-class issue, but the department and university are concerned about the student's proper fulfillment of such obligations. In case of absences that indicate the student has been negligent about class attendance, registration in the given class may be canceled, a grade of "WF" recorded and, in flagrant cases, the student may be suspended from the University. At the graduate level, students should realize that consistent class attendance and participation greatly influence their mastery of the content. Students are expected to exhibit a high degree of professionalism as reflected in their speech, other actions, and overall demeanor in class. Prompt and consistent attendance is an essential dimension of professional behavior.

Inactive Status

Students are expected to be enrolled each semester until completion of the degree. Failure to enroll each semester over the course of a school year without written approval by the Program Director and Department Chair for the absence will result in removal from program. If the student wishes to return to the program, he/she must reapply for admission.

Leave of Absence

With the exception of certain summer sessions, students must register each semester unless they have been granted an approved leave of absence. Requests for a leave of absence should be made in writing to the Program Director. Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. Leaves of absence must be approved by the Department Chair. Failure to register without a leave of absence may result in being dropped from the program at the discretion of the School Psychology Committee.

Formal Reviews of Student Performance

Student progress is reviewed on an ongoing basis. Review of student performance may occur on two levels. One level is the <u>annual review</u>, which includes all students in the program. The second level is the <u>individual review</u>, which occurs when a student-related problem is documented and filed with a member of the School Psychology Committee by a faculty member, field supervisor, or other individuals affiliated with the training program.

Annual Review   The annual review is comprised of 3 components including; (1) student self-assessment, (2) portfolio review, and (3) a review of the student's overall performance. Each year, the student will submit a professional portfolio (details provided at spring program meeting) that includes descriptions of how the student is achieving each of

the program's goal areas with supporting coursework and other professional activities. The School Psychology Committee will meet once a year (during April) to review the progress and performance of each student. Faculty will review the quality of the student's academic work, the appropriateness of the student's behavior for the profession of school psychology, and the appropriateness and professionalism of each student's relationship to her/his colleagues and professors. Input for annual reviews may be solicited from the student, faculty, and relevant others (e.g., practicum supervisors).

All documents generated by this process will be placed in the student's file. None of this correspondence will occur over the Internet. Specific areas reviewed in these meetings include the students' past and current graduate coursework and grades as well as status reports of the students' progress towards comprehensives exams, dissertation, and all other requirements. Following the review, the School Psychology Committee will provide each student with written feedback regarding the student's strengths and achievements, and where necessary, areas for improvement. This is done through an individual meeting with one's academic advisor and recorded on the Annual Review Form (Form B). A copy of this evaluation will be provided to the student, and a copy will be placed in the student's departmental file.

When necessary, the committee will work in collaboration with the student to develop a "Student Corrective Action Plan" (Form C) designed to improve the student's performance in the program. The committee will provide specific goals and objectives to the student, as well as deadlines related to the corrective action plan. A Student Corrective Action Plan could include, but is not limited to, the following options:

- Additional coursework and/or supervised experiences
- Reduction in the number of classes taken each semester
- Change of amount, format, and/or content of supervision
- Recommend or require individual therapy
- Recommend leave of absence from program

If the student is not satisfied with the disposition of this review, he or she should work closely with her or his advisor to ensure that an acceptable resolution is achieved. If the student is still dissatisfied, the student may appeal the disposition by following the "Student Appeals Process" as described in the UCA Student Handbook.

Individual Review   An individual review may occur when a faculty member expresses a concern or complaint about the student in writing to the School Psychology Committee (such a concern may be filed by a member of the committee itself), at which point the student's faculty advisor is informed. The concern may revolve around academic or behavioral issues, such as but not limited to:

- Inability or unwillingness to acquire and integrate professional standards into clinical practice
- Inability to acquire professional skills and reach an accepted level of competence expected of doctoral students
- Inability to control personal stress, psychological dysfunction, or emotional issues to the extent that they interfere with training or work with clients

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in her or his response, the advisor may refer the matter to the Program Director, who may choose to involve the School Psychology Committee.

The student and advisor meet. The advisor completes the "Individual Student-Advisor Review" (Form D). The advisor makes one of three possible decisions:

1. The problem is resolved and requires no formal action (state reasons).
2. A Student Corrective Action Plan, to which both parties agree, is developed and documented (see Form C).
3. The faculty advisor has ongoing serious concerns about the problem or the problem cannot be remediated through a Student Corrective Action Plan, the matter is forwarded to the Program Director.

If the School Psychology Committee becomes involved in the matter, a letter will be sent to the student regarding the decision of the committee, and it is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

During either an Annual Review or Individual Review, if the student exhibits any problematic behaviors that warrant further review, the following information may be gathered in order to determine whether a "Student Corrective Action Plan" or dismissal from the program is most appropriate. Areas to be reviewed include the nature, severity, and consequences of the problematic behavior. The following list suggests some areas to be addressed (but the discussion should not be limited to the following):

- ✓ What are the actual behaviors that are of concern and how are those behaviors exhibited?
- ✓ Are there notable exceptions to the behaviors of concern (times or situations in which the problem behavior typically is not manifested)?
- ✓ How and in what settings have the problem behaviors (and exception behaviors) been manifested?
- ✓ What were the negative consequences of these behaviors for the training agency or client?
- ✓ Who observed the behaviors in question?
- ✓ Who or what was affected by the behavior (clients, agency, atmosphere, training agency, etc.)?
- ✓ What was the frequency of this behavior?
- ✓ Has the student been made aware of this behavior before the meeting, and if so, when and by whom?
- ✓ Has the feedback regarding the behavior been documented in any way?
- ✓ How serious is this behavior on the continuum of ethical and professional behavior?
- ✓ What are the student's ideas about how the problem may be remediated?
- ✓ Have efforts been made to build upon the student's strengths and resources (including exceptions to the problem) in attempts to correct the

problem?

