



**Ed.S. Program in School Psychology
2019-2020 Handbook**

**Department of Psychology & Counseling
University of Central Arkansas**

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University of Central Arkansas

Specialist-level 60-hour Program In School Psychology

I. PROGRAM OVERVIEW

A. Mission and Philosophy

The mission of the specialist-level School Psychology Program at the University of Central Arkansas is to prepare entry level school psychologists to apply scientifically-based psychological and educational principles and practices in all dimensions of their professional work. Graduates of the program are expected to be competent, effective, and reflective professionals committed to the increased understanding of human behavior, continuing professional development, Best practices in school psychology, cultural respect and diversity, and ethical standards of professional practice as articulated by the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

The program is grounded in the philosophical and ethical foundations of the APA, which state that: "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)

Following the tenets of the *NASP Practice Model* (<http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-overview>), the program also 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: <https://www.nasponline.org/standards-and-certification/professional-ethics>)

B. Core Areas and Competencies

Graduates will demonstrate effective knowledge, skill, and dispositional competencies in the eight core areas of school psychology practice. These areas represent an integration of standards and domains of school psychology training and practice from the American Psychological Association and the National Association of School Psychologists. Specific competencies are listed under each core area, along with the courses and applied experiences that most directly support each area and related competencies.

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

Competencies in this area include (but are not limited to) the following:

- to define problem areas, strengths, and needs at the individual, group, and systems level through systematic assessment
- to empirically measure outcomes of decisions and interventions
- to use scientific knowledge and research in making decisions and in selecting, developing, and evaluating professional actions and interventions

Curricular Support for this competency area includes (but is not limited to):

- P6313 Psycho-educational Assessment I
- P6314 Psychopathology
- P6335 Identification and Remediation of Learning Problems
- P6375 Professional School Psychology
- P6376 Psycho-educational Assessment II
- P8305 Psycho-educational Intervention I
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

2. Interpersonal communication, collaboration, and consultation within and between school and family.

Competencies in this area include (but are not limited to) the following:

- to listen and understand the perspectives of others in professional relationships at the individual, group, and systems level
- to effectively communicate orally and in writing
- to conduct problem-solving consultations with parents, teachers, administrators, and others
- to facilitate collaboration and partnerships among key constituent groups (e.g., facilitation of home/school/community partnerships)

Curricular Support for this competency area includes (but is not limited to):

- P6355 Multicultural Issues in Psychology and Counseling
- P6373 Individual and Organizational Consultation
- P6375 Professional School Psychology
- P6393 Marriage and Family Therapy (elective)
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

3. Interventions and instructional support / mental health services to develop children's academic, social, and life skills.

Competencies in this area include (but are not limited to) the following:

- to implement wellness and prevention programs in order to enhance children's cognitive/academic skills and social skills at the individual, group, and systems level
- to implement a broad array of empirically based interventions in order to correct and improve children's cognitive/academic and social skills
- to provide therapeutic counseling services for students experiencing learning and adjustment problems

Curricular Support for this competency area includes (but is not limited to):

- P6314 Psychopathology
- P6315 Applied Behavior Analysis
- P6335 Identification and Remediation of Learning Problems
- P6354 Theories of Psychotherapy and Counseling
- P6356 Group Psychotherapy and Counseling
- P6370 Advanced Developmental Psychology
- P6393 Marriage and Family Therapy (elective)
- P7325 Physiological Psychology
- P8305 Psycho-educational Intervention I
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

4. School-wide preventative and responsive services to promote learning.

Competencies in this area include (but are not limited to) the following:

- to understand the structure, operation, and influence of key systems in the lives of children and adolescents including school, family, and peer systems
- to provide systems-level programmatic consultation and intervention services including assistance to large agencies serving children and youth (e.g., State Department of Education), school districts, and families

Curricular Support for this competency area includes (but is not limited to):

- P6335 Identification and Remediation of Learning Problems
- P6355 Multicultural Issues in Psychology and Counseling (elective)
- P6373 Individual and Organizational Consultation
- P6375 Professional School Psychology
- P6393 Marriage and Family Therapy (elective)
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

5. Diversity in development and learning.

Competencies in this area include (but are not limited to) the following:

- to understand the unique and complex array of cultural influences on individual development, including racial, ethnic, gender, and linguistic factors
- to work effectively with individuals from a variety of cultural backgrounds by considering unique culture-related challenges, strengths, and resources throughout the problem-solving process.

