2025 - 2026 STUDENT HANDBOOK

School Psychology Program

Psychological and Quantitative Foundations
College of Education
361 Lindquist Center
The University of Iowa
Iowa City, IA 52242-1529

The American Psychological Association's (APA) Commission on Accreditation (CoA) has approved the University of Iowa's School Psychology Program's "Intent to Apply" application and voted to provide public notice of the program's intent to seek accreditation which can be found on the CoA website. Also, the program applied for Accreditation on Contingency and was approved for a site visit which occurred in March of 2025. The program is awaiting a final decision from the CoA. The doctoral program is neither accredited by the American Psychological Association nor the National Association of School Psychologists. Still, it has developed its course offerings, sequence, research, and practical experiences to align with the standards set forth by the accreditation standards in health service psychology and school psychology. The University of Iowa's Doctoral-level School Psychology Program will apply for accreditation as soon as possible and when eligible.

APA's Office of Program Consultation and Accreditation: https://www.accreditation.apa.org/

NASP 2020 Standards for Graduate Preparation of School Psychologists: https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation

This handbook provides information about the School Psychology Doctor of Philosophy (Ph.D.) program within the College of Education's Psychological and Quantitative Foundations department at The University of Iowa. The purpose of this student handbook is to provide specific information regarding policies, procedures, and program requirements and should be used in addition to frequent consultation with your faculty advisor.

THE UNIVERSITY OF IOWA NONDISCRIMINATION STATEMENT

(Amended 9/98; 6/04; 12/06; 5/15; 5/12/22; 5/24/24; 7/1/25)

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Senior Director, Office of Civil Rights Compliance, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, ui-ocrc@uiowa.edu.

PREFACE

Materials within this student and faculty handbook were assembled from various sources for the convenience of present and prospective graduate students in the school psychology program. This handbook is not an official publication of The University of Iowa and is superseded in cases of conflict by The University of Iowa *Manual of Rules and Regulations of the Graduate College* (http://www.grad.uiowa.edu/graduate-college-manual). In keeping with the profession's standards, certain program requirements are stricter than those of the Graduate College. Policies are considered binding only within the school psychology program and program faculty can revise these policies. The remaining policies are those of the College of Education of The University of Iowa and are taken from various official University publications. Regulations that are operative on the date of entry into the program govern students. **Revisions to the school psychology program of study and Schedule of Courses may be introduced at the beginning of an academic year**.

This handbook is designed to serve as a primary guide to the policies, procedures, and expectations of the School Psychology program. While every effort has been made to be comprehensive, this document is not exhaustive. It is not possible to anticipate or address every individual circumstance or unique situation that a student may encounter during their graduate studies. Therefore, students are strongly encouraged to consult directly with their faculty advisor and/or other program faculty to address specific questions, clarify procedures, or discuss concerns not explicitly covered within these pages. Open communication is essential for navigating your successful progression through the program.

When working with students, faculty in the school psychology program adhere to confidentiality standards. Students can expect the information they share with faculty in confidence to be kept confidential unless mandatory disclosure is indicated for legal or ethical reasons. In all situations, faculty follow University, College, and program policies about maintaining confidentiality. The program faculty are committed to fostering a professional and supportive learning environment where students feel comfortable raising questions and concerns. Concerns or complaints brought to faculty will be treated with sensitivity and will be held in confidence to the greatest extent possible and as appropriate for the situation. Students should be aware, however, that complete anonymity and confidentiality cannot be guaranteed in all instances. Certain circumstances, such as those involving formal university procedures, addressing the specific conduct of individuals, or falling under legal or ethical reporting obligations (e.g., Title IX), may require the disclosure of information to relevant parties to ensure a fair and thorough resolution. Additionally, the College of Education's Student Complaint Procedure can be found at: https://education.uiowa.edu/faculty-and-staff-resources/student-complaint-procedure and presented under "Student Evaluations: Complaint Procedures" section of this handbook.

For students who wish to provide feedback anonymously, there is an established channel for doing so. Students may submit questions, concerns, or complaints to the School Psychology Student Association representatives. The student group will then present this feedback to the program faculty in a consolidated and anonymized format for discussion and consideration.

WELCOME LETTER

Dear Students,

Welcome! On behalf of the faculty, the Department of Psychological and Quantitative Foundations, and the College of Education, we welcome you to the School Psychology program at The University of Iowa. We are pleased that you have chosen The University of Iowa to receive your graduate training. Our faculty and staff recognize that committing to continuing your education will bring about many challenges and changes. We pride ourselves on being supportive and available to our students and strive to assist you in every way possible.

As a part of our commitment to you, we have prepared this comprehensive student handbook to help guide your time in the program. We encourage you to read it carefully and refer to it frequently throughout your time with us. It contains much information on topics such as program requirements, professional ethics, research opportunities, and more.

I am personally looking forward to our time together over the coming years and I am excited to watch your professional growth. We wish you the best in your quest to become a future leader in school psychology. Also, your input matters and it helps us all do our jobs better. Therefore, if any of us can provide any assistance or answer any questions, please feel free to contact anyone of us at the following:

Dr. Ann Santos: ann-m-garcia-santos@uiowa.edu (N304 LC)

Dr. Enedina Vazquez: enedina-vazquez@uiowa.edu (remote)

Dr. Jessica O'Bleness: jessica-obleness@uiowa.edu (S374 LC)

Dr. Matthew O'Brien: matthew-j-obrien@uiowa.edu (146 CDD)

Dr. Miranda Zahn: miranda-zahn@uiowa.edu (N326 LC)

Dr. Yanchen Zhang: yanchen-zhang@uiowa.edu (N328 LC)

It is my pleasure to welcome you to this new academic year.

With best regards,

Dr. Ann M. Santos

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INTRODUCTION

SCHOOL PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF IOWA

The School Psychology program at The University of Iowa is housed within the College of Education's Psychological and Quantitative Foundations Department. It is developed to be consistent with the American Psychological Association's Commission on Accreditation Standards of Accreditation for Health Service Psychology with an emphasis on School Psychology and to align with the National Association of School Psychologists' mission of 'advancing effective practices to improve students' learning, behavior, and mental health" (NASP, 2020, About NASP section).

The primary mission of The University of Iowa SP program is to prepare health service psychologists to be outstanding ethical, and multiculturally competent scientist-practitioners who **promote psychology as a profession and science for the betterment of the human condition**. As such, the program emphasizes instilling attitudes and skills necessary to become critical consumers of research, active disseminators of research, and valuable contributors to the scientific foundations of the field.

Faculty members model a scientist-practitioner approach in applying psychological knowledge to address the academic, developmental, behavioral, and mental health needs of children and youth served from prevention to intervention. The developmental aspect of our program ensures that student learning is appropriately sequenced to encourage and support a deep understanding of course content that can be applied in similarly sequenced practical experiences. Our graduate program prepares students to become Licensed Psychologists (PhD students) and credentialed School Psychologists (PhD and EdS students) who provide evidence-based academic, social-emotional, mental health, and behavioral services for children and adolescents, their families, and care providers in a variety of educational and other settings. Our program promotes an educational environment characterized by collaborative learning and scholarship among its graduate students and faculty.

COMMITMENT TO DIVERSITY

The University of Iowa is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws that prohibit discrimination based on race, color, national origin, ethnicity, gender, gender identity, sexual orientation, spousal affiliation, physical or mental disability, serious medical condition, or veteran status. The University of Iowa's dedication to non-discrimination extends to recruitment, admissions, education, scholarships and other tuition assistance, social and recreational programs, hiring, promotion, training, and other employee actions such as work assignments, compensation, benefits, transfers, layoffs, and terminations. The University of Iowa is dedicated to excellence in everything we attempt to accomplish. For additional information, please contact The University of Iowa Office of Institutional Equity located in Van Allen Hall. The phone number is (319) 335-0705 (Email oie-tixge@uiowa.edu; Website https://diversity.uiowa.edu/division/oie).

The school psychology program is committed to increasing the number of graduate students from diverse backgrounds. We urge applicants from all walks of life to apply to our program. The University supports candidates with Financial Aid (if applicable) and other sources of funding through the Office of Student Financial Aid (https://financialaid.uiowa.edu). Program faculty make every effort to assist candidates in securing graduate assistantships offered by the program, department, College of Education, and Graduate College for all candidates, with special consideration for underrepresented candidates.

THE UNIVERSITY OF IOWA

The University of Iowa is one of America's premier public research universities. Founded in 1847, it is the state's oldest institution of higher education and is in Iowa City. A member of the Association of American Universities since 1909 and the Big Ten Conference since 1899, The University of Iowa is recognized globally in the study and creation of writing. This institution also houses one of the most impressive academic medical centers in the country. Iowa is known for excellence in both the arts and sciences, as it continues to offer nationally recognized undergraduate, graduate, and professional academic programs in a wide variety of fields.

The University is nestled in the heart of Iowa City and spreads into and across neighboring communities which provides access to diverse experiences in the arts, social life, and various cultures. The Iowa City and surrounding communities are home to The University of Iowa Hospital and Clinics (UIHC) and to Area Education Agencies (AEA), both of which serve as fertile training grounds for our graduate students and are the professional homes to many of our outstanding alumni from our previously accredited program.

COLLEGE OF EDUCATION

The University of Iowa College of Education prepares graduate students to become leaders, scholars, and innovators in their field. As a Big Ten research institution, the college offers master's, specialist, and doctoral programs that consistently rank in the nation's top 20. With small class sizes, students have direct access to world-renowned faculty and their research projects.

The College of Education is divided into three academic divisions: undergraduate, graduate, and certificate programs. There are four departments within the College of Education with graduate programs: Psychological and Quantitative Foundations, Educational Policy and Leadership Studies, Counselor Education, and Teaching and Learning. Additionally, the College of Education at Iowa is home to the Belin-Blank Center (BBC) for Gifted Education and Talent Development and the Scanlan Center for School Mental Health (SCSMH). The BBC is a great resource for our students as they have opportunities to conduct research, serve as graduate assistants, and complete field experiences in this world-renowned center for gifted education. The SCSMH '…serves as the state's hub for school-based mental health research, training, professional learning, and clinical services' (https://scsmh.education.uiowa.edu/). The center provides opportunities for graduate assistantships, research, professional development, and field experiences.

THE DEPARTMENT OF PSYCHOLOGICAL AND QUANTITATIVE FOUNDATIONS

This department involves the psychological and quantitative foundations of education. It includes five graduate programs: School Psychology, Counseling Psychology, Couple and Family Therapy, Educational Measurement and Statistics, and Learning Sciences and Educational Psychology. Each of these programs seeks to understand issues related to education from a psychological and/or quantitative perspective, rather than from a social or historical perspective.

The School Psychology (SP) training program at the UI is administered in the Department of Psychological and Quantitative Foundations (P&Q), in the College of Education (COE). The chief administrative officer of the COE is Dean and Professor Daniel Clay, and the Department Executive Officer is Professor Martin Kivlighan.

Students in the School Psychology program at The University of Iowa are admitted to, and by, the Graduate College but are also considered students in the College of Education (COE) and the Psychological and Quantitative Foundations (PSQF) department. Each of these organizational levels within The University of Iowa adopts policies and procedures that apply to students in the School Psychology Program (SP). Students are expected to be informed of, and abide by, all relevant policies.