- ✓ While each case is different and requires individual assessment, the following factors may be considered:
  - The student does not acknowledge, understand, or address the problematic behavior
  - The problematic behavior is not merely a reflection of a skill deficit that can be easily remediated
  - The quality of service delivered by the person suffers
  - The problematic behavior is not restricted to one area of professional functioning
  - The behavior has the potential for ethical or legal ramifications if not addressed
  - A disproportionate amount of attention by training personnel is required
  - Behavior negatively affects public image of the university or training agency

Probation and Dismissal

After students enroll in the Department and Graduate School, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in this handbook and the Graduate Bulletin. Students are considered in good standing if they: have a minimum Grade Point Average (GPA) of 3.0, are making satisfactory progress toward completing degree requirements, and meet the minimum requirements, as outlined in the UCA Graduate Bulletin. Failure to complete departmental requirements by the department's stated deadlines may also result in dismissal by the Graduate School. Students who fail to meet departmental deadlines may petition the program and the Graduate School for a one-semester extension to meet particular requirements. When granted, extensions typically apply for one semester. Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

The School Psychology Committee engages in a thorough review prior to recommending to the Department Chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the School Psychology Committee, and the Department Chair review the student's record, provide written comments about deficits in performance, and provide the student with a "Student Corrective Action Plan" that outlines steps that need to be taken in order to resolve the problem (See: Formal Reviews of Student Progress). When concerns are not resolved following ample corrective opportunities, the School Psychology Committee may recommend dismissal of the student from the program. The recommendation is forwarded to the Department Chair, who will make the final decision. To appeal the Department Chair's decision, the student should consult the Graduate Dean for appropriate procedures. Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student based on information

gathered from the above sources and procedures. If the student wishes to appeal the Department Chair's decision, he/she should consult the Graduate Dean for appropriate procedures.

Student Appeals

The student appeals process is listed in the UCA Student Handbook: www.uca.edu/divisions/student/handbook/policies.html, and the handbook should be followed for current guidelines.

The Department of Psychology and Counseling is dedicated to protecting the rights of students, and it recognizes that appeals may be made for a variety of concerns: grade appeals, student educational record appeals, academic policy/requirements appeals, and professional program selection appeals.

VI.   POSTDOCTORAL EXPERIENCE

Although the UCA School Psychology Program does not monitor the postdoctoral experience, current Arkansas Psychology Board requirements are listed below to help the student:

Postdoctoral Supervised Experience

At least one year of postdoctoral supervised experience is required for licensure as a Psychologist in Arkansas. This experience must be in line with the individual's program of doctoral study and consistent with the Statement of Intent to Practice filed with the Arkansas Psychology Board. The postdoctoral experience must be full-time (40 hours per week) for at least one calendar year (50 weeks) or a total of 2000 hours of appropriate experience, or equivalent, within a period not to exceed four (4) years. A part-time post-doctoral supervised experience must be pre-approved by the Board. The postdoctoral experience must be under the supervision of a licensed psychologist(s) whose Statement of Intent to Practice is consistent with the areas(s) of supervised experience.

- The supervisee must receive and accumulate a minimum of one (1) hour per week of regularly scheduled, formal face-to-face supervision with the specific intent of dealing with services rendered directly by the supervisee.
- Because the professional practice of psychology is not limited to clinical work, components of practice other than direct ameliorative services may be included in the postdoctoral supervised experience. These components include:
  - < Teaching of psychology at a recognized academic institution
  - < Research in psychology
  - < Psychological assessment as defined in Section 2.5 of the Rules and Regulations
  - < Psychological therapy as defined in Section 2.5 of the Rules and Regulations
  - < Consultation in psychology
  - < Psychological or mental health related administration

<   Applicants for licensure as a psychologist may be considered for bona fide applicant status during their one-year, postdoctoral supervised experience.

Bona fide applicant status may be extended beyond one year at the discretion of the Board

VII.   EMPLOYMENT AND CAREER

Employment and Career Options for Doctoral-Level School Psychologists

The doctoral program prepares students to work in a variety of professional contexts including:

<   Schools
<   Community mental health centers
<   Colleges and universities
<   Research and development settings
<   Hospitals and health facilities
<   Private practice

It is anticipated that most of our graduates will take positions in school systems, while others might work in child mental health centers and medical facilities.

Licensure and Certification

Upon completion of the doctoral program, graduates will be qualified to apply for licensure as a Psychologist by the Arkansas Psychology Board, certification as a School Psychology Specialist by the Arkansas Board of Education, and certification as a Nationally Certified School Psychologists (NCSP) by the National Association of School Psychologists. The above-mentioned certifications require successful performance on the school psychology specialty area exam of the National Teacher's Exam. Satisfactory performance on the Examination for the Professional Practice of Psychology (EPPP) and post-doctoral experience are also required for licensure as a Psychologist.

Additional information about SPS certification: Once the student has successfully passed 60 hours, including an appropriate internship experience, he/she must pass a criminal background check and the Praxis II (school psychology) exam in order to be eligible for Licensure/certification in Arkansas as a School Psychology Specialist. Praxis II exam scores must be sent to Dr. Gary Bunn, UCA License Officer. Praxis II online registration code is 6012 in order that scores will be sent to UCA.

Of the 20 program graduates, nine have applied and received licensure as a Psychologist. Eleven others have either just finished or have not yet finished their post-doctoral experience, and one has not sought licensure.

APPENDIX A:
Ph.D. Program Curriculum,
And Course Descriptions

SAMPLE Curriculum for School Psychology Ph.D. Program

Note: All courses (including Elective) earn 3 credit hours unless otherwise noted.

YEAR 1
Research focus – assist upper-level students in projects; explore faculty interests
Practical focus –observations of school psychologists and advanced, upper-level students
Fall 1   (15 hours)
    P6330 Advanced Psychological Statistics
    P6354 Theories of Psychotherapy & Counseling
    P6360 Organization and Operation of Schools: Implications for School Psychologists
    P6370 Advanced Developmental Psychology
    P6375 Professional School Psychology

Spring 1   (12 hours)
    P6313 Psycho-Educational Assessment I
    P6314 Psychopathology
    P6331 Research Design
    P6373 Individual and Organizational Consultation

Summer 1   (9 hours)
    P6335 Identification and Remediation of Learning Problems
    P7325 Psychological PsychologyP6355 Multicultural Issues in Counseling

    P6398 Legal and Ethical Issues in Psychology & Counseling

YEAR 2
Research focus – explore ideas for dissertation; assist advanced, upper-level students in projects
Practical focus – begin using practical skills in school setting
Fall 2   (10 hours)
    P6315 Applied Behavior Analysis
    P6332 School Psychology Practicum I
    P7141 Doctoral Research Seminar in Psychology (1 credit hour)
    P8305 Psycho-Educational Intervention I
    * Master's comprehensive exams – At this time, the student is eligible to receive the M.S. degree.