Curricular Support for this competency area includes (but is not limited to):

- P6354 Theories of Psychotherapy and Counseling
- P6355 Multicultural Issues in Psychology and Counseling
- P6373 Individual and Organizational Consultation
- P6370 Advanced Developmental Psychology
- P6393 Marriage and Family Therapy (elective)
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

6. Research and program evaluation.

Competencies in this area include (but are not limited to) the following:

- to understand research design and statistics in order to effectively evaluate empirical studies in the professional literature
- to conduct research from initial design through evaluation in order to contribute to school psychology's empirical knowledge base
- to conduct research on the effectiveness of one's own work
- to conduct program evaluation research

Curricular Support for this competency area includes (but is not limited to):

- P6315 Applied Behavior Analysis
- P6330 Advanced Psychological Statistics
- P6331 Research Design
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

7. Legal, ethical, and professional practices.

Competencies in this area include (but are not limited to) the following:

- to understand all appropriate legal, ethical, and professional standards pertaining to the

practice of school psychology to adhere to the legal, ethical, and professional standards of school psychology in field experiences such as practicum and internship and other professional practice contexts

- to understand major factors impacting the profession of school psychology and to advocate for the profession in order to preserve and protect the welfare of children and others
- to promote and ensure appropriate and high quality services for children and other clients in one's own practice and in the practice of others
- to take responsibility for continuing professional development as professional school psychologists

Curricular Support for this competency area includes (but is not limited to):

- P6375 Professional School Psychology
- P6398 Legal and Ethical Issues in Psychology and Counseling
- P6332/3 School Psychology Practicum
- P6342 Internship (in School Psychology)

These domains represent a cohesive set of competencies deemed essential to the effective and comprehensive practice of school psychology in any setting. Although listed separately, they overlap considerably in training and practice and cut across a variety of service functions (e.g., assessment, prevention/intervention, consultation, research / evaluation) and service levels/contexts (e.g., child, family, organizational, community). Students are also expected to have knowledge of information technology relevant to all areas of competency and to use technology in ways that safeguard or enhance the quality of services. Some examples of ways in which students use their technology skills in the program include: email usage, Internet searches, ERIC or Psych INFO searches, PowerPoint presentations, word processing for assignments and reports, statistical programs, and test scoring programs.

The program is responsive to anticipated needs of the future in that graduates will be prepared to address the increasingly diverse and complex social, cultural, and psychological needs of youth. Recent changes in these needs have led to new and sophisticated trends in the delivery of school psychological services to children, adolescents and their caregivers (e.g., parents, teachers). Graduates will be qualified to contribute substantially to the following needs and service trends:

- provision of behavioral and academic interventions in the schools, where they can be delivered most immediately and effectively
- primary and secondary prevention services, in addition to tertiary prevention services
- provision of culturally responsive curriculum and other helping services to school-aged students and others of all backgrounds
- inclusion of all persons with disabilities into school and society
- increased emphasis on early detection and intervention for preschool children with significant behavioral, cognitive, physical, and psychological challenges the need for research and dissemination pertaining to wellness and remedial programs for children and youth

The emphasis of the School Psychology Program is on prevention and intervention services within the context of data-based decision making. While preparing students to deal effectively with pathology 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 description of the curricula is provided later in the handbook.

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 professional practice. 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 at the end of the handbook.

C. University and Program Accreditation

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 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.

The National Council for the Accreditation of Teacher Education (NCATE) accredits the teacher education program at the bachelor's, master's, and specialist's degree levels. The Professional Education Unit at the University of Central Arkansas is fully accredited by NCATE, and the specialist-level School Psychology Program is approved by the National Association of School Psychologists (NASP).

D. Support for Diversity

The program has made a strong commitment to supporting diversity and infusing diversity throughout program activities and curriculum. Following the guidelines and goals of the APA and NASP, 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, it acts 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 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. This emphasis is embedded throughout the curriculum.

E. Type of Student

The program is designed for dynamic students with a genuine commitment to the school psychology profession and to children, families, schools, and communities. The typical 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. Information regarding prerequisites and credentials of applicants is included in application information.

F. Student Support Opportunities and Resources

The Psychology and Counseling Department is committed to supporting student's graduate school experience. 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, faculty advising, professional conference attendance, and a student support organization.

- 1. 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.
- 2. Student-to-student mentoring.** Each incoming school psychology student is assigned to an existing graduate student from the 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.