The following sources provide the relevant information on applicable policies:

Graduate College- *Manual of Rules and Regulations* available only online at:

https://www.grad.uiowa.edu/academics/rules-and-deadlines/manual

College of Education – *Policies*: https://education.uiowa.edu/current-student-resources

Student Academic Misconduct: https://education.uiowa.edu/coe-policies/student-academic misconduct

Policies About Graduate Appointments: https://education.uiowa.edu/student-experience/graduate-student-life

PROGRAM AIMS

The School Psychology program at The University of Iowa is guided by our seven program aims (Also found in the Appendices) as follows:

1. **Develops an identity as a professional psychologist and health service psychologist,**
2. **Develops an understanding of theoretical and empirical foundations in the science of psychology, with specific applications to children and schools,**
3. **Understands and works within ethical and legal boundaries of the profession,**
4. **Integrates awareness of, knowledge of, and sensitivity to individual and cultural differences (equity, diversity and inclusion),**
5. **Demonstrates skills in consultation and collaborative services to families, schools, and community systems,**
6. **Implements empirically based assessment and intervention procedures, and**
7. **Demonstrates skills and attitudes for lifelong learning**

Our program Aims and Competencies draws on the competencies of the American Psychological Association's (APA) Profession Wide Competencies (PWC) outline. All program graduates are expected to develop the following competencies as part of their preparation for practice in school psychology and health service psychology under the Standards of Accreditation of APA and as delineated in the 9 competency areas described below:

1. **Research**: To prepare future health service psychologists who demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate existing research and use existing knowledge to solve problems, and to disseminate scientific research
2. **Ethical and Legal Standards**: To prepare future health service psychologists who are knowledgeable of and act in accordance with ethical and legal standards, apply ethical decision-making processes to resolve dilemmas, and conduct themselves in an ethical manner in all professional activities.
3. **Individual and cultural diversity**: To prepare future health service psychologists with foundational knowledge, awareness, sensitivity, and skills to effectively work with diverse individuals and groups, and to integrate self-awareness, knowledge of individual and cultural differences, and culturally responsive skills in the conduct of professional practice.
4. **Professional values and attitudes**: To prepare future health service psychologists who behave in ways that reflect the values and attitudes of psychology through integrity, professional identity alignment, professional behavior, and responsiveness to supervision and feedback.
5. **Communication and interpersonal skills**: To prepare future health service psychologists with the communication and interpersonal skills necessary for professional practice and for effective collaboration with others in the delivery of professional services. Objective- to prepare HSP to maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, and clients.

6. **Assessment**: To prepare future health service psychologists with evidence-based assessment skills, including selection, application, interpretation, integration, and communication of assessments, necessary for the competent delivery of professional services.
7. **Intervention**: To prepare future health service psychologists with evidence-based intervention skills, including selection, implementation, evaluation of effectiveness, and communication of interventions, necessary for the competent delivery of professional services.
8. **Supervision:** To prepare future health service psychologists with knowledge of supervision models and practices.
9. **Consultation and interprofessional/interdisciplinary skills**: To prepare future health service psychologists with knowledge of consultation models and practices and the consultation skills necessary for competent delivery of professional services.

APA ACCREDITATION STATEMENT AND NASP APPROVAL

The American Psychological Association's (APA) Commission on Accreditation (CoA) has approved the University of Iowa's School Psychology Program's "Intent to Apply" application and voted to provide public notice of the program's intent to seek accreditation which can be found on the CoA website. Additionally, the program has applied for *Accreditation on Contingency* and was approved for a site visit which occurred over March 3-4 of 2025. The program is awaiting a final decision from the CoA regarding its application. At this time, the doctoral program is neither accredited by the American Psychological Association nor the National Association of School Psychologists. Still, it has developed its course offerings, sequence, research, and practical experiences to align with the standards set forth by the accreditation standards in health service psychology and school psychology.

Information regarding APA's Office of Program Consultation and Accreditation can be found at the following website: https://www.accreditation.apa.org/

Once the program receives APA accreditation, accreditation from the National Association of School Psychologists (NASP) will be pursued. NASP Graduate Program Approval and Accreditation information can be found at https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation

FACULTY AND STUDENTS

Given that the profession of psychology is constantly evolving to meet human needs, our faculty and students represent a variety of backgrounds and interests. The program is designed to encourage innovation in the delivery of psychological services in schools and various other settings that serve children and their families (e.g., hospitals, and mental health clinics). Collaboration occurs with other faculty members in the College of Education and across other University entities including faculty members in the College of Liberal Arts and Sciences, with faculty and staff in the Department of Pediatrics and the Department of Psychiatry at The University of Iowa Health Care, at the Belin-Blank Center for Gifted Education and Talent Development, and at the Scanlan Center for School Mental Health.

As individuals and groups, students exemplify the program's commitment to its goal of developing scientist-practitioners. Our goal is to prepare students to obtain positions as school service providers, private practitioners, faculty members, and psychologists in community mental health agencies, residential settings, and pediatric and psychiatric settings.

CORE FACULTY

Ann M. Santos, Ph.D., L.P.
Program Coordinator
Clinical Associate Professor
Licensed Psychologist- Iowa & Texas
Ph.D. School Psychology, The University of Iowa
Master of Arts Rehabilitation Counseling, The University of Iowa
Research Interests: Belonging; stress and its cumulative negative impact on children and families; access to education and belonging in k-12 settings; and training of school psychology professionals.

Enedina García Vázquez, Ph.D.
Program Coordinator
Clinical Professor
Ph.D. School Psychology, The University of Iowa
M.A. Bilingual, Bicultural Studies, The University of Texas, San Antonio
Research Interests: financial resiliency, grit, emotional intelligence, and cultural intelligence among undergraduate and graduate STEM students in HBCUs and HSIs; workforce development among high school youth (age 16-24)

Yanchen Zhang, Ph.D., L.P., NCSP
Assistant Professor
PhD. School Psychology, University of Minnesota-Twin Cities
M.Ed., School Psychology, University of Washington-Seattle
Research Interests: the intersection of prevention, intervention, and implementation sciences for the successful Evidence-Based Practices (EBPs) in school mental health, quantitative methods, psychological technology (im4education.com/about/), and cross-cultural adaption of EBPs.

Dr. Jessica O'Bleness, Ph.D., L.P., NCSP
Clinical Assistant Professor
Ph.D. School Psychology, The University of Iowa
Research Interests: Training and development of school psychologists and environmental sensitivity and child development

Miranda Zahn, PhD, NCSP
Assistant Professor
PhD Educational Psychology-School Psychology, University of Wisconsin-Madison
Research Interests: *school well-being, school mental health, systems approaches to adult well-being in schools, teacher-delivered school mental health promotion, prevention, and early intervention*

Matthew O'Brien, Ph.D., L.P., BCBA-D
Clinical Associate Professor in Pediatrics
Licensed Psychologist
Board Certified Behavior Analyst-Doctoral (BCBA-D)
Ph.D. School Psychology, The University of Iowa
Research Interests: *Assessment and treatment of challenging behavior, understanding and mitigating relapse of challenging behavior, and the effects of psychotropic medication on challenging behavior.*

ADJUNCT FACULTY

These faculty provide various services to our program including teaching and supervision.

Sarah Bergthold, Ph.D., BCBA
Ph.D. School Psychology, Western Illinois University

Janet Drew, Ph.D., L.P.
Ph.D. School Psychology, The University of Iowa
Ed.S. School Psychology, The University of Iowa

Michelle Hinzman-Ferris, Ph.D., NCSP
Nationally Certified School Psychologist (NCSP)
Ph.D. Teaching & Learning/Special Education, The University of Iowa
M.A. Educational Leadership, The University of Iowa
Ed.S. School Psychology, University of Northern Iowa

Jennifer Kuhle, Ph.D., L.P., BCBA-D
Clinical Assistant Professor
Board Certified Behavior Analyst-Doctoral (BCBA-D)
Certified School Psychologist- Iowa
Ph.D. School Psychology, The University of Iowa
Ed.S. School Psychology, The University of Iowa

EMERITI FACULTY

Susan Assouline, Ph.D.
Professor Emerita
Myron and Jacqueline N. Blank Endowed Chair in Gifted Education
Belin Blank Center
Ph.D. Educational Psychology, The University of Iowa
Ed.S. School Psychology, The University of Iowa

STUDENTS

The school psychology program will admit a limited number of students each year to ensure that a close working relationship between faculty members and students exists. Our program is committed to fostering a collegial and respectful environment in a supportive student-focused training program. We strive to admit students who are diverse and represent a broad spectrum of educational and experiential backgrounds. We actively recruit students from diverse backgrounds and seek to have a student body that represents various cultural, racial, and ethnic backgrounds, personal and professional life experiences and identities, and physical abilities and challenges. As individuals and as a group, we strive to accept students who will exemplify the program's commitment to its goal of developing scientist-practitioners with a desire to meet the academic, social, mental health, and behavioral needs of the individuals we serve.

Historically, students entering the SP program typically have a background in psychology or a related field such as education, special education, school counseling/guidance, or social work.

ADMISSION REQUIREMENTS

1. Personal statement/letter of interest addressing the following:
   a. Reasons for seeking entry into **The University of Iowa School Psychology doctoral program**
   b. Professional aspirations
   c. Description of child/adolescent experiences (e.g., teaching, counseling, testing, etc.)
   d. Educational experiences relevant to an applicant's professional goals
   e. Degrees earned and credentials held
   f. Research interests and experience(s)

2. Letters of recommendation (3) from individuals who can speak to the student's:
   a. Aptitude to complete a graduate program.
   b. Interest and commitment to serving children, adolescents, their families, and the environments within which they function.
   c. Communication skills (written and oral).
   d. Ability to interact professionally and effectively with peers, supervisors, children, youth, and families.
   e. Ability to work independently.
   f. Ability to work in teams, to be able to problem-solve, to be open to different perspectives, etc.
   g. Research experience and aptitude if applicable

   These recommendation letters generally will come from professors or direct supervisors, on their respective letterhead.

3. Graduate Record Exam Scores (GRE)*
   a. The University of Iowa's School Psychology doctoral program does not apply a definitive cutoff score for the GRE.
   b. Persons with unremarkable GRE scores are encouraged to provide a written statement justification for why their scores do not fully reflect their academic abilities.
   c. **Students who do not submit GRE scores as part of their application materials may be asked to respond to a writing prompt as part of the interview process.**

4. A grade-point average (GPA) of 3.0 or higher—cumulative GPA for the latest degree held**
5. Updated curriculum vitae or resume
6. Preferential consideration is given to students who have the following experiences:
    a. Applied experience with children and or adolescents in school settings (k-12)
    b. Research training and experience, especially as it relates to schools, children, and adolescents.

Applications for admission are accepted and reviewed once per year. Prospective students apply via the application portal of The University of Iowa's Graduate College by the deadline stated on the program's website (December 1st). Faculty reviews of applications commence in January. Applicants will be notified of their status and competitive applicants will be invited for a campus visit and interview (at the applicant's expense) in early February. Individuals who are offered an interview but are unable to attend the on-campus interview will be offered a web-based interview with 2 or more members of the core faculty in school psychology. Offers of admission will follow in February and continue until all vacancies are filled. We honor the national April 15th deadline for admission responses. We strongly encourage applicants from diverse backgrounds.

Criminal background check: Prospective students are not required to complete a criminal background check *before* or as part of the admissions process. However, during the first semester of the program, students will complete a criminal background check to be approved for field experiences at student expense.

Currently, GRE score submission is optional for the application cycle. This will be reviewed and updated as appropriate for upcoming application cycles. Applicants are reviewed holistically, and the GRE score represents one aspect of the overall admissions considerations.

*** Persons with GPAs below 3.0 are encouraged to apply and should provide a written statement justification for why their GPA does not fully reflect their academic abilities and or provide a rationale/explanation for grades.*

ADVISING AND PROGRAM TIME

ADVISING

Once in the program, students will work closely with faculty on coursework, research, assistantships, and applied experiences. Active participation in professional organizations is required. For doctoral-level students, this requirement includes student membership in APA's Division 16 (School Psychology). Students will be expected to present at conferences, publish papers, and serve in professional organizations.

Upon entering the SP program students are assigned an advisor based on faculty/student interests, faculty expertise, and advising load. All advisors maintain an advising folder for each of their advisees. Records of the student's school psychology program of study, copies of requests for curriculum substitutions, and correspondence are kept in this folder and in individual student folders on the program's Microsoft TEAMS site that is password protected and membership access is monitored, limited, and approved by program faculty. Faculty advisors and their advisees complete the advising sheet throughout their time in the program (see Appendices).

All advisors meet with each advisee at least once a semester to discuss progress, prepare annual review evaluations each spring, and write a progress letter for each advisee, a copy of which is kept in the student's program folder on the Microsoft TEAMS site (as mentioned earlier). Advisors are expected to meet with advisees each semester in person; however, when advanced students are not on campus, communication may take place via telephone, e-mail, or videoconferencing. The advisor will work with their advisees to meet program, College, and Graduate College

deadlines. It is the **advisee's** responsibility to initiate meetings with their advisors (see Ph.D. Advising and Course Planning Sheet in the Appendices).

PROGRAM TIME

The school psychology program will hold a weekly two-hour advising and program time meeting. These times will be announced on a semester-to-semester basis. School psychology faculty will be available for advising and student meetings during the first hour of program time. The second hour will feature rotating events, such as SASP meetings, Cookies with Coordinator meetings, guest presentations, research group meetings, annual reviews, and other miscellaneous meetings. While many of these events will be optional, occasional, required events will be scheduled during this program time. These events will be communicated ahead of time.