Spring 2   (10 hours)
    P6333 School Psychology Practicum II
    P6376 Psycho-Educational Assessment II
    P7141 Doctoral Research Seminar in Psychology (1 credit hour)
    P6356 Group Psychotherapy
    * At this time, the student is eligible to take the Praxis II exam in preparation for licensure as a School
    Psychology Specialist once internship is complete.

Summer 2   (10 hours)

    P6393 Marital and Family Therapy
    P7141 Doctoral Research Seminar in Psychology (1 credit hour)
    P7315 Application of General Linear Models to Experimental Design
    Elective*

*Select Elective course from one of the following: P6361 or P6362 Problems in Psychology I or II; P7350 Teaching of Psychology; P6372 Psychopharmacology; C6350 Counseling Process & Skills; P6325 Diagnosis & Treatment of Addictions; C6342 Career Education & Vocational Development

YEAR 3

    Research focus – solidify idea for dissertation, assist advanced, upper-level students in projects, grant applications

    Practical focus – greater depth in practicum skills; supervise newer students

Fall 3   (9 hours)

    C6381 Practicum in Counseling I

    P7320 Regression and Multivariate Analysis

    P6350 History and Systems of Psychology

Spring 3   (9 hours)

    P6363 Advanced Social Psychology

    P7305 Doctoral Practicum in School Psychology I

    P8310 Psycho-Educational Intervention II

Summer 3   (6 hours)

    P7312 Learning and Cognition

    P9310 Dissertation Research in Psychology

YEAR 4

    Research focus – propose dissertation, collect data, supervise newer students

    Practical focus – teaching experience; learn about broader systems-level applications of skills

Fall 4   (6 hours)

    P7306 Doctoral Practicum in School Psychology II

    P8315 Child Mental Health Promotion and Prevention

    * Doctoral comprehensive exams

Spring 4   (9 hours)

    P7335 Program Evaluation in School, Community, and Mental Health Settings

    P9310 Dissertation Research in Psychology

    P7307 Doctoral Practicum in School Psychology III

Summer 4   (3 hours)

    .

YEAR 5   INTERNSHIP

Fall 5   (6 hours)

    P9605 Doctoral Internship in Professional Psychology

Spring V   (6 hours)

    P9606 Doctoral Internship in Professional Psychology

Ph. D. Program: Course Descriptions

PSYC 6313   PSYCHOEDUCATIONAL ASSESSMENT I
Provides knowledge and skills in the psycho-educational evaluation of children and adolescents including assessment-related standards, ethics, and report writing; emphasizes intellectual assessment Prerequisites: PSYC 6330 and consent of instructor.

PSYC 6314   PSYCHOPATHOLOGY
Survey of behavior disorders, their origins, their characteristics, and treatment. Prerequisite: Consent of instructor.

PSYC 6315   APPLIED BEHAVIOR ANALYSIS
Provides knowledge and skills in functional behavior assessment and intervention.

PSYC 6330   ADVANCED PSYCHOLOGICAL STATISTICS
Provides an overview of statistics, focusing on how to conduct and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330.

PSYC 6331   RESEARCH DESIGN
Covers the design and analysis of educational and psychological research. Prerequisite: PSYC 6330.

PSYC 6332   SCHOOL PSYCHOLOGY PRACTICUM I
Engages the student in a wide range of school psychological services under supervision.

PSYC 6333   SCHOOL PSYCHOLOGY PRACTICUM II
Provides a continuation of School Psychology Practicum I. Prerequisite: PSYC 6332.

PSYC 6335   IDENTIFICATION AND REMEDIATION OF LEARNING PROBLEMS
Surveys issues and procedures regarding the diagnosis and remediation of learning problems.

PSYC 6350   HISTORY AND SYSTEMS OF PSYCHOLOGY
Acquaints the student with important historical contributors to the field of psychology.

PSYC 6354   THEORIES OF PSYCHOTHERAPY AND COUNSELING
Provides an overview of the major theoretical approaches to

psychotherapy, including a critical evaluation of each theory.

PSYC 6355	MULTICULTURAL ISSUES IN PSYCHOLOGY AND COUNSELING

Addresses psychology/counseling implications of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing life styles. Prerequisite: PSYC 6354.

PSYC 6356	GROUP PSYCHOTHERAPY AND COUNSELING

Covers applications of group psychotherapy and counseling. Prerequisite: PSYC 6354.

PSYC 6360	ORGANIZATION AND OPERATION OF SCHOOLS: IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS

Examines the impact of school climate, culture, and organization on the practice of school psychology; designed for school psychology doctoral students, elective for other graduate students. Prerequisite: Permission of instructor.

PSYC 6361	PROBLEMS IN PSYCHOLOGY I

Requires at least 80 clock hours of independent study/learning experience under the direction of a faculty member. Prerequisite: Consent of advisor.

PSYC 6362	PROBLEMS IN PSYCHOLOGY II

Requires at least 80 clock hours of independent study/learning experience under the direction of a faculty member. Prerequisite: Consent of advisor.

PSYC 6363	ADVANCED SOCIAL PSYCHOLOGY

Surveys classic and contemporary research on how we perceive, influence, and relate to others, including the topics of attribution, persuasion, attraction and prejudice; emphasizes empirically identified processes underlying social cognition and behavior. Prerequisite: Consent of instructor.

PSYC 6370	ADVANCED DEVELOPMENTAL PSYCHOLOGY

Provides study into the theoretical and applied aspects of lifespan development.

PSYC 6373	INDIVIDUAL AND ORGANIZATIONAL CONSULTATION

Provides knowledge and skills in individual and organizational consultation, with emphasis on school-based applications.

PSYC 6375   PROFESSIONAL SCHOOL PSYCHOLOGY
Covers the history, roles, and functions of school psychologists.

PSYC 6376   PSYCHOEDUCATIONAL ASSESSMENT II
Provides a continuation of Psycho-educational Assessment I with emphasis on special populations, problems, and procedures. Prerequisite: PSYC 6313.

COUN 6381   PRACTICUM IN COUNSELING I
Supervised experience in counseling. Prerequisite: Consent of instructor.

PSYC 6393   MARITAL AND FAMILY THERAPY
Surveys major issues and theoretical approaches in marital and family therapy. Prerequisite: Permission of instructor.