3. **Faculty advising.** Each student is assigned an academic advisor from the department upon admission to the Ed.S. program. The advisor is available to support the student in a variety of ways including program planning and scheduling, corrective intervention, and career exploration.
4. **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.
5. **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 and frequently provides students with some financial assistance for professional conference attendance.
6. **Other resources.** Other sources of support for students include campus housing, easy access and full use of the university library system, grant-related opportunities, research funding, 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 Services and Field Experiences, computer labs, and distance learning lab.

Professional Ethics

Students enrolled in the School Psychology 60-Hour Ed.S. 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; <https://www.nasponline.org/standards-and-certification/professional-ethics>).

II. PROGRAM REQUIREMENTS

The school psychology program faculty expects all students to make continuous progress towards their degrees. In order to make progress, students must remain in good standing in the program by demonstrating mastery of course content, obtaining successful ratings on all reviews by the School Psychology Committee, and by successfully addressing any areas of concern in Student Corrective Action Plans by the SPC. Additionally, there are six major outcomes or requirements that students must meet in order to complete the program. 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 program are expected to complete all degree requirements in a timely manner. Students who do not graduate within seven 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 seven-year completion deadline.

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. (See www.uca.edu/gbulletin/) The program includes the following six major requirements and one optional requirement:

1. Mastery of content assessed by program comprehensive examination
2. Mastery of content assessed by ETS's Praxis II examination
3. Demonstration of appropriate professional knowledge, skills, and dispositions during practicum experience
4. Demonstration of appropriate professional knowledge, skills, and dispositions during internship experience
5. Demonstrated ability to positively influence academics / behavior of P-12 children
6. Demonstrated proficiency in program goals through portfolio during internship
7. Completion of thesis (optional)

Failure to satisfactorily complete any of the six major program requirements could result in the student repeating the requirement, a Student Corrective Action Plan (or a combination of)), or a recommendation for dismissal from the program to the department chair.

The following section is divided into two parts. The first part contains the program curriculum and information about the review process. The second part contains information about the six major outcomes / requirements (and one optional) of the program.

Ed.S. Program in School Psychology-Course Sequence

SUMMER - YEAR 1

P6398 Legal and Ethical Issues in Psychology and Counseling
P7325 Physiological Psychology OR P6372 Psychopharmacology

FALL – YEAR 1

P6375 Professional School Psychology
P6354 Theories of Psychotherapy and Counseling
P6330 Advanced Psychological Statistics
P6370 Advanced Developmental Psychology

SPRING - YEAR 1

P6314 Psychopathology
P6331 Research Design
P6373 Individual and Organizational Consultation
P6313 Psycho-educational Assessment I (Must be taken Spring Semester)

SUMMER - YEAR 2

P6335 Identification and Remediation of Learning Problems
P6355 Multicultural Issues in Counseling

FALL - YEAR 2

P6332 School Psychology Practicum I
P6315 Applied Behavior Analysis
P8305 Psycho-educational Intervention I

SPRING - YEAR 2

P6376 Psycho-educational Assessment II
P6356 Group Counseling
P6333 School Psychology Practicum II

FALL & SPRING - YEAR 3

P6342 Internship in Psychology (3 hours per semester)

Note: After the successful completion of 60 hours, the student is awarded the Ed.S. degree in School Psychology.

Total Semester Hours: 60

After passing all 60 hours and the Praxis II (school psychology) exam, students must pass a criminal background check in order to be eligible to become a School Psychology Specialist through the AR Department of Education. Praxis II exam scores must be sent to Dr. Gary Bunn, UCA License Officer. Praxis II online registration code #5402 should be used to ensure that the scores will be sent to UCA.

2. Review Process

Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level, the individual review, 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.

a. Annual Review Process

The School Psychology Committee will formally meet each year to review each student's progress on core competencies. This review will include 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). In addition, each year the student will submit a professional portfolio (details provided at fall orientation meeting) that includes descriptions of how the student is achieving in each of the program's goal areas and supporting coursework and other professional activities. All documents generated by this process will be placed in the student's file. Before the review of the School Psychology Committee, departmental faculty will be asked to provide input on each student's performance to the committee. At the SPC meeting, an Annual Review Form (Form A) will be completed for each student. For any student requiring a corrective action plan, a Student Corrective Action Plan (Form B) will also be completed. In addition to problems identified during the formal annual review process, faculty members and other affiliated with the program may initiate review procedures at any time during the year to address problems or concerns. Regardless of how or when a problem or concern is expressed, the School Psychology Committee will work together to assess the severity of the problem. The School Psychology Committee may recommend dismissal at any time during the review process.

b. Individual Review Process

The Individual Review Process begins when a concern or complaint is expressed to any member of the School Psychology Committee, at which point the student's faculty advisor is informed. The concern or complaint may revolve around academic issues or professional behavior, as listed below (however, the concerns or complaints do not have to be limited to the following).