The first hour is not meant to replace dedicated advising meetings. Instead, this time is meant to increase students' access to program professors, regardless of who is assigned as their advisor. Any regularly scheduled meetings can still be organized by contacting your advisor directly.

DEGREE REQUIREMENTS

The doctoral degree is conferred upon students after the successful completion and documentation (i.e., submission of relevant and required forms/paperwork) of completion of the following: 1. All required degree coursework; 2. All necessary practicum experiences; 3. Articles 1 and 2 of the dissertation; 4. Successful outcomes of all Annual Reviews; 5. Successful completion of the PRAXIS Exam; 6. Comprehensive Portfolio; 7. the Pre-doctoral internship, and 8. Submission of the application for degree.

The most fundamental tenet of the Doctoral Program in School Psychology is for trainees to acquire scientific knowledge and practical skills to become leaders, innovators, and positive change agents in the service of children, youth, and families. Therefore, our program's curriculum emphasizes the importance of knowledge, skills, and experiences with a wide range of individual differences including ethnicity, gender, age, socio-economic status, culture, sexual orientation, religion, race, disability/ability, and lifestyle. The curriculum also stresses the importance of legal and ethical issues guiding service delivery and research.

The School Psychology program at Iowa is a full-time, residential program. Students in the SP doctoral program must enroll in a minimum of nine graduate credits during the fall and spring semesters for the first four years in the program which is considered full-time enrollment by The University of Iowa's Graduate College guidelines. The Graduate College policies explain University registration requirements. The *academic registration requirement* means that a student must be enrolled for a minimum of nine semester hours for two consecutive semesters or enrolled for a minimum of six semester hours in three consecutive semester hours with a quarter-time assistantship. (See http://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees).

Typical course registration each Fall and Spring semester in the school psychology program is 12-15 semester hours. The school psychology doctoral program typically requires five years of academic coursework, clinical practica, and research training beyond the bachelor's degree, including a 1500-hour minimum predoctoral internship. For trainees entering with a bachelor's degree, the program requires a minimum of five years to complete. Trainees are strongly encouraged to discuss with their program advisor extending their full-time enrollment on campus for an additional year to facilitate completing the dissertation before beginning the internship. **Also, a student must be enrolled full-time in the school psychology doctoral program for three years to be awarded a degree and to be eligible for APA-accredited or APPIC-member internships.** Students who cannot complete the program on a full-time basis must petition the faculty for a waiver. Appendix E offers a checklist of benchmarks and deadlines per year.

Training of students in The University of Iowa's School Psychology program follows a developmental perspective and is rigorous. The first two years of coursework provide a broad foundation of theoretical knowledge, clinical skills, and research methods. These are accompanied by clinical training experiences in schools as well as structured research opportunities (culminating in their research project in School Psychology) under close guidance from advisors. The final two years of coursework cover more advanced clinical skills, research and evaluation methods, and remaining foundational coursework. During this time, students work on developing and carrying out their dissertation research as well as applying their clinical skills in school, clinic, and community settings. Satisfactory achievement across core courses is expected. Students not receiving satisfactory grades may be required to repeat a course and could be blocked from registering for advanced courses until satisfactory completion of attempted courses.

The Ph.D. is the most advanced degree. It is conferred upon students who have demonstrated superior scholarship and mastery of research skills in coursework as well as in the preparation and defense of a dissertation. The doctoral program in school psychology at the University of Iowa requires a minimum of 108 semester hours of coursework. Students entering the doctoral program with previous graduate coursework (or equivalent) may submit a request for course substitution. The Graduate College requires a minimum of 72 semester hours of graduate work. Of those 72, at least 39 semester hours must be earned while registered in The University of Iowa Graduate College and after formal program admission (https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees). **The maximum time permitted for completion of the degree program is seven years from the time of admission.**

Training adheres to the training standards set out by the Standards of Accreditation for Health Service Psychology (SoA) of the American Psychological Association Office of Accreditation (https://accreditation.apa.org/policies) and standards of the National Association of School Psychology (https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-accreditation) and the Iowa Department of Education.

STUDENT RECORD RETENTION

The School Psychology program (doctoral and specialist) maintains electronic copies of all student files in our departmental server through Teams (OneDrive). Any hard copies such as internship contracts are scanned and added to our student files folders. Doctoral students are encouraged to make copies and record information electronically of all materials submitted to the program through coursework, annual reviews and field experience placements (i.e., contracts, practicum evaluations, signed logs). Make sure to upload to ICON when required of classes or Teams (annual reviews, comprehensive exams). These forms will help students with internship and licensure applications. Students are also encouraged to keep their doctoral handbook, graduate college catalog, and copies of course syllabi as licensing boards (state Board of Education, Psychology Board of Examiners) may request information from these sources. The program keeps all files in perpetuity.

CURRICULUM

After enrolling for the first time, students receive a copy of the school psychology program of study that is specific to their entering class. Students must demonstrate knowledge in four categories of Discipline Specific Knowledge. These categories are History and Systems of Psychology (Category I) and Basic Content Areas of Psychology (including affective, biological, cognitive, developmental, and social bases of behavior (Category II). Categories III and IV include scientific and professional ethics and standards, measurements, statistics, and research. The cultural, ethnic, and sex role bases of behavior, individual differences, and the etiology of learning and behavior disorders are also included in the doctoral curriculum.

I. History and Systems of Psychology

II. Basic Content Areas of Psychology

III. Advanced Integrated Content

IV. Research Methods, Statistical Analysis, and Psychometrics

Students may be required to complete coursework that is a prerequisite to program requirements. The doctoral degree in school psychology at the University of Iowa requires a minimum of 108 semester hours.

As noted previously, the University of Iowa Graduate College requires a minimum of 72 semester hours of graduate work for any individual seeking a degree from a graduate program. Of those 72 semester hours, at least 39 semester hours must be earned while registered in The University of Iowa Graduate College and after formal program admission to confer a degree from the University of Iowa. Applicants admitted with a specialist degree in school psychology or a master's degree may be granted credit toward the doctoral program's course of study. Admission with advanced graduate status is determined on an individual basis after the SP program faculty reviews the trainee's official transcripts and course syllabi. Students are required to complete a course substitution form (see Appendices) for any credits transferred to the program. All students must be registered in the semester in which they earn their degrees (https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees).

Students who enter the program with previously earned graduate credit that may meet School Psychology program requirements may request that this credit be used as a substitute. Equivalent coursework must be approved by all faculty members. (See Appendix D for the Course Substitution Form). **Courses taken ten or more years before the comprehensive portfolio defense must be updated if they are to be included in the Ph.D. Plan of Study**. Contact your advisor or the Office of Student Services regarding the update procedure. Additionally, and in being consistent with the APA Guidelines and Principles for Accreditation, **a minimum of three years of full-time graduate study is required of all doctoral students.** Unless the program faculty approves an alternative arrangement in writing, students must register on a full-time basis—excluding summer sessions—for their first four years of study. *Full-time* is a minimum of 9 semester hours for the fall and spring sessions. Typical course enrollment ranges from 12-15 semester hours during fall/spring and 3-8 semester hours during the summer sessions.

Students who hold half-time assistantships (i.e., 20 hours/week) are limited to 12 semester hours of coursework. In semesters when more than 12 credit hours are required, special arrangements for an overload registration may need to be made with approval from program faculty. The typical maximum number of hours allowed during a fall or spring semester is 15 for all graduate programs.

Academic accommodation is available for students with special needs. These are arranged through Student Disability Services (https://sds.studentlife.uiowa.edu/) and governed by The University of Iowa Policy on Student Academic Accommodations.

To ensure a thorough grounding in psychology, the program requires all students to take approved coursework in each of the following Discipline-Specific Knowledge (DSK) areas and Profession-Wide Competencies (PWC):

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY REQUIRED COURSEWORK BY APA STANDARDS

DISCIPLINE SPECIFIC KNOWLEDGE & PROFESSIONAL WIDE COMPETENCIES

Discipline Specific Knowledge (DSK) *(Courses may appear in other sections)*
I. History & Systems: PSQF 7320 History & Systems in Psychology (3 s.h.)
II. Content Domains:
i) *Developmental Aspects of Behavior*   PSQF 6213 Advanced Lifespan Development (3 s.h.)
ii) *Biological Aspects of Behavior*   PSY 6370 Principles of Neuropsychology (3 s.h.)
iii) *Cognitive Aspects of Behavior*   PSQF 6281 Cognitive Theories of Learning (3 s.h.)
iv) *Social Aspects of Behavior*   PSQF 7367 Social Psychology and Social Systems (3 s.h.)
v) *Affective Aspects of Behavior*   PSQF5199: Topics Course: Evidence-based Psychotherapy for Youth (3 s.h.)
III. Research Methodology, Statistical Analysis, & Psychometrics:
i) *Research Methods* (all of the following)
PSQF 7331 Qualitative Educational Research Methods (3 s.h.) or approved equivalent
PSQF 5199 Topics Course: Introduction to SP Research Writing (1 s.h.)
PSQF 7342 Research Project in School Psychology (2-4 s.h.)
PSQF 7493 Ph.D. Thesis in Psychological & Quantitative Foundations (6 s.h.)
EDTL 7953 Single Subject Design Research (3 s.h.)
ii) *Statistical Analysis*
PSQF 6243 Intermediate Statistical Methods (3 s.h.)   (Pre-requisite for PSQF6246 below)
PSQF 6246 Design of Experiments (4 s.h.)
iii) *Psychometrics*
PSQF 5900 Psychometrics (1 s.h.)
Profession Wide Competencies (PWC) *(Courses may appear in other sections)*
I. **Assessment**
PSQF 7310 Intelligence Assessment (3 s.h.)
PSQF 6238 Assessment of Learning Differences (3 s.h.)

	PSQF 7315 Social/Emotional Assessment Child/Adoles (3 s.h.)
II.	**Intervention**
	PSQF 7344 Academic Interventions (3 s.h.)
	EDTL 4950 Behavioral and Social Interventions (3 s.h.)
III.	**Cultural and Individual Diversity**
	PSQF 6235 Multicultural Counseling (3 s.h)
	EDTL 4900 Foundations of Special Education (3 s.h.)
	PSQF 6213 Advanced Lifespan Development (3 s.h.)
	PSQF 6312 Psychopathology Across the Lifespan (3 s.h.)
	EPLS 4180 Human Relations for the Classroom Teacher (3 s.h.)
IV.	**Professional Values and Attitudes**
	PSQF 5219 Foundations in Health Service School/Psychology (3 s.h.)
	PSQF 7437 Internship in School Psychology (1 s.h. each semester of internship)
V.	**Ethical and Legal Standards**
	PSQF 7465 Issues and Ethics in Professional Psychology (3 s.h.) **or**
	EDTL 5963 Ethics/Professional Conduct Behavior Analysts and Psychology (3 s.h.)
VI.	**Consultation and Interprofessional/Interdisciplinary Skills**
	PSQF 6263 Consultation Theory and Practice (3 s.h.)
	PSQF 7237 Beginning Practicum in SP Services (3 s.h.)
	PSQF 7337 Advanced Practicum in SP (15 s.h.)
VII.	**Communication/Interpersonal Skills**
	PSQF 5199 Topics Course: Evidence-Based Psychotherapy for Youth (3 s.h.)
	PSQF 7237 Beginning Practicum in School Psychology (3 s.h.)
	PSQF 6263 Consultation Theory and Practice (3 s.h.)
VIII.	**Supervision**
	PSQF 7390 Supervision in School Psychology Practicum and Internship (3 s.h.)
Coursework to meet Iowa School Psychologists Credentialling Requirements *Courses may appear in other sections*	
EDTL4900 Foundations of Special Education (3 s.h.)	
EPLS4180 Human Relations Classroom Teacher (3 s.h.)	
Coursework to meet BCBA certificate requirements (Updated for Fall 2025) *Courses may appear in other sections*	
EDTL 7953 Single Subject Design Research (3 s.h.)	
EDTL 5963 Ethics/Professional Conduct Behavior Analysts and Psychology (3 s.h.)	
EDTL 5961 Foundations of Applied Behavior Analysis (3 s.h.)	
EDTL 5966 Advance Topics in Applied Behavior Analysis (3 s.h.)	