PSYC 6398   LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY AND COUNSELING
Covers ethical and legal issues in psychology and counseling.

PSYC 7141   DOCTORAL RESEARCH SEMINAR IN PSYCHOLOGY
Addresses issues related to research in school psychology.

PSYC 7305   DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY I
Provides advanced, supervised field experience in the practice of school psychology. Prerequisite: Consent of instructor.

PSYC 7306   DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY II
Provides continuation of Doctoral Practicum in School Psychology I. Prerequisite: Consent of instructor.

PSYC 7307   DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY III
Provides continuation of Doctoral Practicum in School Psychology II. Prerequisite: Consent of instructor.

PSYC 7312 LEARNING AND COGNITION Examines the major principles and theories of learning and cognition

PSYC 7315   APPLICATION OF GENERAL LINEAR MODELS TO EXPERIMENTAL DESIGN

Covers the analysis of factorial, noise-reducing, and multivariate experimental designs through use of linear models. Prerequisites: PSYC 6330 or equivalent and PSYC 6331.

PSYC 7320   REGRESSION AND MULTIVARIATE ANALYSIS
Covers multiple regression and related multivariate analyses commonly used in the behavioral sciences. Prerequisites: PSYC 6330, PSYC 6331.

PSYC 7325   PHYSIOLOGICAL PSYCHOLOGY
Surveys techniques of investigation in physiological psychology, the structure and function of nerves, muscles, and endocrine glands, and the biological/physiological basis of behavior.

PSYC 7335   PROGRAM EVALUATION IN SCHOOL, COMMUNITY, AND MENTAL HEALTH SETTINGS
Addresses program evaluation in school, community, and mental health settings, including practical applications of methods to plan, implement, and evaluate educational and mental health programs. Prerequisites: PSYC 6330 & PSYC 6331. Designed for 3rd year doctoral students in school psychology.

PSYC 7350   TEACHING IN PSYCHOLOGY
The purpose of this course is to prepare individuals to teach at the university level. Students will learn how to use effective pedagogy, use technology in teaching, develop a teaching philosophy, develop a syllabus, develop lesson plans, foster effective teacher/student relationships, respond effectively to problem behaviors, deliver lectures, and design assessment tools.

PSYC 8305   PSYCHOEDUCATIONAL INTERVENTION I
Covers empirically interventions for a variety of school-related problems, including interventions aimed at schools, classrooms, and individual students. Prerequisite: Designed for 3rd year doctoral students in school psychology; the first of a two-course examination of psycho-educational interventions.

PSYC 8310   PSYCHOEDUCATIONAL INTERVENTION II
Continues the Psycho-educational Intervention I course. Prerequisite: Designed for 3rd year doctoral students in school psychology; the second of a two-course examination of psycho-educational interventions.

PSYC 8315	CHILD MENTAL HEALTH PROMOTION AND PRIMARY PREVENTION
	Surveys prevention and health promotion programs pertaining to child mental health.

PSYC 9605	DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY
	Provides doctoral students with full-time direct supervised experience in the practice of school psychology. Prerequisite: Successful completion of pre-internship requirements including comprehensive examinations.

PSYC 9606	DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY
	Provides doctoral students with full-time direct supervised experiencing the practice of school psychology. Prerequisite: Successful completion of pre-internship requirements including Comprehensive examinations; continues PSYC 9605.

PSYC 9110-9910	DISSERTATION RESEARCH IN PSYCHOLOGY
	Requires students to carry out an original research project with the approval of their advisors and dissertation committee, and to present an oral defense of the research to the dissertation committee at the time of completion. Students must continue to enroll in the dissertation course until all related requirements are successfully completed. Prerequisite: Successful completion of comprehensive examinations and admission to candidacy.

APPENDIX B:
Graduate Faculty

APPENDIX B: Graduate Faculty

DARSHON ANDERSON, Ph.D. – Oklahoma State University – Social psychology; Self, Social influence, Social cognition, and Diversity.

ELSON BIHM, Ph.D. - Texas Tech University - Counseling psychology; Mental retardation; Behavior analysis

RON BRAMLETT, Ph.D. - University of Cincinnati – Child / family interventions; Assessment of children/adolescents, Predictors of school success

ART GILLASPY, Ph.D. - Texas A & M University - Therapeutic relationships, Measurement issues in counseling research, Addictions counseling

HEATHER MARTENS, Ph.D. – University of Florida - Predicting student performance on state mandated assessment using universal screeners: Establishing predictive cut scores and cost benefit analysis of academic interventions

JOHN MURPHY, Ph.D. - University of Cincinnati - Solution-focused brief therapy; Self-modeling; Resilience; Strengths-based assessment

PAUL NAIL, Ph.D. – Texas Christian University – Social influence, Social response models, Cognitive dissonance, the Self, Prejudice

KEVIN ROWELL, Ph.D. - Texas A & M University - Mental health of elderly in long-term care; Alcohol problems

MIKE SCOLES, Ph.D. - Northern Illinois University - Drug tolerance/dependence; Aversive control

JOAN SIMON, Ph.D. – University of Kansas – Hospital-to-school transitions; Educational program evaluation; Response-to-intervention

KEN SOBEL, Ph.D. – Vanderbilt University - Visual search, top-down attention, kinetic depth effect, resolution of ambiguity

DONG XIE, Ph.D. - Ohio State University – Culture and personality; Self-efficacy and stress

FEMINA VARGHESE, Ph.D. – Texas Tech University – Vocational psychology; correctional psychology; multicultural issues

APPENDIX C:
Program Forms for Annual Review and Individual Review

<div align="center">

Form A
UCA School Psychology Ph.D. Program

</div>

Student Self-Assessment for Annual Review

Name: _____

School year: _____

Year in program (circle one): First   Second   Third

The following self-assessment survey is the first step of the annual review process. It is designed to assist you and the program in assessing your performance and making related improvement plans as needed. Your responses will be reviewed by the School Psychology Committee, after which you will meet with your advisor. Reflecting on your experiences over the last year, respond to the items in this survey with an improvement-oriented focus (e.g., How did you perform? How can you sustain effective performance? How can you make progress in areas in need of improvement?). Please *submit this form with your portfolio to your advisor no later than Monday, March 9th*.

I.   ACADEMIC COURSEWORK AND PERFORMANCE

a. List the classes you have completed in the last 12 months and your grades.