- 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 specialist-level students
- Inability to control personal stress, psychological dysfunction, or emotional issues to the extent that they interfere with training or work with clients

The faculty advisor notifies the student and requests a meeting with the student. Other persons, for example the faculty person expressing concerns, may be invited to attend, at the discretion of the faculty advisor. At the meeting, the faculty advisor completes the Individual Student-Advisor Review Form (Form C). The faculty 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 is developed and documented (Form B).
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 School Psychology Program Director.

If the School Psychology Committee becomes involved in the matter, the student will be notified regarding

the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

c. Remediation Procedures

A Student Corrective Action Plan (Form B) is used anytime it is determined through an annual or individual review that a student is failing to make sufficient progress in the program's coursework or expected professional behaviors. At a minimum, the student and his/her faculty advisor will complete the form, but input may also be solicited from the School Psychology Program Director and/or other members of the School Psychology Committee. The plan will outline what changes are expected of the student and a timeline for making the changes. The plan will be reviewed periodically at appointed times. 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

d. Retention, Probation, and Dismissal

After students enroll in the department and Graduate School, they may continue to register as long as they are in good standing: (a) have a minimum Grade Point Average (GPA) of 3.0, (b) maintain appropriate professionalism in class and field settings, (c) observe the rules of ethical conduct as described in the most recent APA Ethical Principles of Psychologists and Code of Conduct and the NASP Professional Conduct Manual, (d) receive successful annual and/or individual reviews (e) make satisfactory progress toward completing degree requirements, and (f) meet the timelines established by the department and Graduate Office.

Failure to complete departmental requirements within the department's stated timelines may also result in dismissal by the Graduate School. Students who fail to meet departmental timelines may petition the program and the Graduate School for an extension to meet particular requirements. If granted, extensions typically apply for one semester since all major program requirements have timelines 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 an annual and individual review process prior to recommending to the Department Chair that a student be dismissed. When problems documented in the annual and individual review process are not resolved following ample corrective opportunities, the School Psychology Committee may recommend dismissal of the student from the program. The recommendation to dismiss is forwarded to the Department Chair, who will make the final decision. 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.

e. Student Appeals

The student appeals process is listed in the UCA Student Handbook: <https://uca.edu/student/student-handbook/>, and the handbook should be followed for current guidelines.

The Department of Psychology and Counseling is dedicated to protecting the rights of students, and 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

f. 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

qualitypoint ratio but are not accepted toward completion of the graduate program. Students receiving three (3) C's in graduate courses will be dismissed from the program and will not be permitted to enroll in any other graduate program in the Department of Psychology and Counseling.

Students must earn a “B” or above in the following core school psychology courses:

P6375 Professional School Psychology
P6373 Individual and Organizational Consultation
P6313 Psycho-educational Assessment I
P6335 Identification and Remediation of Learning Problems
P6398 Legal and Ethical Issues in Psychology and Counseling
P6355 Multicultural Issues in Counseling
P6332 School Psychology Practicum I
P6315 Applied Behavior Analysis
P8305 Psycho-educational Intervention I
P6376 Psycho-educational Assessment II
P6333 School Psychology Practicum II
P6342 Internship in Psychology

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 may be ineligible to continue graduate studies at UCA.

g. 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.

h. Inactive Status

Students who are not enrolled in course work for a semester without written approval of the School Psychology Program Director and the Chair of the Department of Psychology and Counseling will be removed from the graduate program and must reapply for admission should they decide to return.

B. Program Outcomes / Requirements

1. Mastery of Content Assessed by Program Comprehensive Examination

All Ed.S. students must pass a program-administered written examination prior to receiving the Ed.S. degree AND prior to beginning the internship (regardless of whether they already hold a graduate degree). The 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 secretary no later than one month prior to the exam date.

The comprehensive exam for the Ed.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. Responses are rated by two faculty members on a pass-fail basis. If both faculty members assign a pass, the student passes the essay questions. If both faculty members assign a fail, the student fails the essay questions. If 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 questions are passed. If the third faculty member assigns a fail, the essay questions are failed.