EDTL5970 Experimental Analysis of Behavior (3 s.h.)
EDTL 4975 Explicit Instruction (3 s.h.)
EDTL 4950 Behavioral and Social Interventions (3 s.h.)
EDTL 5967 Supervision Strategies in Special Education (3 s.h.)
DEGREE PROGRAM: Ph.D. (minimum 108 s.h.)

PLAN OF STUDY		
Program of Study:		Psychological & Quantitative Foundations
Degree Objective:		PhD - **School Psychology**
Start Term:	Fall	
ACADEMIC CAREER		
	s.h.	Footnotes
		Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
		NOTE: Coursework to meet Iowa School Psychologists Credentialling Requirements: EDTL:4900 Foundations of Special Education and EPLS:4180 Human Relations for the Classroom Teacher
		NOTE: Additional coursework to meet BCBA Certificate Requirements: EDTL:5966: Advanced ABA; PSQF:7464: Clinical Applications of ABA; EDTL:6975: Explicit Instruction; EDTL:5963 Issues & Ethics in ABA & Professional Psychology
		NOTE: Courses may appear in other semesters based on availability & timing; refer to semester course offerings and work with faculty advisor to determine appropriate coursework and sequence.
CUM GPA 3.00		
Degree Requirements	108	108 s.h. must be graduate level coursework or equivalent; graduate transfer credits allowed upon approval. More information is included in the General Catalog and department website.
Research Requirement	16	Students take at least 3 quantitative statistics courses (3-4 s.h. each) and at least 1 qualitative research course (3 s.h.); a course in psychometrics (1 s.h.); PSQF:5199 Topics Course: Research Project in School Psychology (1 sh), and PSQF:7342 Research Project in School Psychology (1 s.h.) for minimum 2 semesters.
Basic Psychology Core requirements (Psych Core DSK)	9	Must be completed by the semester in which the student takes the Comprehensive Exam. Take approved graduate coursework (3 s.h. each) in basic psychology core areas: History and Systems; and Affective, Biological, Cognitive, Developmental, and Social Bases of Behavior. Students complete additional courses in individual differences and other course areas consistent with accreditation. Work directly with faculty advisor to determine appropriate coursework and sequence.
Core School Psychology Courses (Profession-Wide Competencies)	51	Courses in Assessment, Intervention, Cultural & Individual Diversity; Professional Values & Attitudes; Ethical & Legal Standards; Consultation & Interprofessional/Interdisciplinary Skills; Communication/Interpersonal Skills; Supervision
PSQF:7493 PhD Thesis	6	Dissertation Credits

Practicum	18	Students take PSQF: Beginning Practicum in School Psychology (3 sh) and PSQF:7337 Advanced Practicum in School Psychology (3 sh each for 5 semesters). Work with faculty advisor or practicum coordinator for approval of desired practicum placements. Summer Practicums are optional and subject to availability. Students completing a non-school internship must complete a minimum of 600 clock hours of advanced practicum in a school setting prior to the Ph.D. internship. **Practicums will require travel to placements at the expense of the student**
Electives	6	Work with faculty advisor for approval of selected elective coursework.
Internship	2	Prior approval of an internship setting is required and students will spend either a calendar year full-time or 2 calendar years part-time. The faculty determines student readiness to apply for the internship based on completion of all required coursework, successful defense of comprehensive portfolio, and successful completion of practicum requirements. Internships may require geographic relocation and must be a paid experience/training. Students completing a non-school internship must complete a minimum of 600 clock hours of advanced practicum in a school setting prior to the Ph.D. internship. Work with faculty advisor for approval of internship setting - see General Catalog & COE website for specifics.
Comprehensive Portfolio (Exam)/Final Exam		The Comprehensive Exam is typically completed by the end of Year 4. Students are required to complete yearly portfolio reviews, which include oral examinations. The comprehensive portfolio consists of an oral and a written component that includes research and practice elements. See General Catalog & COE website for specific requirements.
Dissertation Defense		Dissertation Defense of Article 2 of the dissertation.

Year 1	
1st Semester (Fall)	**15 s.h.**
PSQF:7310 Intelligence Assessment	3
PSQF:6238 Assessment of Learning Differences	3
PSQF:5219 Foundations in Health Service School/Psychology	3
EDTL:7953 Single Subject Design Research[4]	3
EDTL: 5961 Foundations of Applied Behavior Analysis[4]	3
2nd Semester (Spring)	**13-16 s.h.**
PSQF:6243 Intermediate Statistics[5]	3
PSQF:5199 Topics Course: Introduction to School Psychology Research Writing	1
PSQF:7344 Academic Intervention	3
PSQF:6263 Consultation Theory & Practice	3
PSQF:7237 Beginning Practicum in School Psychology	3
EDTL:4900 Foundations of Special Education[1,3] or EPLS:4180 Human Relations for the Classroom Teacher[1,3]	*3*

Summer	1-4 s.h.
PSQF:5900 Psychometrics	1
EDTL:4900 Foundations of Special Education[1,3]	3
Year 2	
1st Semester (Fall)	**16 s.h.**
PSQF:7342 Research Project in School Psychology[7]	1
PSQF:7315 Social/Emotional Assessment of C&A	3
PSQF:6312: Psychopathology Across the Lifespan	3
PSQF:7465 Issues and Ethics in Professional Psychology[6]	3
PSQF:7337 Advanced Practicum in School Psychology	3
PSQF:6246 Design of Experiments[5]	3
2nd Semester (Spring)	**13-16 s.h.**
PSQF:7342 Research Project in School Psychology[7]	1
PSQF:6213 Advanced Lifespan Development	3
EDTL:4950 Behavioral & Social Intervention[4]	3
PSQF:7337 Advanced Practicum in School Psychology	3
PSQF:5199 Topics Course: Evidence-based Psychotherapy	3
EDTL:4900 Foundations of Special Education[1,3] or EPLS:4180 Human Relations for the Classroom Teacher[1,3]	*3*
Summer	**0-3 s.h.**
EDTL:4900 Foundations of Special Education[1,3] or EPLS:4180 Human Relations for the Classroom Teacher[1,3]	*3*
Year 3	
1st Semester (fall)	**12-16 s.h.**
PSQF:7342 Research Project in School Psychology[7]	1
PSQF:7331 Qualitative Educational Research Methods	3
PSQF:7320 History and Systems	3
PSY:6370 Principles of Neuropsychology	3
PSQF:7337 Advanced Practicum in School Psychology	3
EDTL:4900 Foundations of Special Education[1,3] or EPLS:4180 Human Relations for the Classroom Teacher[1,3]	*3*
2nd Semester (spring)	**12-13 s.h.**
PSQF:6235 Multicultural Counseling	3
PSQF:7367 Social Psychology & Social Systems	3
PSQF:7337 Advanced Practicum in School Psychology	3
PSQF:6281 Cognitive Theories of Learning	3
PSQF:7342 Research Project in School Psychology[7]	1

Summer	s.h.
Praxis Exam	
Year 4	
1st Semester (fall)	**9 s.h.**
PSQF:7337 Advanced Practicum in School Psychology	3
PSQF:7493 PhD Thesis in Psychological and Quantitative Foundations[7]	3
Elective	3
2nd Semester (spring)	**9 s.h.**
PSQF:7390 Supervision in School Psychology	3
PSQF:7493 PhD Thesis in Psychological and Quantitative Foundations[7]	3
Elective	3
Year 5	
1st Semester (fall)	**1 s.h.**
PSQF:7437 Internship in School Psychology	1
2nd Semester (spring)	**1 s.h.**
PSQF:7437 Internship in School Psychology	1
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Note. This is the approved College of Education Plan of Study, but circumstances may not always allow courses to be taken/given in this sequence. See Appendix - Advising Worksheet.

[1]Italicized courses are offered multiple semesters, and students may choose during which semester they enroll in the course, subject to scheduling availability. Each such course must be taken once.

[2]Summer classes may not always be offered during the suggested summer. You should be aware of what is being offered and take them as they are offered.

[3]Required for SP Certification in Iowa

[4]Required for BCBA certification

[5]PSQF:6243 Intermediate Statistics is a prerequisite for PSQF:6246 Design of Experiments

[6]Students completing the BCBA Certificates must take EDTL:5963 Ethics/Professional Conduct Behavior Analysts and Psychology to meet APA and BCBA ethics requirements.

[7]Students are required to enroll in PSQF:7342 Research Project in School Psychology for at least 2 semesters (one sh each semester) starting in year 2 and until Article 1 is successfully defended. Students are required to enroll in PSQF:7493 PhD Thesis in Psychological & Quantitative Foundations for at least 6 credits, and until Article 2 of the dissertation is successfully defended.

PROFESSIONAL TRAINING

PRACTICUM

Our program aims to train health service psychologists to be outstanding ethical and multiculturally competent scientist-practitioners that promote psychology as a profession for the betterment of children, families, and educators. As part of basic program requirements, all students are required to accumulate a minimum of 950 clock hours of practicum. Students and faculty work collaboratively to arrange placements in a variety of sites on- and off-campus to ensure that students receive experiences that are related to coursework in assessment, intervention, and consultation with diverse clients in a variety of settings. Additionally, to meet NASP's requirement for internship experiences, at least 600 clock hours of the 950 clock hours of practicum must be in accredited school settings and must include experience at the elementary and secondary level in urban and rural settings. NASP defines a *school setting* as

> one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade12 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 provides a full range of school psychology services. (National Association of School Psychologists, "Standards for the Credentialing of School Psychologists," 2020)

Initially, training begins in the schools, so that candidates can gain expertise in school-based services such as interdisciplinary team models, data-based decision-making, and consultation. This initial training occurs across numerous schools in districts within various Area Education Agencies. **To increase the diversity of experiences and due to supervision needs, most school-based placements will require students to travel more than 45 minutes from the Iowa City area.** The practicum courses and training are a sequential process to help ensure the development of the graduate student's clinical skills. Additional training opportunities are available at various University of Iowa Health Care settings, such as Pediatric and Child Psychiatry clinics, and with the Belin-Blank International Center for Gifted Education and Talent Development. These options are typically available beginning in Year 3. Other opportunities include services in community mental health centers, early childhood centers, alternative schools, reading clinics, and outreach programs in schools and homes. Sites are required to provide appropriate supervision and to require no more than 18 hours per week on-site from each student.

During practicum training, a university and a site school psychologist (or other appropriately credentialed professional) supervise students. Both supervisors must be certified/licensed professionals. Ongoing evaluation of practicum sites and supervisors is conducted. Students who choose to pursue an Ed.S., in addition to the Ph.D. degree, must complete 1200 clock hours of advanced field experiences (i.e., an Ed.S.-level internship), of which a minimum of 600 clock hours are in the public schools.

All doctoral students are required to complete a 1500-clock-hour minimum paid predoctoral internship, which can be either on a full-time basis for a year or on a half-time basis for two consecutive years. All doctoral students are required to complete 600 clock hours of practicum in an accredited school setting before the doctoral-level internship. Students are encouraged to select an APA-approved or APPIC-member internship and to work with program faculty to receive guidance and support in the selection of an internship site.

Additional information and forms about practicum and internship can be found in the Appendices.

Unsuccessful Experience: Practicum and internship students who are unsuccessful in their practicum or internship will be graded to reflect that lack of success and will be subjected to a selective review by the program faculty.

Unsuccessful experiences could be determined by the practicum supervisor and or the faculty practicum/internship seminar instructor and could be the result of unprofessional conduct, unethical behaviors, or issues with attendance, among other things. Students may request a second placement and or remediation and this may be approved or denied. Conversations between the student/intern and the program coordinator will be required to determine why the original placement was not successful and the plan for correcting the issues presented. Students will need to retake the course (practicum/internship) and pay all required tuition and fees, and a remediation plan will be implemented if warranted. Serious infractions/practicum or internship violations can be grounds for dismissal from the program.

NON-REQUIRED PRACTICUM (NRP) EXPERIENCES (APPIC-RELEVANT TRAINING/PRACTICUM EXPERIENCE)

In addition to clinical experiences from the required SP practicum courses, students have the opportunity for non-required practicum experiences that provide additional ways to acquire additional training while enrolled in the program. Such additional supervised experiences can be both relevant and useful to candidates' development as school psychology professionals.