Course #	*Grade*	*Course #*	*Grade*
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Regarding your *performance in classes* —

Answer the following questions, with the scale:

	Never	Sometimes	Always
	(1)	(3)	(5)

I am on time for class.	1	2	3	4	5
I attend all classes.	1	2	3	4	5
If I have to miss a class, I notify my professor prior to being absent.	1	2	3	4	5
I ask questions as needed.	1	2	3	4	5
I complete assignments on time.	1	2	3	4	5
I am engaged in classroom discussion.	1	2	3	4	5
I possess and display initiative to learn and work hard.	1	2	3	4	5
I am well prepared for exams.	1	2	3	4	5
I keep up with readings and assignments.	1	2	3	4	5
I do outside reading (beyond the requirements).	1	2	3	4	5

Based on these items or other considerations, (a) state one or more specific goals for yourself to sustain and/or improve your performance in classes during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

Other (Please add any other comments related to your performance in classes that you wish to share):

II.   ASSISTANTSHIP

a. Have you had an assistantship in the past year?   YES   NO (if no, skip this section)

Regarding your *assistantship performance and experiences*—

Answer the following questions, with the scale:	Never (1)		Sometimes (3)		Always (5)
I am punctual.	1	2	3	4	5
I notify my supervisor if my schedule changes.	1	2	3	4	5
I interact positively with my supervisor.	1	2	3	4	5
I interact positively with other R.A.s.	1	2	3	4	5
I complete work as requested in a timely manner.	1	2	3	4	5
I seek out new experiences.	1	2	3	4	5
I ask my supervisor for more responsibilities when appropriate.	1	2	3	4	5
I initiate and explore research/scholarship opportunities.	1	2	3	4	5
I manage my time efficiently.	1	2	3	4	5

What skills have you acquired or strengthened as a result of your assistantship experience?

What skills would you like to obtain (or obtain more of) during your assistantship?

Based on the above items or other considerations, (a) state one or more specific goals for yourself to sustain and/or improve your assistantship performance during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

Other (Please add any other comments related to your assistantship performance or experiences that you wish to share):

III.   FIELD EXPERIENCES

During the past year, in what setting(s) or capacities have you interacted with professionals outside of UCA?

Regarding your *professional field experiences and interactions outside of UCA*—

Answer the following questions, with the scale:	Never (1)		Sometimes (3)		Always (5)
I am punctual?	1	2	3	4	5
I notify my field supervisor/contact prior to absence?	1	2	3	4	5
I interact positively?	1	2	3	4	5
I complete work as requested?	1	2	3	4	5
I actively participate/contribute?	1	2	3	4	5

Based on the above items or other considerations, (a) state one or more specific goals for yourself to sustain and/or improve your field-based performance during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

In what professional organizations are you currently a member?

List professional conferences you have attended throughout the past year.

Conference	**Date**

Other (Please add any other comments related to your field-based performance or experiences that you wish to share):

IV.   RESEARCH / SCHOLARSHIP / PROFESSIONAL PRESENTATIONS

What are you specific areas of research/scholarship/presentation interest?

List your research/scholarship activities during the previous year.

What were the results of such activities? Check all that apply.

_____ Improved my research skills
_____ Improved my scholarship/publication/writing skills
_____ Improved my professional presentation skills
_____ Professional presentation
_____ Worked on a manuscript for publication
_____ Submitted a manuscript for publication
_____ Other _____

Based on the above items or other considerations, (a) state one or two specific goals for yourself to sustain and/or improve your performance or future work in these areas (b) for each goal, indicate how you will know you've accomplished it.

Other (Please add any other comments related to your research/scholarship/public presentation performance or experiences that you wish to share):

For this next section, you may want to consult your student handbook regarding the coursework that contributes to each of the program objectives. Rate each topic below based on the amount of coverage you feel was incorporated into the curriculum through coursework, field experiences, teaching/research experiences, etc. Secondly, rate your perceived level of competency in each of the areas.

Program objectives	Rating				
	Insufficient		Sufficient		Exemplary

1. Understanding and application of knowledge of
core components of the field of school psychology,
namely historical foundations, ethical and legal
guidelines, and other professional issues.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5

2. Acknowledging, respecting, and appropriately
accommodating for individual differences and their
influences on learning and development.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5
•					

3. Understanding and application of the knowledge of social,
biological, and cognitive features of and influences on
child development.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5

4. Working collaboratively (at the systems, building,
classroom, or individual levels) in schools, school-related,
and other settings that serve the educational, health, and
psychological health needs of children, adolescents,
and families.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5

5. Data-based decision-making and accountability practices
in all professional activities and interactions.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5

6. Direct and indirect service provision in assessment,
counseling, and interventions to prevent or remediate
problems in children's cognitive, academic,
and social competencies.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5

7. Critical review/evaluation and working knowledge of
the psychological and educational research literature.

• Amount of coverage in curriculum.	1	2	3	4	5
• Perceived level of competence.	1	2	3	4	5

8. Program evaluation, research design, data analysis, and
data interpretation.

- Amount of coverage in curriculum. 1 2 3 4 5
- Perceived level of competence. 1 2 3 4 5

9. Dissemination of results of research to the profession
and broader community.

- Amount of coverage in curriculum. 1 2 3 4 5
- Perceived level of competence. 1 2 3 4 5

Thank you for your feedback that will contribute to your annual review and needed program changes.

Please return this form to your advisor by March 9th.

Form B
Annual Review Form - Doctoral

Student's name: _____
School year: _____
Current date: _____
Year in program: (circle one)   1st   2nd   3rd   4th

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the school psychology program. The following information came from a combination of sources such as the student's self-assessment form, student grades, portfolio, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the school psychology faculty using the following scale:
Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).
For any area rated Unsatisfactory, an explanation is provided.