Most students take their Ed.S. comprehensive exams in November during the fall semester of their second year. Successful remediation of any area must occur no later than the semester prior to internship. The School Psychology Committee has the option of requiring an oral examination in addition to a written retake. This information is explained in greater detail below by way of the following two comprehensive exam case scenarios:

Case 1. Pass multiple choice and essay portion of comprehensive exam --- Pass comprehensive exam,
Student is eligible for internship.

Case 2. Fail multiple choice and/or essay portion of comprehensive exam --- Fail comprehensive exam,
Student is not eligible for internship.
Student must complete Student Corrective Action Plan then retake failed portion
of exam.
If retake is passed, Student is eligible for internship.
If retake is failed, Student will be dismissed from program.

2. Mastery of Content Assessed by ETS's Praxis II Examination

All Ed.S. students must pass the Praxis II exam in School Psychology at the level specified by the Arkansas Department of Education (ADE). It is recommended that this exam be taken the summer after coursework is completed or early in the fall semester of internship. The exam must be taken regardless of the student's internship location and intention to complete requirements for the School Psychology Specialist credential through the ADE. This exam was created and is administered by the Educational Testing Service. This exam must be completed and official scores must be received at UCA **prior to** the student being given a grade for their second semester of internship. Information about the exam can be found at: www.ets.org/Media/Tests/PRAXIS/pdf/0401.pdf

3. Demonstration and Evaluation of Appropriate Professional Knowledge, Skills, and Dispositions during Practicum Experience

The two-semester practicum experience must be completed in pre-approved practicum sites prior to internship. The practicum 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 field supervisor and perform many of the duties of a School Psychology Specialist. Candidates are formally evaluated by the field supervisor

once per semester (*Practicum/Internship Supervisor Rating Scale*) or more if warranted. 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 oversight and 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 (*Minimum Requirements for Ed.S. Practicum Course Sequence* form).

4. Demonstration of Appropriate Professional Knowledge, Skills, and Dispositions during Internship Experience

The following information serves as a guide for the internship in School Psychology for use by Interns, UCA faculty, and On-site Supervisors. Four points are discussed below:

1. Purpose of the internship
2. Pre-internship course requirements.
3. Requirements of internship
4. Responsibilities of the Intern, UCA Program Chair, UCA Trainers, and On-site Supervisor

a. Purpose and Philosophy

The internship is a culminating training experience intended to provide a one-year, full-time, supervised experience for the school psychology student who has completed his or her graduate coursework at UCA. Under the supervision of a School Psychology Specialist or Licensed Psychologist, the Intern should perform all or most of the duties of a professional School Psychology Specialist. We recognize that the student is not, at this point, an independently competent professional. However, the student will have the theoretical/academic background and practical skills necessary to begin making a contribution to the work of the internship agency almost immediately. The internship is designed to be a mutually beneficial arrangement for both the Intern and internship agency clientele, thus the Intern provides valuable professional services to children and other clientele and the agency provides supervision to guide the student in enhancing his or her professional skills.

b. Pre-internship Course Requirements

Before beginning an internship, the student will complete all the program's course requirements (54 hours) and will have passed the written comprehensive examination. Course requirements are designed to prepare the Intern to function effectively at the internship site. The internship experience is given three hours of graduate credit per semester, for a total of six hours for the school year.

c. Internship Requirements

Setting

The internship will be served in a school or agency that provides psychological services to children and adolescents in regular and special education settings. Acceptable internship sites would include public and private schools, educational cooperatives, Arkansas Children's Hospital, community mental health centers, residential treatment centers, and diagnostic clinics. At least 600 hours must be completed in a school setting.

Students can begin exploring internship sites at any time during their second full-time year in the program but no later than early in the semester just prior to their anticipated internship. Possible internship sites should be discussed with their Academic Advisor, the School Psychology Program Director, or other school psychology faculty members prior to finalizing any arrangements with the internship agency. Once the student has identified an available site, he/she is to:

- (1) Send written notice to the UCA School Psychology Program Director for approval of the internship site; and

(2) Complete the application/contract material for the site.

Ideally, these two tasks are to be completed by mid-term of the semester before internship. Approval by the UCA School Psychology Committee is necessary before an internship can begin. It is the student's responsibility to initiate and obtain such approval before beginning the internship.