Hours from these experiences do **not** count towards hours for an official SP practicum course nor do they count towards the total program-required practicum hours. Additionally, they do not count for licensure requirements (e.g., practicum hour requirements for state credentials). Nonetheless, candidates are encouraged to take advantage of these additional clinical experiences as they can broaden their skill set. The hours and details of the experience should be documented in Time2Track (T2T) under the Course: PSQF9999 Non-practicum APPIC Hours heading. Students can enroll in non-practicum clinical experiences concurrently with practicum or after completing all advanced practicums (5 semesters at 3 semester hours each; meeting all required settings). *If the student is not enrolled in practicum during these NRP experiences (after completion of required practicums) the student will be responsible for securing professional liability insurance and providing evidence of this insurance to the program*

Typical NRP experiences take the form of clinical activities from a formal clinical experience or working at a clinically related assistantship/job. For example, candidates in the applied behavior analysis certification program are required to have a certain number of hours conducting applied behavior analysis (i.e., supervised independent fieldwork) which can take place as paid or non-paid experiences at University of Iowa Health Care clinics or a school setting under the supervision of a Board-Certified Behavior Analyst. Students should document NRP experience activities and hours by completing the NRP-APPIC-Relevant Training/Practicum hours forms (Appendix R). Activities and completed hours should be kept *separate from the official practicum logs for official SP practicum courses.* And, as mentioned above, the hours and details of the experience should be documented in Time2Track (T2T) under the Course: PSQF9999 Non-practicum APPIC Hours heading.

The site supervisor of the NRP experience must agree to serve as the site supervisor and to meet the expectations set forth through the collaborative completion of the NRP Contract, Evaluation, and Summary Forms (Appendix R). The approval process for NRP APPIC-relevant training/practicum experiences begins with completing the *NRP Approval Form (Appendix R)* signed by the student, the student's advisor, and the proposed site supervisor. This approval request form is then submitted to the faculty for approval. The form provides information regarding the experience, proposed supervisor; number of hours to complete, purpose of experience, and how it will contribute to learning. The request must be submitted at least 2 weeks before the faculty meeting where it will be presented. This will be shared at the faculty meeting and requires approval from all faculty members. The faculty will then notify the student in writing indicating the decision.

INTERNSHIP

An essential component of the doctoral program in school psychology is the internship. It is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. Furthermore, the internship facilitates the further development and integration of knowledge and skills gained from didactic instruction and practicum work. All students are required to complete a minimum 1500-clock-hour **paid** predoctoral internship, which can either be on a full-time basis for a year or on a half-time basis for two consecutive years. Students are encouraged to research licensing requirements in jurisdictions they may consider working in to make sure that their internship experience (& hours) fulfill the state requirements.

The *internship* **occurs apart from the training program and is administered primarily by the internship setting**. The internship must consist of supervised experiences that will increase the student's knowledge and skill levels. It is the responsibility of the student to present an internship plan that provides for new experiences. Intern supervision is the joint responsibility of the University and internship supervisors. The internship is further defined by its length and placement in the overall training sequence. Students spend a calendar year (or two consecutive years half time) at an internship setting the school psychology faculty approves. The Ph.D. program endorses standards for internships as developed by the American Psychological Association (APA) and the Council of Directors of School Psychology Programs (CDSPP).

Students are expected to select an APA-approved or APPIC member internship or an approved experience in a school or clinic setting that meets the rigorous standards that are set forth by the profession and that are summarized in the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (from the APA Office of Program Consultation and Accreditation, https://accreditation.apa.org/policies). Verbal acceptance of an internship offer is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional. In extenuating circumstances, students can petition the faculty for permission to make a change in internship sites. Additional information regarding internship guidelines and forms can be found in the Appendices. Students are encouraged to engage in ongoing conversations with their advisor regarding how to best prepare for the internship process and experience. Questions concerning internships can also be directed to the internship coordinator/program coordinator.

INTERDISCIPLINARY TRAINING PROJECT IN SPECIAL EDUCATION AND SCHOOL PSYCHOLOGY (SP2)

The School Psychology program at Iowa has been awarded a three-year training grant in collaboration with the Special Education department at Iowa. "The Interdisciplinary Training Project in Special Education and School Psychology (SP2) addresses national, regional, and state shortages of special education and school psychologists by preparing them in intensive intervention and assessment for school-aged children with disabilities who have high-intensity needs". For the duration of the grant, two students from the entering class of school psychology applicants will be awarded a position on this grant. More information is provided on the College of Education website and course requirements can be found in the appendices (https://education.uiowa.edu/interdisciplinary-training-project-special-education-and-school-psychology-sp2.

MULTIDISCIPLINARY PATHWAYS TO RECRUIT, TRAIN, AND RETAIN SCHOOL MENTAL HEALTH PROVIDERS IN IOWA (MPATH)

The school psychology program at Iowa has been awarded a five-year grant in collaboration with programs across the University of Iowa to include the School Counseling program in the College of Education, the School Social Work

program in the College of Liberal Arts, and the Public Health program in the College of Public Health. The grant serves to address shortages in the number of school-based mental health service professionals available in high-need schools. Six students seeking an Ed.S. in the school psychology program will be awarded a position in the grant. Additional information is provided on the College of Education website (https://education.uiowa.edu/multidisciplinary-pathways-recruit-train-and-retain-school-mental-health-providers-iowa-mpath).

PROFESSIONAL EMPLOYMENT

Students engaging in and receiving remuneration for services as a school psychologist before completing certification or licensure or receiving approval for the internship will be considered by faculty as engaging in unethical behavior. Prior approval is required for students to engage in professional employment related to psychology (e.g., psychometrician, counselor, etc.) and students are required to complete the employment verification in the appendices prior to engaging in this professional work to petition the faculty before accepting employment (Appendix Q- the form should be submitted to the program coordinator).

Students must notify the faculty of current employment if it relates to psychology.

RESEARCH OPPORTUNITIES/REQUIREMENTS

In addition to receiving training as practitioners, students are required to take an active part in research activities through participation in research groups and individual research projects (e.g., Articles 1 and 2 of the 2-article dissertation). Students might choose from a wide variety of research groups or projects on campus. For instance, a research group could be one that is directed by School Psychology faculty or faculty from another program within the College.

Although assistantships are not guaranteed, students may be able to obtain a research assistantship—usually grant-supported—from a wide variety of areas. The College and University provide support for guest lecturers of national renown. Thus, students not only have access to current research findings but also may have the opportunity to discuss their research interests with an expert in the field.

RESEARCH RESOURCES
- Kelly Hangauer
  - University of Iowa librarian with Subject Specialties in: Education, Linguistics, Psychology
- University of Iowa Human Subjects Office: IRB Information
  - https://hso.research.uiowa.edu/hawkirb-information
- Iowa Research Online
  - https://ir.uiowa.edu/
- Paul Blommers Measurement Resources Library
  - https://education.uiowa.edu/paul-blommers-measurement-resources-library
- The College of Education Grants and Research Services Center (GRSC)
  - https://education.uiowa.edu/research/grants-and-research-services-center
- Scanlan Center for School Mental Health – Professional Development Services
  - https://scsmh.education.uiowa.edu
- Baker Teacher Leader Center
  - https://education.uiowa.edu/student-experience/baker-teacher-leader-center
- UIHC – Pediatric Psychology Educational Research Clinical Rounds
- APA – PD Training Center

DISSERTATION REQUIREMENTS

The University of Iowa School Psychology faculty have adopted a 2-dissertation article format to meet the dissertation requirement for the program. This is modeled after the APA-accredited Counseling Psychology program in the University of Iowa's College of Education.

POLICIES AND PROCEDURES

The **policies and procedures** for dissertations are governed by the Graduate College. Refer to the *Manual of Rules and Regulations of the Graduate College* (http://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees). Additional guidance is provided by the College of Education and can be found at this link: https://education.uiowa.edu/student-experience/graduate-student-life#guidelines-for-article-style-dissertations. Specifically, these policies and procedures apply officially to Article 2 of the dissertation. Internally, the School Psychology program follows most of the same policies and procedures for Article 1, although Article 1 is not submitted to the Graduate College.

STUDENT RESPONSIBILITIES

ENGAGEMENT WITH RESEARCH ADVISING

1. Students are responsible for scheduling regular meetings with their advisors—at least once per semester or as preferred by the advisor. Not meeting consistently can delay milestones and hinder professional growth, so ongoing engagement with advisors is essential.
2. PhD students are expected to become familiar with faculty research, including their advisor's work, by reading the advisor's articles, other relevant publications, and assigned readings. Students will conduct an in-depth review of empirical, theoretical, and conceptual literature—particularly peer-reviewed sources— pertaining to their selected areas of interest prior to starting a research project.
3. Students are responsible for taking intellectual leadership on required research projects. This includes identifying project topics, research questions, methods, and analyses. Advisors will supervise and provide feedback, while students will complete self-study to plan and carry out research plans. Advisors will not be responsible for planning student studies.
4. Students should plan for advisor review, allowing 2 weeks per draft and 8 to 15 review cycles unless stated otherwise.
5. PhD students collaborate with faculty in the program (e.g., advisors, RA supervisors) on research projects throughout the program to gain important experience in school psychology.

CONSUMPTION OF RESEARCH

Students are expected to read seminal or foundational articles published in the field of school and health service psychology (Program-wide Required Readings).

The list below will be updated based on decisions of the faculty committee, and students are additionally encouraged to seek out research related to their specific interests.

METHODS ARTICLES

Publication Manual of the American Psychological Association, Seventh Edition (2020)

Keith, T. Z. (2014). *Multiple regression and beyond: An introduction to multiple regression and structural equation modeling*. New York, NY: Routledge.

Munn, Z., Peters, M. D., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC medical research methodology*, *18*(1), 143.

Hansen, C., Steinmetz, H., & Block, J. (2022). How to conduct a meta-analysis in eight steps: a practical guide. *Management Review Quarterly*, *72*(1), 1-19.

Pollock, D., Davies, E. L., Peters, M. D., Tricco, A. C., Alexander, L., McInerney, P., ... & Munn, Z. (2021). Undertaking a scoping review: A practical guide for nursing and midwifery students, clinicians, researchers, and academics. *Journal of advanced nursing*, *77*(4), 2102-2113.

American Psychological Association. (2022). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.

TOPICAL ARTICLES

Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 3, pp. 1643–1647). Oxford, England: Pergamon Press/Elsevier Science.

Burns, M. K. (2011). School psychology research: Combining ecological theory and prevention science. *School Psychology Review, 40*, 132-139.

Burns, M. K., & Coolong-Chaffin, M. (2006). Response-to-intervention: Role for and effect on school psychology. *School Psychology Forum, 1*, 3-15.

Campbell, D., & Fiske, D. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin, 56,* 2, 81-105.

Crosnoe, R., Leventhal, T., Wirth, R. J., Pierce, K., Pianta, P., & NICHD Early Child Care Network. (2010). Family socioeconomic status and consistent environmental stimulation in early childhood. *Child Development 81*, 974-989.

Dawes, R. M., Faust, D., & Meehl, P. E. (1989). Clinical versus actuarial judgment. *Science, 243*, 1668-1674.

Forman, S. G., Shapiro, E. S., Codding, R. S., Gonzales, J. E., Reddy, L. A., Rosenfield, S. A., et al. (2013). Implementation science and school psychology. School Psychology Quarterly, 28, 77–100.

Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (2015). Republication of "curriculum-based measurement: A standardized, long-term goal approach to monitoring student progress". I*ntervention in School & Clinic, 50,* 185-192. doi:10.1177/1053451214531736

Gersten, R., Fuchs, L., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71,* 149-164.

Horner, R.H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71,* 165-179.

Kane, M. (2013). The argument-based approach to validation. *School Psychology Review, 42*, 448-457.

Kratochwill, T. R. (2012). Comments on "Distinguishing science from pseudoscience in school psychology:" Evidence-based interventions for grandiose bragging. *Journal of School Psychology, 50*, 37-42. doi:10.1016/j.jsp.2011.11.003

Lilienfeld, S. O., Ammirati, R., & David, M. (2012). Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards against human error. *Journal of School Psychology, 50*, 7-36. doi:10.1016/j.jsp.2011.09.006

Masten, A. S., & Coatsworth, J. D. (1998). The development of favorable and unfavorable environments: Lesson learned from research on successful children. *American Psychologist, 53*, 205-220.aer

Restori, A. F., Gresham, F. M., & Cook, C. R. (2008). Old habits die hard: Past and current issues pertaining to response to intervention. *California School Psychologist, 13*, 67–79.

Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. *School Psychology Review, 41,* 23–46.

Reschly, A. L., & Christenson, S. L., (2012). Moving from "context matters" to engage partnerships with families. *Journal of Educational and Psychological Consultation, 22*, 62-78.

Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21st century. *School Psychology Review, 29*, 485-502.

Stipek, D. J. (1996). Motivation and instruction. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 85-113). New York: Macmillan.

Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality, 17,* 223.

Watkins, M. W. (2009). Errors in diagnostic decision-making and clinical judgment. In T. B. Gutkin, & C. R. Reynolds (Eds.), T*he handbook of school psychology* (4th ed., pp. 210-229). New York, NY: Wiley.

Ysseldyke, J. E., Burns, M., & Rosenfield, S. (2009). "Blueprints" on the future of training and practice in school psychology: What do they say about educational and psychological consultation? *Journal of Educational and Psychological Consultation,19,* 177-196.

REGISTERING

1. Each Article (Article 1 and Article 2) has course registration requirements until the article is completed and defended.
   a. Students completing the requirements for Article 1 (beginning in the fall of Year 2) are required to register for PSQF:7342 Research Project in School Psychology for a minimum of 2 semesters at 1 sh each. Students will register for this course until the completion of Article 1.
   b. Once a student has completed the Article 1 requirements, work can begin on the Article 2 of the dissertation. Students completing the requirements for Article 2 are required to register for PSQF:7493 PhD Thesis in Psychological and Quantitative Foundations for a minimum of two semesters at 3 sh each (beginning after the successful completion of Article 1). *Article 2 is frequently referred to as the dissertation*.
2. Students must register for additional dissertation credits until completion.

SETTING UP THE COMMITTEE

The student is responsible for asking faculty members if they wish to serve on the committees for Articles 1 and Article 2. Each of these Articles have specific committee membership requirements.

Faculty members need to know the topic of the dissertation, when the student expects to have a proposal meeting, and when they expect to defend the dissertation.

CHECKING DEADLINES AND CONVENTION

1. Deadlines and conventions for Article 1 are found in this handbook and confirmed through collaboration with the program faculty and advisor.
2. Deadlines and conventions for Article 2 are guided by information in this handbook and guidance provided by the Graduate College regarding dissertations:
   a. The Graduate College list of deadlines that are related to dissertations are available in several locations. Check online (Graduate College deadlines: https://grad.uiowa.edu/academics/deadlines), the

department office, and/or College of Education Office of Student Services (N201 LC)(https://education.uiowa.edu/student-experience/graduate-student-resources#exams).

b. A search of the University Libraries website (ProQuest Dissertations and Theses) can result in dissertations that might serve as models. Additional information is available at Iowa Research Online (http://ir.uiowa.edu/etd). There may also be hard copies available for review in consultation with your advisor.

c. Preparation and submission information is available at the Graduate College Thesis and Dissertation webpage (https://grad.uiowa.edu/academics/thesis-and-dissertation).

ARTICLE 1-PRE-DISSERTATION RESEARCH PROJECT

All Ph.D. students complete an Article 1 pre-dissertation research project (PDRP) or its equivalency that will constitute the first article for the dissertation. The research project is to be completed by the end of the student's third year in the program (e.g., prior to the start of the fall semester of the fourth year).

If the student **does not complete** Article 1 of the 2-article dissertation **before the start of the fourth year**, the student will be placed on probation for one semester and will **not be allowed to register** after that semester until the project is completed. This status will be reflected in the student's annual review letter.

It is expected that continuous effort towards the completion of Article 1 will occur throughout each semester until Article 1 is completed. Below, find a sample of the tasks and timelines you may use to guide your efforts, in collaboration with your advisor. As a reminder, it is expected that 8-15 drafts will be exchanged between trainee and faculty advisor before meetings are scheduled. Only documents in "final draft" form will warrant the convening of a committee, anticipating further revisions following the defense meeting.

Year 1		
Semester	**Task**	**Activities**
Fall	Identify research topics	• Attend research seminars • Read research in peer-reviewed journals • Meet regularly with advisor to discuss research interests • Join research group*
Spring	Continue to explore research topics	• Attend conferences, research seminars, and meet with advisor • Attend research group meetings
	Conduct preliminary literature review	• Read and summarize selected articles in peer-reviewed journals
	Identify potential gaps or questions in literature	• Participate in class research course discussions • Meet regularly with advisor to discuss findings
	Draft research question	• Utilize research framework (e.g., PICO) to develop question • Work with advisor to refine research question
	Complete IRB/Human Subjects research requirements	• Complete CITI training • Complete 2-part PI training
Summer	Finalize topic and refine research question	
	Begin identifying potential committee members	• Discuss potential committee members with advisor • Reach out to potential committee members to determine willingness to serve

Year 2		
Semester	**Task**	**Activities**
Fall	Finalize research question	• Seek advisor approval for research question
	Begin development of the methods, including data source, measures, and type of research design	• Meet with advisor and other researchers for assistance
	Begin drafting IRB (if required)	• Develop methods prior to submission • Work closely with advisor to submit IRB
	Meet with research committee members as a "pre-proposal"	• Share research question and proposed methods
Spring	Write introduction and methods sections	• Obtain feedback from advisor
	Schedule proposal meeting	• Obtain advisor approval to initiate proposal • Share introduction and methods with committee members 2 weeks prior to proposal
	Propose Article1	
	Make revisions to introduction and methods as requested by committee	• Share revisions with committee if requested
	Submit IRB (if required)	
Summer		
	Begin data collection (if IRB is required and approves)	
	Recruit peers for assistance with study	
	Organize data files or analysis plan	

Year 3		
Semester	**Task**	**Activities**
Fall	Continue or complete data collection	• Clean and organize data
	Conduct data analysis	• Work closely with advisor for analysis
	Begin drafting results and discussion	
Spring	Complete full manuscript	• Submit to advisor for feedback
	Schedule Article 1 Defense	• Provide full manuscript to committee members 2 weeks prior to defense
	Defend Article 1	• Complete paperwork for defense
	Make revisions to manuscript as requested by committee	• Share revisions with committee if requested
	Consider journal for submission	

Summer	Submit Article 1	

Requirement	Deadline (No Later Than)
Research question approved	Spring, Year 2
Introduction + Methods drafted	Spring, Year 2
IRB approval (if applicable)	Spring Year 2/Early Fall Year 3
Article 1 proposal	Spring Year 2/Early Fall Year 3
Data collection/analysis	Fall, Year 3
Full manuscript complete	Spring, Year 3
Article 1 defense	Spring, Year 3

ARTICLE 1-PDRP COMMITTEE

The student in consultation with their major advisor/research advisor will choose a research project committee; the student will begin designing and writing the project as part of PSQF: 5199 Special Topics- Research Project in School Psychology and PSQF7342 Research Project in School Psychology.

The committee must be constituted as follows:

1. Project chair: major school psychology advisor or alternate school psychology faculty *
2. One additional member from the school psychology program
3. One member approved (tenure or clinical track) faculty either from the school psychology program or outside the program.

Chair or co-chair of the committee must be a tenure-track or tenured faculty member

A committee of at least three members is required. This committee must include at least two school psychology faculty members but may consist entirely of school psychology faculty. Additional graduate faculty members from any related department may be added at the discretion of the student and major advisor.

The full committee participates in two meetings including the proposal meeting (before or during the fall semester of the third year, excluding summers unless extenuating circumstances exist) and the project defense (before or during the spring semester of third year). The Article 1-pre-dissertation research project is a program requirement and not a graduate school requirement.

Thus, no completion of official University of Iowa paperwork is necessary. However, students will complete the program's *Article 1-Predissertation Research Project Approval Form* (A1-PDRP; See Appendices) once the A1-PDRP defense is completed. The approval forms must be signed by all committee members and filed with the College of Education Office of Student Services. Copies will be maintained by the project chair, and the program coordinator, and a copy will be provided to the student and maintained in the Microsoft TEAMS student file

PREPARING THE PROPOSAL

1. The student will work closely with their project chair (often the advisor) to identify a project of interest while registering for PSQF5199 and PSQF7342. The proposal meeting must occur before or within the fall semester of the third year (excluding summers unless extenuating circumstances exist) to have time to navigate the IRB

process following approval from the committee to proceed with the research and to complete and defend the final project by the end of the spring semester of the third year.

2. The student's advisor will approve the project; it is highly recommended that students discuss their ideas with their advisor early in the process.

3. A convened proposal approval meeting is required no later than the fall semester of the third year of study (excluding summers unless extenuating circumstances exist). The student must have explicit approval from their project chair before proceeding with a proposal meeting.

4. The proposal and completed project must be written in research report format (e.g., manuscript-style submission) and conform to the stylistic requirements of the *Publication Manual of the American Psychological Association* (7th ed.). The proposal must include a title page, Introduction section, Method section, and Reference page. Students are expected to prepare a PowerPoint presentation detailing the proposed/completed study.

5. **Preferably two weeks and no later than one week before this meeting,** the student must provide each committee member with a copy of the written proposal that has been tentatively approved by their project chair. *Approval of the proposal requires unanimous endorsement of the committee.* The project chair will record written feedback on the proposal and necessary changes for the final project during the proposal meeting, shared with the student, and then communicated by the student to the full committee.

6. The first manuscript can be either conceptual or empirical in nature.

PREPARING ARTICLE 1

1. Following the completion of Article 1 and chair approval, the student must arrange a time for all committee members to attend an oral defense. The student must provide each committee member with a copy, **preferably two weeks and no later than one week before this meeting**.

2. Approval of the final written Article 1 and oral defense requires a unanimous vote of the student's article 1-pre-dissertation research project committee.

3. It is recommended, though not required, that Article 1 be submitted for publication in an appropriate professional journal and serve as a pilot study/first publication for Article 2 of the dissertation.

4. The signed Article 1-PDRP Approval Form (Appendix K) and a copy of the approved final written product will be kept. The project chair, the program coordinator, and the student will maintain copies.

5. The student will provide a copy of the final approved project to each committee member.

ARTICLE 1- PRE DISSERTATION RESEARCH PROJECT EQUIVALENCY

A data-based Ed.S. project or M.A. graduate thesis that was completed at another university may fulfill the Article-1-pre-dissertation research project requirement. If a student has completed such a project, the student must provide a copy of this master's thesis or formal research project with the Course Substitution Form (See Appendices) and the Article 1-Pre-Dissertation Research Project Equivalency Approval Form (See Appendices L) to their advisor upon entering the program. Specifically, the advisor will review the project and seek detailed feedback from each faculty member before a school psychology meeting during which the project will be discussed.

The faculty will then vote whether to accept the project as satisfying the requirements. If there is less than a majority of votes to accept this, the student will be required to formally complete an Article 1-pre-dissertation research project under the guidelines and register for PSQF:7342 until the project is completed.

ARTICLE 2-DISSERTATION

Students enroll in a minimum of six (6) Ph.D. thesis credit hours (PSQF:7493 PhD Thesis in Psychological and Quantitative Foundations) after completing the requirements of Article 1 of the dissertation.

ARTICLE 2 OF THE 2-ARTICLE DISSERTATION (A.K.A. DISSERTATION)

Article 2 also will be developed in collaboration with the student's research advisor with the student as lead author and responsible for most of the work.

1. A student must register every semester (except summer) until the successful dissertation defense and the final deposit of the dissertation to the Graduate College. Failure to register will require readmission (https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees).
2. This article must be empirical (data-driven).
3. The literature review and research methods must be approved by the student's dissertation committee through the convening of an Article 2 proposal defense meeting before undertaking the research study (Article 2 Dissertation proposal meeting) and before beginning the internship experience.
4. The dissertation proposal meeting must occur before the student starts the internship. If the proposal of Article 2 of the 2-article dissertation has not been successfully defended before the start of the internship, the student will not be allowed to begin the internship experience.
5. The composition of the committee shall satisfy the requirements of the final dissertation committee set forth by The University of Iowa Graduate College (see below).
6. The student must successfully defend the proposal before being cleared by the faculty to begin the internship. Typically, this means that students must have their proposal defended by August 31st of any academic year.
7. Successful defense of the Article 2 Dissertation proposal means that the student's committee agrees that the student may proceed with the study. In some cases, the committee may wish for the student to make changes to the proposal.
8. No dissertation proposal meetings are scheduled in the summer term.
9. The Article 2 – Dissertation proposal must be written in the format outlined by the *Publication Manual of the American Psychological Association* (7th ed.). It should include a title page, an APA manuscript-style Introduction, a Method section, and a Reference page. The Introduction should follow the style and formatting guidelines of the journal in which the student plans to submit the final manuscript. Students should include a timeline for completing the project and defending within the required timeline, including procedures internal to the project (e.g., Institutional Review Board submission and approval, participant recruitment, data collection, data analysis, and writing, as applicable). Students are expected to work with their advisor to select an appropriate journal prior to submitting the proposal to their committee
10. The proposal should be sent to the committee no later than two weeks before the proposal meeting and should include the name and author instructions for the targeted journal.