Goal area		Rating		
1. Understanding and application of knowledge of core components of the field of school psychology, namely historical foundations, ethical and legal guidelines, and other professional issues.	E	S	US	NA
2. Acknowledging, respecting, and appropriately accommodating for individual differences and their influences on learning and development.	E	S	US	NA
3. Understanding and application of the knowledge of social, biological, and cognitive features of and influences on child development.	E	S	US	NA
4. Working collaboratively (at the systems, building, classroom, or individual levels) in schools, school-related, and other settings that serve the educational, health, and psychological health needs of children, adolescents, and families.	E	S	US	NA
5. Data-based decision-making and accountability practices in all professional activities and interactions.	E	S	US	NA
6. Direct and indirect service provision in assessment, counseling, and interventions to prevent or remediate problems in children's cognitive, academic, and social competencies.	E	S	US	NA
7. Critical review/evaluation and working knowledge of the psychological and educational research literature.	E	S	US	NA
8. Program evaluation, research design, data analysis, and data interpretation.	E	S	US	NA

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9. Dissemination of results of research to the profession
   and broader community.   E   S   US   NA

Comments

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.
Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).
For any area rated Unsatisfactory, an explanation is provided.

Professional area			**Rating**	
▪ In class personal presentation and attendance	E	S	US	NA
▪ Interactions with peers, faculty, professionals	E	S	US	NA
▪ Progress on professional portfolio	E	S	US	NA
▪ Professional presentations / publications	E	S	US	NA
▪ Dissertation research	E	S	US	NA

Comments

Committee Recommendation

_____   Satisfactory progress – no action required.
_____   Student has been on leave for most of this year so limited progress has been made.
_____   Remediation required – attach copy of plan.
_____   Dismissal recommended – must be reviewed and approved by Department
         Chairperson and Dean of College of Heath & Behavioral Sciences

Recommendation Approved

Student's advisor _____   Date _____

Program director _____   Date _____

Student _____   Date _____
(Signature does not indicate agreement, only that feedback was given.)

Form C
<u>Student Corrective Action Plan</u>

(Check one) ____Initial Plan   _____ Follow-up   _____ Final Review

Student:_____   Date:_____

<u>Identified Areas of Concern:</u>

A.

B.

C.

D.

<u>Remediation Plan and Schedule</u>:

State for each area of concern:
<u>Area</u>
<u>Specific Behavioral Objectives and Target Dates</u>
<u>Method of Remediation Met? Y/N</u>

A.

B.

C.

D.

Form C
Student Corrective Action Plan (Continued)

Progress Since Last Review (if applicable): _____ Sufficient   _____ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): _____

Student Reactions:

Signatures:

Student Signature: _____   Date_____

Advisor/Mentor: _____   Date_____

School Psychology Director: _____   Date_____

Form D
<u>Individual Student-Advisor Review</u>

Student Name:_____

Date of Meeting:_____

<u>Persons Present</u>.

<u>Summary of Problem(s)</u>.   Include specific behaviors, setting, and name of person who first identified the problem.

Form D
Individual Student-Advisor Review (Continued)

Faculty Recommendation:

____No action required (state reasons).
____Remediation required (attach copy of plan). If a remediation plan needs to be
     developed, every effort should be made to involve the student in the process of problem
     identification and clarification, the generation of alternatives, the selection of
     appropriate outcomes, the development of ways to achieve these outcomes, as well as
     techniques to monitor progress.
_____ Matter forwarded to Director of School Psychology Program.

RECOMMENDATION APPROVED:

Student's Advisor:_____ Date:_____

Director School Psychology Program:_____ Date:_____

Date of Feedback meeting:_____

Student's comments:

Signature of Student:_____ Date:_____
(Signature does not indicate agreement, only that feedback was given.)

APPENDIX D:
Notice of Appointment of
Dissertation Committee

UNIVERSITY OF CENTRAL ARKANSAS
NOTICE OF APPOINTMENT OF DISSERTATION COMMITTEE

Name: _____ Date: _____

Department/Program: _____

Dissertation Committee Chair Name: _____

_____
Signature

The following graduate faculty members have agreed to serve on the dissertation committee.
(One must be from outside the student's department):

Faculty Committee Member: _____
                          Name

Faculty Committee Member: _____
                          Name

Faculty Committee Member: _____
                          Name

Faculty Committee Member: _____
                          Name

_____   _____
Student's signature   Date

APPROVED:

_____   _____
Department Chair's Signature   Date

_____   _____
Graduate Dean's Signature   Date

Submit to the Graduate School, Torreyson West 328, UCA, 201 Donaghey, Conway AR 72035

APPENDIX E:
UCA Campus, Community, and Housing Opportunities

APPENDIX E: UCA Campus, Community, and Housing Opportunities

UCA Campus and Conway Community

The UCA campus includes 40 major buildings on 262 acres and is located in Conway, Arkansas. Conway, a city in Faulkner County, is approximately thirty miles northwest of Little Rock at the intersection of Interstate 40 and U.S. Highways 64 and 65.

Conway is a mixture of tree-lined established neighborhoods and modern subdivisions. It is home to three institutions of higher education, as well as regional manufacturing and international technology companies. The city is located near the Arkansas River, Petit Jean State Park, and Lake Conway, offering convenient access to scenic hiking, fishing, and water sports. (www.conwayarkcc.org/.) It is only 30 minutes from Little Rock, the state capitol, and North Little Rock, which provide major shopping, employment, and entertainment opportunities.

Housing

On-Campus Graduate Housing. There are many opportunities for graduate housing on and off campus. For more information about on-campus housing, see the housing web page at http://www.uca.edu/divisions/admin/housing. For residence halls on campus, contact the UCA office:

> Housing and Residence Life
> Bernard Hall
> 201 Donaghey Avenue
> Conway, AR 72035-0001
> (phone 501 450-3132)
> (fax 501 450-5374)
> housing@ecom.uca.edu

Two residence halls may be of interest to graduate students. Baridon Hall, a co-educational hall, houses juniors, seniors, and graduate students; students 21 years or older; or students who have lived in a residence hall for four semesters. Two bedrooms adjoin a living room and bathroom. Baridon Hall offers a fitness room, conference room, computer lab, and an intensive study floor. Minton Hall is a twelve month, co-educational hall. This hall offers larger rooms with a mini-fridge in each room and an intensive study floor. Minton Hall never closes, so it is ideal for those students who need a place to stay year round. Baridon and Minton Hall are very popular, so early application is encouraged. Private rooms are available. Requests for more information can be made to the housing office. For more specific information about graduate on-campus housing, see the web page at: www.uca.edu/divisions/academic/gradbulletin/general/gbull013.htm.

Off-Campus Graduate Housing. Graduate students may pick up brochures and available information concerning off-campus housing in the Housing Office, located in Bernard Hall, 450-3132. Many housing opportunities exist in the surrounding residential area (UCA is in the center of an attractive residential area with many homes and apartments). There are several rental services in the city as well as apartment complexes in easy walking distance of the campus. (See: www.conwayarkcc.org/tourism.html).