Time

The internship consists of a minimum of 1,200 clock hours, at least 600 of which must be completed in a school setting. 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*) These hours correspond roughly to two academic semesters of 15 weeks each at 40 hours per week. **Forms will be provided to students for documentation of internship hours and activities.**

Supervision

A School Psychology Specialist or Licensed Psychologist at the school or agency must assume the primary responsibility for supervision of the intern. The On-site Supervisor and Intern must meet for a minimum of two hours, face to face, per week and be accessible to the intern as supervision issues arise. Interns may not work with supervisors who have more than two interns. Supervision activities are to be formally documented on forms provided by the School Psychology Program. The UCA Internship Coordinator/Supervisor provides periodic supervision for the Intern during the internship year. The Coordinator will assist the intern and the school/agency in making the initial placement of the intern, determining appropriate experiences and training for the intern, identifying and attempting to remedy problems as they occur, and assessing the quality of the intern's work. Such supervision and consultation can occur through letters, telephone calls, and site visits. *Please note that if a student is approved by the SPC to accept a position with a school district that is outside the state of Arkansas, the student is financially responsible for two site visits by the UCA Internship Coordinator/Supervisor. This responsibility includes all travel, lodging, and food costs.* The Internship Coordinator/Supervisor can supervise no more than twelve interns at any given time.

Activities and Experiences

The professional School Psychology Specialist performs a wide variety of services. The internship will provide the intern with the opportunity to engage in most of the activities necessary to prepare him/her to perform these services. However, it is understood that a professional, in a given setting, may not provide all of the services within his/her repertoire to an equal degree. Each school or agency has specific needs, and an effective professional is responsive to those needs. Similarly, no school or agency is expected to provide all of the possible training experiences for interns.

The following desirable internship experiences are intended to be used as guidelines for the planning of an internship. The On-site Supervisor, UCA Internship Coordinator/Supervisor, and the Intern will jointly determine the experiences of an internship. In planning an internship, these individuals will take into account the purposes and needs of the school or agency and the interests and competencies of the Intern. However, the internship should include as many of the following as possible:

1. Formal and informal assessment activities
2. Individual and group therapeutic intervention
3. Consultation and collaboration with a variety of professionals, parents, and community members
4. Development and implementation of psycho-educational interventions for academic, cognitive, and social-emotional problems

5. Participation in professional development activities as a provider and/or recipient of such services / activities

Responsibilities

The Intern, On-site Supervisor, and UCA Internship Coordinator/Supervisor share responsibility for the effectiveness of the internship. 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 that might interfere with the effectiveness of the internships include: inappropriate experiences for the Intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior by the Intern, etc. There may be instances in which the UCA Internship Coordinator/Supervisor speaks with the On-site Supervisor regarding the Intern's professional skills or behaviors that may influence or are influencing the Intern's performance on internship. Since the goal of such discussion would be to provide the Intern with appropriate experiences and supervision, these discussions may not include the Intern directly. Any problem identified by the Intern or On-site Supervisor should be brought to the attention of the UCA Internship Coordinator/Supervisor immediately. The UCA Internship Coordinator/Supervisor will work with the Intern and the On-site Supervisor to resolve the problem. If no solution can be reached, the internship will be terminated before the end of the semester. Ethical standards of the American Psychological Association and the National Association of School Psychologists will be followed in all internship activities.

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

The **On-site 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. The On-site supervisor needs to notify the UCA Internship Coordinator/Supervisor if a problem develops during the internship that does not seem amenable to solution within the school or agency. At the end of each semester of the internship, the On-site Supervisor will be asked to submit a written evaluation of the Intern's work, and to help the UCA Internship Coordinator/Supervisor determine a grade for the Intern.

The **UCA Internship Coordinator/Supervisor** determines the appropriateness of internship sites, helps place the intern, helps determine the experiences included in the internship, and works with the Intern and the On-site Supervisor as necessary to work out the details of the internship. The Coordinator/Supervisor contacts the On-site Supervisor periodically during the internship year to monitor the progress of the internship. These contacts typically include at least one on-site visit and may also be made by telephone or letter.

5. Performance-Based Evaluation: Demonstrated Ability to Positively Influence Academics / Behavior of P-12 Children

The UCA Specialist-Level program is committed to performance-based evaluation of students' work in field-based activities and settings. During the practicum experience, each student will create, implement, and evaluate at least two interventions with school age children (preschool – 12th grade). One intervention will focus on academic skills, and the other will focus on behavior. One of these intervention cases will be formally documented and presented in the P6333: School Psychology Practicum II class. The one specific expectation for this assignment is that the student is able to effectively document change in the P-12 child as a result of the intervention used. Other criteria used to evaluate this intervention will be shared with students during the P6333 class, the results of which are used to adjust and improve the training program in ways that maximize students' ability to positively impact the lives of P-12 children.