COMPOSITION OF ARTICLE 2- DISSERTATION COMMITTEE:

The College of Education policy regarding examining committee composition is the same as university policy. The minimum required committee is four, of which three (3) must be a University of Iowa tenure-track faculty. Two members must be in the major department/program (policy found at this link https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees).

The composition of the dissertation committee for school psychology students follows the same process with additional requirements:

a. Two School Psychology Faculty members, one of whom chairs or co-chairs the committee.

b. One School Psychology faculty member OR one departmental (Psych. and Quantitative Foundations) faculty member

c. One other faculty member (tenure track if another of the members is non-tenure track).

FORMS

All necessary forms are available on the Graduate College website at: https://grad.uiowa/faculty-staff/dgs-graduate-faculty/academic-and-administrative-forms. Students can also contact Becca Stai (rebecca-stai@uiiwa.edu) in the student services office for assistance in locating forms and or requirements for completion of forms and Timing of Dissertation Defense

a. Copies of the dissertation must be submitted for the committee member's review at least 2 weeks before the date of the defense. Students should check with committee members as to the format they would like to have when reviewing the dissertation (i.e., hardcopy, word-attachment).

b. Students may defend their dissertation the spring semester prior to going on internship if their dissertation is completed. ***Please see "Special Note" in APPENDIX X regarding special circumstances that could apply to international students and program requirement completion and timeline. This may impact Visa status.***

ORAL DEFENSE

Oral defense of articles one and two (per graduate school rules) is required. Two weeks prior to the oral defense date, the following must be submitted:

Chapter 1: Introduction/Literature Review
Chapter 2: Method
Chapter 3: Results.
Chapter 4: Discussion

The student (with guidance from the committee) will identify appropriate publication outlet(s) for article 2-dissertation. However, the dissertation must be submitted in Graduate College dissertation form (see:https://grad.uiowa.edu/academics/thesis-and-dissertation) to the committee for the formal defense. Advisor/advisee will determine how and when to publish Article 2.

Oral Dissertation defense is scheduled for two hours (per graduate college requirements) and will include a formal presentation (no more than 30 minutes) of chapters 1 through 4, with emphasis on chapters 1, 3, and 4 followed by student responses to questions from the committee.

TIMING OF DEFENSE RELATIVE TO GRADUATION

If the student has completed the dissertation before the internship, they may sit for the dissertation defense ***once the internship has started***. The final deposit of the dissertation would then be made with the Graduate College during the semester that the internship has officially ended. The Statement of Completion of Internship Form (Appendix U) must be completed by both the student and the internship coordinator/program coordinator and placed in the student's permanent file before they are released for graduation.

*Please see the Appendices for important notes on **international students** and the timing of completion of program requirements. **Special Note for International Students regarding the timing of completion of final program***

requirements (i.e., comprehensive examinations, dissertation, and internship) courtesy of Dr. Yanchen Zhang, program faculty.

LICENSURE/CREDENTIALS

PROFESSIONAL CERTIFICATION AND LICENSURE

The term credentialing refers to the process which authorizes the use of the title "school psychologist", "psychologist", or related titles, by those professionals meeting accepted standards of training and experience who seek to provide school psychological services. The credentialing process for the practice of school psychology in public schools is generally called certification. The credentialing process for the practice of school psychology independently (i.e., outside of the school setting, in "private practice" or in clinical community settings), is generally known as licensure; and psychology licensing boards administer the license. **Regulations vary by state; thus, students need to review in advance certification and licensure standards for the states (and settings) in which they intend to practice.**

Completion of the Ph.D. degree and any experience requirements set forth in state law should make the student eligible to obtain licensure from a state department of public health (i.e., licensed psychologist) https://hhs.iowa.gov/Licensure/Iowa-Board-of-Psychology). Completion of the program requirements and specific state requirements can also lead to Iowa Department of Education licensure as a school psychologist which is required for employment in k-12 settings (PhD and EdS-level degrees) as noted above. As of the writing of this handbook, the school psychology program at the University of Iowa is not credentialed by the Iowa Department of Education as it is a new program. Initial application to the Iowa DOE has been made.

The University of Iowa School Psychology Doctoral Program requires all students to pass the PRAXIS II Exam (#5403) (https://www.ets.org/praxis/site/test-takers/resources/prep-materials.html?examId=5403) by the end of the third year in the program. Students must submit score reports provided to the student from the Educational Testing Service (ETS) to ensure the university obtains an official copy of the passing score report. To request an official score report be sent to the College of Education students select "the University of Iowa, College of Education #6681).

Important note: Students interested in obtaining licensures or certifications that require specific program information should do so within a timely manner after degree completion and it is further recommended that students retain copies of the following materials in case of future need: course syllabi, course catalog, program handbook, practicum, and internship documentation).

STATE DEPARTMENT OF EDUCATION LICENSURE/CERTIFICATION

Students who intend to work in a school setting are required to become licensed by the department of education in the state in which they plan to practice. Students are encouraged to identify the requirements for the state they would plan to work in and determine specific requirements for practice. The state of Iowa requirements for Initial Professional Service Licensure are *(1) a master's degree, and (2) completion of a professional service program specific to an education setting.* This initial professional service licensure in the state of Iowa is good for two (2) years. Current certification standards for school psychologists can be accessed online at: https://boee.iowa.gov/license-authorization/professional-service. Students who complete the Ed.S. degree and complete the required 1200-hour internship in a school setting would be eligible to apply for the initial professional service license to practice in the professional area of school psychology for employment in an educational setting. As of the writing of this handbook, the school psychology program at The University of Iowa is not Iowa Department of Education credentialed as it is a new program. Therefore, students who want to be eligible to practice in the state of Iowa must pass the Praxis II exam in school psychology and become nationally certified (attain the Nationally Certified School Psychologist credential, https://nasponline.org/standards-and-certification/national-certification).

NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST (NCSP)

Students are encouraged to become NCSP certified. The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet nationally recognized standards. Persons who successfully meet the credentialing standards established by the NSCPC are entitled to use the designation Nationally Certified School Psychologist (NCSP). Students can apply for NCSP after completing the internship. Applicants for the NCSP must take the Educational Testing Service National School Psychology Examination (Praxis II) and obtain a passing score (155 for #5403). **The University of Iowa School Psychology Doctoral Program requires all students to pass the PRAXIS II Exam (#5403) by the end of the third year in the program.** Students must submit score reports provided to the student from the Educational Testing Service (ETS). To request an official score report be sent to the College of Education students select "the University of Iowa, College of Education #6681). Test scores remain valid for 10 years after taking the test and scores older than 10 years are considered expired. Information regarding the NCSP can be found on the National Association of School Psychologists website at https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp

IOWA BOARD OF PSYCHOLOGY

In Iowa, school psychologists can become licensed as professional psychologists through the Iowa Board of Psychology in the Iowa Department of Public Health. The Board of Psychology evaluates the qualification of applicants for licensure and grants licenses to those who qualify. Applicants for licensure must complete a board-approved application packet which includes documentation of completion of a doctoral-level program, pre-doctoral internship, post-doctoral supervision, and earning a passing score on the Examination for Professional Practice in Psychology (EPPP) that the Association for State and Provincial Psychology Boards (ASPPB) manages.

Licensure for the independent practice of psychology **across most states** requires a doctoral degree in a recognized psychology field. Individuals interested in becoming licensed as a professional psychologist must have a doctoral degree in school, counseling, or clinical psychology, preferably from an APA-accredited institution (but not required). In addition, although an APA-accredited pre-doctoral internship is not required, it is recommended for individuals pursuing the licensure in professional psychology. Degrees must be obtained from programs that meet specific criteria, such as regional accreditation and certain coursework requirements, set out in laws and regulations. Most states, provinces and territories have specific criteria that must be met for supervised experience to qualify. Students can obtain the necessary information regarding licensure requirements from the Department of Health or Board of Psychology in the state in which they plan to practice. Also, the American Psychological Association website offers information on both pre-doctoral internships and postdoctoral positions that are APA accredited. The address, phone number, and other information related to Iowa's Board of Psychology can be accessed online at iowa.gov under the Iowa Department of Public Health and more specifically at: https://idph.iowa.gov/Licensure/Iowa-Board-of-Psychology.

The American Psychological Association's (APA) Commission on Accreditation (CoA) has approved the University of Iowa's School Psychology Program's "Intent to Apply" application and voted to provide public notice of the program's intent to seek accreditation which can be found on the CoA website (APA's Office of Program Consultation and Accreditation: https://www.accreditation.apa.org/). The doctoral program is not currently accredited by the American Psychological Association but has developed its course offerings, sequence, research, and practical experiences to be in line with the standards set forth by the standards of accreditation in health service psychology. In the fall of

2023, the school psychology program applied for accreditation on contingency. A site visit was approved and occured on March 3-4 of 2025. The school psychology program is currently awaiting a final decision by the Commission on Accreditation of APA. The University of Iowa's Doctoral-level School Psychology Program will apply for full accreditation as soon as we are eligible.

COMMUNICATION

During the week prior to the start of the school year, the University Graduate College holds an orientation covering graduate student issues including resources at The University of Iowa, financial support, training for new teaching assistants and other issues pertinent to entering students. Similarly, the College of Education may host an orientation addressing University and College resources and issues pertinent to transitioning to graduate study. The School Psychology program hosts an orientation as well. The latter orientations are intended to be social (meet your fellow graduate students, faculty, and staff) and informative (covering department and program policies and procedures). It is expected that all incoming students will attend all relevant orientation meetings. **All new incoming students are required to attend the school psychology program orientation in the fall.**

Each spring semester, a mandatory townhall meeting is held for all students and faculty to communicate and share information about program operation, to address student issues, and to offer students an opportunity to provide formal program feedback. Additional feedback will be obtained through survey results. A questionnaire about the program will be sent to current students annually and to alumni at five-year intervals. Current students will be asked to evaluate the extent to which the program is meeting its objectives. Alumni are asked how the program has met their needs and are requested to provide information about their professional status (e.g., employment, licensure).

Failure to attend a mandatory meeting will result in the absence being recorded in a student's annual review letter.

Students are provided a University of Iowa email address upon admittance to the graduate college and students are expected to use the University email for all University communications. University emails are considered official forms of communication, and all University and departmental mass mailings are sent to university e-mail addresses (which usually take the form of **firstname-lastname@uiowa.edu**). For example, deadlines and requirements will be sent to university e-mails; also, postings to the mailing list for current school psychology students are sent to official University addresses. **Students thus should regularly check their university e-mail.** They are responsible for information that is sent to their university e-mail address and that they send from this address. For technology services and resources, students can contact the Help Desk at Information Technology Services (http://its.uiowa.edu/services-for-students).

Students also receive campus and departmental mail. The mail cabinet for current students is located in the department office (361 Lindquist Center south). Students may use *361 LC* as their campus mail address. Students should check the mail cabinet often.

Please see below for information on complaint procedures in the program, College, and the University under the "Complaint Procedures" heading.

PROGRAM COMMUNICATION AND STUDENT SUPPORT

In addition to the student's advisor, doctoral committee, and school psychology faculty, several avenues of support have been created to assist students in learning about and progressing through the SP program. These include Orientation meetings (Program, the College of Education, the Graduate College, and the University), the SP program website and handbook, the Psychological & Quantitative Foundations department, and the College of Education listservs.

In addition, the UI School Psychology program expects that students will demonstrate a commitment to the profession by joining and becoming active members in a professional association such as the American Psychological Association (APA) Division 16 (School Psychology), APA Student Affiliates in School Psychology (SASP), the National Association of School Psychologists (NASP) and the Iowa School Psychologists Association (ISPA). To foster a school psychology professional identity, **all students are required to join APA's Division 16 SASP and one additional professional organization of their choosing (i.e., NASP, ABAI, etc.) at student expense. Students will be asked to provide membership verification as part of their annual review.** We strongly encourage students to join other professional organizations as their professional interest and finances allow. Applications for student membership are available from the organizations' websites below. These organizations also provide liability insurance at student rates. Additionally, students in the school psychology program have an opportunity to engage in leadership positions. These can include involvement as an APA or NASP student representative. These representatives communicate information from APA and NASP to all current students in the school psychology program. These representatives also work with other APA and NASP student representatives from other universities to help share materials and information to encourage involvement with these professional organizations.