APPENDIX F:
Ph.D. Program Application Credentials and Requirements

APPENDIX F: Ph.D. Application Credentials and Requirements

The School Psychology Ph.D. Program invites qualified applicants with exceptional undergraduate credentials, including strong quantitative and research skills and established abilities in written and oral communication. The program is designed for completion within five years of study -- four years of course work and directed research and one year of internship and dissertation. Prerequisites include a bachelor's degree from an accredited institution with at least 12 undergraduate hours in psychology.

Admission to the Graduate School and School Psychology Program

Applicants for the School Psychology doctoral program must be admitted into BOTH the UCA Graduate School (www.uca.edu/graduateschool/ or 501-450-3124) AND the School Psychology program (www.uca.edu/psychology/programs/documents/graduate/phdschoolpsyc.php or 501-450-3193). Application to or acceptance by the Graduate School does not ensure admission to the School Psychology program. The completed program application will be reviewed by the School Psychology Program Committee, and the student will be informed of that decision in writing. The deadline for submitting completed applications to the School Psychology program is February 10th. Students are solely responsible for meeting this deadline.

The student will need to submit the following application materials:

- Completed application form
- Current vita (resume)
- Goal statement. The goal statement should include an explanation of why the student has chosen to pursue a career in school psychology and graduate study at the University of Central Arkansas.
- Three letters of evaluation/recommendation. These letters are to be sent directly to the School Psychology Program Director, Department of Psychology and Counseling; Box 4915; Conway, Arkansas 72035. At least one letter should be from a person familiar with the student's academic performance.
- Twelve (12) semester hours of undergraduate preparation in psychology (3 hours must be in general psychology and 3 hours in statistics).
- Scores on the Verbal and Quantitative sections of the Graduate Record Examination (combined Verbal and Quantitative scores of 1000 are preferred).
- Transcripts of all academic work (either a minimum undergraduate GPA of 3.25 or a completed graduate degree with a minimum GPA of 3.25 is preferred).

After the School Psychology Committee reviews the completed student applications, its members will determine which applicants they would like to invite for an interview. These applicants will be invited by the committee to come to campus for the program's interview day.

After the interview, an assessment is made based on the applicant's record and his/her:

- career goals and their compatibility with those of the program potential for successful completion of the program
- sensitivity to the needs of children, families, school personnel, and other relevant groups
- interpersonal skills relevant to effective school psychology practice communication skills, both oral and written
- commitment to the school psychology profession, to social justice, and to enhancing the well-being of others

After the interviews are completed, a prioritized list of acceptable applicants is compiled by the School Psychology faculty. Offers of admission are made to the top applicants based on the number of openings in the program. Additional acceptable applicants are placed on a waiting list. Those offered admission are required to provide their decision in writing by April 15th. Applicants on the waiting list may be offered admission if additional vacancies occur.

APPENDIX G:
Program Costs and Financial Assistance

<center>**APPENDIX G: Program Costs and Financial Assistance**</center>

Program Costs

        For students who have established instate residence, tuition costs (Fall 2015) are $243.04 per credit hour + $92.00 in fees for the first hour (12 hours = 3,722.70). These costs would apply to instate students as well as those who have a paid assistantship on campus. These costs cover tuition only and do not include housing, books, or other expenses. Each semester a graduate student is enrolled in an assessment course (P6313, P6376, or P7310), he/she is assessed $50 per class for materials and protocols.

Research Assistantships

        Doctoral-level research assistantships will be available in the Department of Psychology and Counseling. Students can contact the departmental administrative assistant (501-450-5406) for information on applying for assistantships. Students who are granted research assistantships are paired with one or two faculty members in the Department of Psychology and Counseling for the school year. These positions are typically 20 hours per week during the fall and spring semesters and include a stipend that is paid to the student monthly.

Other Forms of Financial Assistance

        Other graduate assistantships are available through the university's Graduate School office for qualified students in 20 academic areas and in approximately 20 non-academic areas. Recipients of these assistantships serve as laboratory assistants, research assistants, or teaching assistants. For the current status of this information and related information, refer to the print version of the Graduate Bulletin or see the web site: www.uca.edu/divisions/academic/gradbulletin/general/gbull011.html

        The primary goal of an assistantship is to augment the student's educational objectives **and** to assist in the successful completion of the student's degree program. The student and the department share responsibility in the student's education. The graduate assistant, while making progress in the degree program, has special opportunities to receive varied educational experiences under the supervision of a faculty mentor. Although such students serve the University of Central Arkansas with teaching, research, and/or supervisory/administrative duties, they are first and foremost students. Accordingly, the assistantship tasks assigned to a student must be consistent with the program's educational objectives.

        Various funding sources exist for graduate assistantships. In addition to assistants who receive funding from the Graduate School, other sources for support include grants, gifts, contracts, community service agencies, or various university departments, divisions, or centers. Approximately 150 UCA graduate students receive assistantship funds each semester.

        To qualify for an assistantship, the student should have achieved an excellent academic record and completed substantial course work in the major field. The student must have been admitted to Graduate School and to the School Psychology program with full qualifications in accordance with the admission policies and procedures of the Graduate

School.

Graduate assistants on Graduate School sponsored appointments may be appointed for up to 12 months per contract period. Nine-month appointments would generally correspond to thirty-six (36) weeks of service (nine monthly pay periods). Twelve month appointments would generally correspond to fifty-two (52) weeks of service (12 monthly pay periods). The start and end dates of all Graduate School sponsored appointments must be within the university's fiscal year, July 1 to June 30.

In order to continue an appointment from semester to semester during the academic year, all graduate assistants must remain in acceptable academic standing. If an assistant's cumulative grade point average falls below a 3.0 during the academic year of an appointment, the student may be terminated from the assistantship.

Typically, the maximum number of years that a graduate student may hold an assistantship is two years while pursuing a master's degree and four years in a doctoral program.

Application for Research Assistantships

Application forms and specific requirements for assistantships may be obtained in the Graduate School. Information about other forms of financial aid, including loans, may be obtained from the Financial Aid Office, located in McCastlain Hall, (501) 450-3140. Students receiving graduate assistantships and other forms of financial aid need to contact the Financial Aid Office to determine their combined financial package.