6. Performance-Based Evaluation: Demonstrated Proficiency in Program Goals through Portfolio during Internship

During the internship experience, each student will create, implement, and evaluate at least two interventions with school age children (preschool – 12th grade). One intervention will focus on academic skills, and the other will focus on behavior. The results of these activities are used to adjust and improve the training program in ways that maximize students' positive impact on the lives of P-12 children. As mentioned previously in the Annual Review Process section, each student must complete a professional portfolio each year to document his/her progress toward the program competencies. Information about portfolios is presented to all students at the Spring Program Meeting in January.

In the spring of the internship year, each student must prepare their final portfolio for review by the School Psychology Committee. The student must provide sufficient evidence of professional growth in each area in order to obtain satisfactory ratings for this requirement.

7. Thesis (Optional)

Students may choose to complete an Ed.S. thesis, and should speak to their advisor regarding this option. Steps to completing the thesis are provided below.

1. The department chairperson will approve a major professor for the candidate. This professor will become chairperson of the student's thesis committee.
2. The Dean of the Graduate School will name: (1) another professor in the department, and (2) another member outside the department.
3. The student will submit a written statement of the scope of the proposed study and outline of procedure to be followed to the major professor. Once this is approved, a copy will be filed in the graduate office, a copy retained by the major professor and a copy retained by the student.
4. When the candidate has fulfilled all course requirements for the degree and has completed the thesis, all committee members will read and approve the thesis. Before the thesis is recommended to the Dean of the Graduate School for graduation, the committee will meet with the candidate for an oral defense of the thesis. Both the Dean of the Graduate School and the chairperson of the department will be invited to attend the examination. Two or more dissenting votes from those present will result in failure to accept the thesis.
5. The candidate will submit two copies of the thesis to the graduate office after it has been approved by all members of the committee. It must be in the office of the Dean of the Graduate School at least two weeks prior to graduation. Current information relative to the thesis may be found in the [Graduate Supplement Bulletin](#).

III. EMPLOYMENT, AND PROFESSIONAL DEVELOPMENT

A. Post-Graduate Employment

The specialist program in School Psychology program primarily prepares students to work in schools. Other possible settings for graduates include community mental health centers, research and development settings, and private practice settings. Graduates are solely responsible for securing any and all appropriate supervision where needed for their professional activities.

B. Post-Graduate Professional Development

The specialist-level School Psychology program encourages graduates to maintain a lifelong learning approach to professional development. Students are reminded during their course work that the 60-hour specialist-level training program is a foundation for subsequent professional development opportunities that will be necessary for maintaining effective and ethically sound school psychology practices. Participation in professional training conferences and workshops is encouraged before and after graduation.

IV. ADDITIONAL INFORMATION

A. Graduate Assistantships and Other Forms of Financial Assistance

Students may apply for graduate assistantships available in the Department of Psychology and Counseling. Application forms and specific requirements for assistantships may be obtained in the Graduate School.

Other graduate assistantships are available through the university's Graduate School office for qualified students in 20 academic areas and in approximately 20 nonacademic areas. Recipients of these assistantships may 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:

<http://www.uca.edu/divisions/academic/gradbulletin/general/gbull011.html>

The primary goal of an assistantship is to augment the student's educational program 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 a graduate program in the Department of Psychology and Counseling 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 fiftytwo (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 specialist's degree and four years while pursuing a doctoral degree.

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 Bernard Hall Room 201, (501) 4503140. Students receiving graduate assistantships and other forms of financial aid need to contact the Financial Aid Office to determine their combined financial package.

Information about other sources of financial aid may be obtained from the Office of Financial Aid: <http://www.uca.edu/divisions/admin/finaid>

B. Resources for School Psychology Graduate Students

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 IV

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 A
Form A
Ed.S. Program - Annual Review Form

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, work portfolio, student grades, 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.

<u>Program Objective</u>	<u>Rating</u>			
1. Data-based decision making and accountability practices in all professional activities and interactions.	E	S	US	NA
2. Psychological and educational foundations.	E	S	US	NA
3. Interpersonal communication, collaboration, and consultation.	E	S	US	NA
4. Preventative and remedial interventions to facilitate children's cognitive/academic and social competencies.	E	S	US	NA
5. Cultural diversity and cultural influences on learning and development.	E	S	US	NA
6. Systems-level structure, organization, and climate in schools and other systems.	E	S	US	NA
7. Research design and program evaluation.	E	S	US	NA
8. Legal/ethical practice, professional issues, and professional development.	E	S	US	NA

Comments

Appendix A
Form A
Ed.S. Program - Annual Review Form (continued)

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.

<u>Professional area</u>	<u>Rating</u>			
• 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

Comments

Committee Recommendation

Satisfactory progress – no action required
 Student Corrective Action Plan required – attach copy of plan
 Dismissal recommended – must be reviewed and approved by Department
 Chairperson and Dean of College of Health & Behavioral Sciences
 Student has been on leave for this complete school year

Recommendation Approved

Student's advisor	Date
Program director	Date
Student	Date

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

Appendix B
Form B
Student Corrective Action Plan

(Check one) ____ Initial Plan ____ Follow-up ____ Final Review

Student: _____ Date: _____

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

State for each area of concern:

Area

Specific Behavioral Objectives and Target Dates

Method of Remediation Met? Y/N

- A.
- B.
- C.
- D.

Appendix B
Form B
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 _____

Appendix C
Form C
Individual Student-Advisor Review

Student Name: _____

Date of Meeting: _____

Persons Present.

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

Appendix C
Form C

Individual Student-Advisor Review (Continued)

Faculty Recommendation:

___ No action required (state reasons).

___ Student Corrective Action Plan 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 School Psychology Program Director.

RECOMMENDATION APPROVED:

Student's Advisor: _____ Date: _____

School Psychology Program Director: _____ Date: _____

Date of Feedback meeting: _____

Student's comments:

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

Appendix D
GRADUATE FACULTY PROFILE

Graduate Faculty

Professional Interests

Darshon Anderson, Ph.D.
 Assistant Professor
 Oklahoma State University

Social Psychology
 Self, Social influence, Social Cognition, Diversity

Elson M. Bihm, Ph.D.
 Professor
 Texas Tech University

Counseling Psychology
 Behavior Therapy
 Applied Behavior Analysis

Ronald K. Bramlett, Ph.D.
 Professor
 University of Cincinnati

Interventions for Academic & Behavior Problems
 School-based Consultation

James A. Gillaspay, Jr., Ph.D.
 Professor

 Texas A & M University

Therapeutic Relationships
 Measurement Issues in
 Counseling Research

 Addictions Counseling

Heather Martens, Ph.D.
 Assistant Professor
 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 J. Murphy, Ph.D.

 Professor
 University of Cincinnati

Solution-Focused Brief Therapy in Schools
 Common Factors of Change
 Systematic Client Feedback

R. Kevin Rowell, Ph.D.

 Associate Professor

 Texas A & M University

Psychology

 Gerontology

 Counseling

Michael T. Scoles, Ph.D.
 Associate Professor
 Northern Illinois University

Psychopharmacology
 Animal Learning & Behavior
 Quantitative Methods

Joan Simon, Ph.D.

 Associate Professor

 University of Kansas

School Transitions

 Intervention approaches

 Hospital to
 Response to
 Educational

Program Evaluation

Femina Varghese, Ph.D.
Associate Professor
Texas Tech University

Dong Xie, Ph.D.
Associate Professor
Ohio State University

Vocational Psychology
Correctional Psychology
Multicultural Issues

Counseling Psychology
Cross-cultural Psychology
Personality and Assessment



Appendix E: Psi Chi & 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**
 - Local, national, & international recognition for your academic achievements
 - An inclusion among the academic elite in the field of psychology
 - An *impressive* accomplishment to include on your curriculum vita & application to future graduate programs, practicum & internship sites, & employers!
- **Professional Development**
 - Curriculum enhancement to increase knowledge & skills
 - Focus on research experience – Involvement in the entire research process!
 - Provides over **\$300,550 annually in awards and grants**
 - Special participation tracks at psychological conventions (e.g., SWPA, APA)
 - Provides fellowship with other students & professors
 - Opportunities to network & develop professional & personal relationships with others in the field
 - Community service
 - Leadership development



Appendix E

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**
 - Shawn R. Charlton, Ph.D.
 - Assistant Professor of Psychology
 - scharlton@uca.edu

Meetings & Events

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

Appendix E

The Graduate Association of Counseling & Psychology Students (CAPS)

The Graduate Association of **Counseling And Psychology Students (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!*
 - Find a CAPS officer.
 - Pay the \$5 dues (\$5 *per semester*).
 - Sign & keep a copy of the receipt form.

CAPS 2018-2019 Officers

Faculty Advisor

President

Vice President

Treasurer

Secretary

School Psychology Specialist Program Rep: _____
School Psychology Doctoral Program Rep: _____

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