Other Sources of Financial Aid. Information about financial aid may be obtained from the Office of Financial Aid: www.uca.edu/divisions/admin/finaid/

APPENDIX H:
Resources for Doctoral Students

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Library Resources

Torreyson Library, the state's first totally automated university library, holds 1,414,545 items, a volume equivalency of 658,601, including more than 7,720 books on psychology and counseling. The library offers the latest electronic services, including resources for electronic bibliographic searches and Web-based searches and resources for faculty and students. The textbook holdings in psychology and education are numerous and adequate to support the School Psychology program. The library subscribes to all major research journals in psychology and education, including the major research journals specific to school psychology: *Journal of School Psychology*, *Psychology in the Schools*, *School Psychology Quarterly*, and *School Psychology Review*.

Research Funds

The UCA Graduate School funds small grants for graduate students. These funds cover travel, equipment, and related expenses. Contact the Office of Sponsored Programs for more information.

Internet Access

Students will have access to Internet and UCA website materials (including UCA library) from any computer on campus. In addition, most of the campus has wireless Internet access so personal laptops can be used for access as well.

Current Instructional Facilities, Equipment, and Technology

The Department of Psychology and Counseling is housed in Mashburn Hall. The building offers an excellent environment for faculty and students. The Department of Psychology and Counseling has two faculty suites, two conference rooms, and research laboratories.

The following resources are also available to students in the program: the College of Education's Technology Learning Center, Office of Candidate Services and Field Experience, College of Education computer labs, and distance learning lab.

The Department of Psychology and Counseling has many academic, intellectual, behavioral, and personality tests available for student use. Some academic and intellectual examples include:

Achenbach System of Empirically-Based Assessment	Beck Youth Inventories-2
Bender-Gestalt Test II	Children's Memory Scale
Behavior Assessment Scale for Children (BASC-2)	Comprehensive and Receptive Vocabulary Test II
Childhood Autism Rating Scale (CARS)	Conners 3 ADHD Rating Scale
Conners Continuous Performance Test II	Children's Depression Scale
Differential Ability Scale-2	Draw-A-Person: Screening Procedure for Emotional Disturbance (DAP: SPED)
Kaufman Assessment Battery for Children II	Reynolds Intellectual Assessment Scales (RIAS)
Peabody Picture Vocabulary Test IV	Wechsler Adult Intelligence Scale V
Wechsler Individual Achievement Test II	Wechsler Intelligence Scale for Children IV
Wechsler Memory Scale III	Woodcock-Johnson Battery IV

Other Resources

       More information about the following resources is available from the campus resources web page: http://www.uca.edu/entry/resources.htm

Administrative Policies	Athletics	Computer Services
Continuing Education	Health Services	Human Resources
Instructional Development	Institutional Research	International Programs
Office of the President	Online Publications	Police Department
Sponsored Programs	Student Information System	Torreyson Library
Web Development	Writing Lab	

APPENDIX I:
Psi Chi and CAPS Information

APPENDIX I: Psi Chi and CAPS Information

Psi Chi: The International Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, has the primary goals of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to *graduate* and undergraduate individuals who are making the study of psychology one of their major interests, and who meet the minimum qualifications for membership.

What is the mission of Psi Chi?

- Advance the science and profession of psychology

- Promote an educational experience consistent with the mission

- Promote ethical and socially responsible members and leaders

- Define and establish an organizational structure that promotes our mission

- Recognize and foster the contributions that diversity makes to the science and practice of psychology

What are the benefits of joining Psi Chi?

- **Academic Recognition**

    o Local, national, & international recognition for your academic achievements

    o An inclusion among the academic elite in the field of psychology

    o An *impressive* accomplishment to include on your curriculum vita & application to future graduate programs, practicum & internship sites, & employers!

- **Professional Development**

    o Curriculum enhancement to increase knowledge & skills

    o Focus on research experience – Involvement in the entire research process!

    o Provides over **$300,550 annually in awards and grants**

    o Special participation tracks at psychological conventions (e.g., SWPA, APA)

    o Provides fellowship with other students & professors

    o Opportunities to network & develop professional & personal relationships with others in the field

    o Community service

    o Leadership development

How to become a graduate member of Psi Chi

- Be enrolled as a student at your school

- Have established a GPA at your school of greater than 3.40

- Be enrolled as a major or minor in a psychology program or a program that is equivalent to a psychology major

- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses

- Have an overall GPA that is in the top 35% of your class

- Have a psychology GPA that is at least 3.00 on a 4-point scale

- Pay a $45 lifetime fee

- Each spring, an induction ceremony is held for new members

If you are interested in becoming a member, please contact your president Laura Horton!

UCA Psi Chi Officers

- **Faculty Advisor**

    o   Shawn R. Charlton, Ph.D.

    o   Associate Professor of Psychology

    o   scharlton@uca.edu

Meetings & Events

- Psi Chi chapter meetings will be held *once per semester*. More information will be sent to members via email.

The Graduate Association of Counseling & Psychology Students (CAPS)

The Graduate Association of **C**ounseling **A**nd **P**sychology **S**tudents (CAPS) is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

What are the benefits of joining CAPS?

- Develop & enhance close friendships among your peers
- Spend time with your colleagues & professors outside of the school setting in a more relaxed environment
- Get to know & develop closer relationships with your professors
- Gain further knowledge about the research & career interests of your peers & professors
- Networking opportunities with professionals outside of UCA via CAPS meetings, events, & guest speakers
- More involvement in department & campus activities, which will provide new social & academic opportunities
- You'll have an extra line to add to your curriculum vita which will look impressive to future practicum, internship, & job sites!

How to become a member of CAPS

- If you are enrolled as a student in any of our graduate programs, you are eligible to join!
- The most common time to join is at the Annual CAPS Picnic held the Tuesday evening before the fall semester begins (More information regarding the picnic will be provided during your orientation meeting). However, you may join at *any time*!
    - o Find a CAPS officer.
    - o Pay the $5 dues ($5 *per semester*).
    - o Sign & keep a copy of the receipt form.

2015-2016 Officers

Faculty Advisor	**President**
Dr. Ron Bramlett ronkb@uca.edu	Heather Parady
Vice President	**Treasurer**
Kevin Phelps	Marrisa Wells

Secretary
Stacy Kinzler

For more information & recent updates on meetings & events, please find us on Facebook!