- *Graduate Student Affiliate Member of APA*: https://www.apa.org/members/your-membership/graduate
- *Graduate Student Affiliate Member of APA Division 16*: https://apadivision16.org/membership/#
    - Student representative to Division 16 Student Affiliates in School Psychology
- *NASP Student Member*: https://www.nasponline.org/membership-and-community/join-nasp
- *Iowa School Psychologists Association Student Membership*: https://www.iowaschoolpsych.com/?page_id=56
- *Iowa Psychological Association: https://www.iowapsychology.org/*

FINANCIAL ASSISTANCE

Funding is not guaranteed and is competitive. Students in the SP program have historically been able to secure different levels of funding for part or all of their graduate education. The University of Iowa provides a wide range of options for assistantships to graduate students in the SP program. Assistantships may be in the form of ¼-time or ½-time research, teaching, or administrative assistantships. Available assistantships may be posted to the school psychology listserv. Students should also check the online assistantship postings (https://grad.uiowa.edu/funding) often and apply for more than one position. To apply for federal financial aid (FAFSA), students should follow the procedure that is provided on the Office of Student Financial Aid website (http://financialaid.uiowa.edu/apply/process); note that the applications should be filed as soon as possible after October 1 each year. Funding has occurred through the College of Education and departmental funding, assistantships offered through The Belin-Blank International Center for Gifted Education and Talent Development (B-BC), program and departmental grants, and the University of Iowa Hospitals and Clinics (UIHC), among other sources.

Sources of funding include teaching and research assistantships, special assistantships and grants, scholarships and awards, federal loans, and professional employment at the University or in the community. Information about funding is available online. Students are encouraged to regularly check the following resources for financial information:

1. Finances page from Graduate Admissions (http://grad.admissions.uiowa.edu/finances),
2. Funding information from the Graduate College (http://www.grad.uiowa.edu/funding), and the
3. Graduate financial aid information that is provided by the Office of Student Financial Aid (http://financialaid.uiowa.edu/graduate).

FACILITIES AND RESOURCES

At the College and University level, there are many centers and services that students can use to support their studies. Here is a partial listing, many of which are in the Lindquist Center.

SCANLAN CENTER FOR SCHOOL MENTAL HEALTH

Scanlan Center for School Mental Health Services is located on the second floor of the Lindquist Center. "The purpose of the Center is to provide social, emotional, behavioral, and psychological services to all of Iowa's schools, not only to aid in COVID-19 recovery but to build state capacity for immediate and future delivery of mental health supports across the state" (https://scsmh.education.uiowa.edu/about-us/).

EDUCATION TECHNOLOGY CENTER (ETC)

The **Education Technology Center (ETC)** provides services to students, faculty, and staff in the College. Equipment checkout, seminar room scheduling, and some computer-related supplies are available through the ETC. When the ETC computer lab is closed, graduate students can use computers in the Grad Commons, in the 24-hour computer lab, and in the Learning Commons in the Library building across the street. Additional computer labs (Instructional Technology Centers or ITCs) are available throughout campus; students can also use wireless devices. Computer assistance is also available. Additional assistance is provided from the help desk of Information Technology Services (ITS) (https://its.uiowa.edu/students).

LINDA R. BAKER TEACHER LEADER CENTER (TLC)

Linda R. Baker Teacher Leader Center (TLC) is a comprehensive professional development center and professional learning commons designed to create the next generation of 21st century teachers, leaders, scholars, and innovators. The Teacher Leader Center adds value and vitality to the teacher education experience and enhances the marketability of our professional students and scholars through unique programs that are highly relevant to today's education. https://education.uiowa.edu/baker-teacher-leader-center-tlc The TLC is located on the first floor of north Lindquist Center (N110 LC).

OFFICE OF GRADUATE TEACHING EXCELLENCE (OGTE)

The **Office of Graduate Teaching Excellence (OGTE) (https://education.uiowa.edu/current-student-resources/office-graduate-teaching-excellence-ogte)**—a partnership between the College of Education and the Graduate College—provides services to doctoral students who plan to pursue careers in teaching at the college level: Two examples are the Graduate Certificate in College and the Iowa Education Fellows (i-fellows) program. Students who wish to obtain the certificate take specific coursework, complete two semesters of Practicum in College Teaching, and create a portfolio that will be evaluated. Through i-fellows, doctoral students are provided mentoring, networking opportunities, and professional seminars.

WRITING RESOURCE

The **Writing Resource** is a service that is available to graduate students who wish to consult with a writing tutor about academic writing. Students can make appointments with a tutor during their writing process to help them recognize how their academic writing can improve or further develop. The goal is to have students write well at the graduate-level and write papers that are suitable for publication. (https://education.uiowa.edu/college-education-writing-resource)

PAUL BLOMMERS MEASUREMENT RESOURCES LIBRARY

The **Paul Blommers Measurement Resources Library**—as part of Iowa Testing Programs—maintains a collection of materials that are related to educational and psychological testing and assessment. Blommers Library has an extensive collection of published and unpublished tests. (https://education.uiowa.edu/paul-blommers-measurement-resources-library)

UNIVERSITY OF IOWA LIBRARIES

The **University of Iowa Libraries**—the largest library system in Iowa—includes the Main Library and the Learning Commons in the Library building that is across the street from Lindquist and the Hardin Library for Health Sciences on the west campus. Additional libraries are in various buildings on campus. (https://www.lib.uiowa.edu/)

ASSESSMENT OFFICE SPACE

The University of Iowa Psychological and Quantitative Foundations has **Assessment Office space (P&Q Assessment Office)** which houses assessment materials used in assessment and intervention courses for students in the school and counseling psychology programs (S224C LC) and is available to all students enrolled in practicum settings, internship, and for research and practice.

UNIVERSITY COUNSELING SERVICES (UCS)

The **University Counseling Services** (UCS) offers a variety of counseling services for currently enrolled University of Iowa students. (https://counseling.uiowa.edu/)

UE Local 896/COGS- **UE-COGS** (https://cogs.org) is the union for all Teaching Assistants and Research Assistants at The University of Iowa. UE-COGS is an organization run by TAs and RAs from all over campus.

WORKSPACES

Students who have research or teaching assistantships in the College of Education are provided office space. For example, the Department of Psychological and Quantitative Foundations allocates office space for assistantships that are offered by the department. Eligible students can use their student IDs to gain access to the Lindquist Center after the building is locked.

GRADUATE COMMONS

With the **Graduate Commons** (located inside the Jones Commons), students have access to a quiet space to study, work, and relax. The Graduate Commons is furnished with vending machines, comfortable seating, outlets for charging, a fridge and freezer, a microwave, a sink, and small lockers that students can use to store their belongings for short periods of time. The College of Education continues to respond to feedback about this space by adding features and making improvements. The Graduate Commons is open during regular building hours. Students can use their student IDs (Iowa One card) to access this area after hours.

JONES COMMONS

When the area is unlocked and there are no scheduled events, people can study or meet in **Jones Commons** (N300 LC)—a large meeting area with tables and seating areas. The Learning Commons (http://www.lib.uiowa.edu/commons) in the library building across the street from Lindquist Center is also very popular. This section of the main library on campus has numerous amenities including technology meeting rooms that can be reserved, comfortable seating areas, a café, and technology.

GRADUATE STUDY ROOM

The Main Library houses the **Graduate Study Room** (Room 3132) on the third floor (https://www.lib.uiowa.edu/about/studyspaces/). The Graduate Study Room is a quiet room with desks, outlets, and some desktop computers. This area is available to all graduate students with a valid Iowa One card during library hours.

STUDENT EVALUATION

As student's progress through their programs of study, they complete a series of activities and evaluations to systematically evaluate their progress in meeting university and program-defined competencies. These activities are detailed below and include evaluations of comportment/professional behavior, academic achievement, research progress, and practical experiences. Student evaluations occur throughout the tenure of a student's graduate experience through annual review meetings, course grades, practicum and internship evaluations, instructor reports, and if necessary, supplementary reviews.

PROGRAM EXPECTATIONS FOR PROFESSIONAL BEHAVIOR

(This information is gathered from multiple resources)

The University of Iowa expects that students will adhere to high expectations of professional behavior. Although legal, ethical, and standards of practice as set forth by the American Psychological Association and the National Association of School Psychologists Associations are covered in courses and practical experiences, students are required to be familiar with these procedures whenever providing psychological services of any kind and when interacting with professionals in their daily work (e.g., colleagues, school staff, faculty, peers, CoE/University staff, clients, etc.). Specific requirements for professional behavior can be found in the appendices and on the Office of the Dean of Students: Code of Student Life webpage (https://dos.uiowa.edu/policies/code-of-student-life/). Students who do not meet these requirements can be recommended for remediation and/or dismissal from the program. As mentioned previously, students are evaluated on these expectations throughout their time in the program. Students must demonstrate appropriate levels of emotional balance and interpersonal skills. The student must also act within the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (https://www.apa.org/ethics/code.

Violations of University rules or civil laws may result in disciplinary action by the University, the College, or the legal system. **Students charged with major violations of academic or student codes of conduct may be expelled from the program.**

WORKING WITH PEERS, TRAINERS, AND OTHER PROFESSIONALS

An important aspect of professional training in school psychology involves developing appropriate skills in working with fellow students, faculty, and other professionals. Student interactions are expected to be respectful and professional in all interactions as students are considered representatives of the School Psychology program of the University of Iowa. There will be no tolerance for disrespectful or rude behavior, or behavior that interferes with the learning of others. If students feel that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the appropriate supervisor or faculty member before sharing this information elsewhere. **A skill deficit in professional behavior will result in a remediation or growth plan or can result in dismissal from the program.** Students are evaluated continually but a formal review of comportment will be completed at least annually at the time of annual reviews.

POLICY GUIDELINE ON SOCIAL MEDIA

Students in the School Psychology program are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these extend beyond one's professional roles, including conduct in public settings and forums. Due to the pervasiveness of social media, it is important to be sensitive to these standards when engaged in online behaviors. Students are to acknowledge that social media forums (i.e., Facebook, LinkedIn, Instagram, texting etc.) are limited in the privacy they afford. Care should be taken when posting

online as other individuals (faculty, clients, etc.) can be exposed to such content through various ways. Students are discouraged and forbidden to engage in unprofessional online behavior such as posting inappropriate pictures, escalating problem situations, and or making insensitive, disrespectful comments. If unprofessional conduct is found online the conduct will be addressed by the program coordinator and brought to the attention of the program faculty. This can be grounds for immediate dismissal. Persistent or serious violations will result in disciplinary action up to and including dismissal from the program.

ANNUAL STUDENT EVALUATION

The faculty evaluates student progress annually through scheduled annual reviews and evaluations, and a summative progress letter. Before the annual review meeting with the advisor, the student completes the Annual Report of Student Progress. Annual review requirements are in line with the program aims and objectives and include such things as updating experiences for the current year, coursework and degree requirements, milestones met, funding, professional statement, approved practicum hours, activities toward meeting program aims, personal goals, progress since the previous annual review, an up-to-date vita, current transcript, and up-to-date advising worksheet.

The student and their advisor meet to discuss the student's progress in the program and to review the Annual Report of Student Progress form in the appendices. Specific criteria evaluated as part of annual progress include the following:

1. Progress toward completion of required coursework and commensurate achievement (minimum grade-point average of 3.0 across all courses; see The University of Iowa General Catalog (http://registrar.uiowa.edu/general-catalog).

2. Progress in completion of required practica and commensurate achievement.

3. Progress in completion of research (satisfactory progress completing Article 1 of the dissertation by the end of the third year) and research-related activities (e.g., membership in a research group, presenting a paper at a convention, obtaining a graduate assistantship).

4. Progress toward comprehensive portfolio (satisfactory progress is successfully defending the comprehensive portfolio by the end of the fourth or fifth year) and progress towards work on Article 2 of the dissertation (satisfactory progress is successfully proposing the dissertation project by the end of the fourth year (and before beginning the internship) and successfully defending Article 2 of the dissertation by the end of the fifth or sixth year).

5. Resolution of *Incomplete* grades on transcript(s).

6. Development and demonstration of professional and ethical interpersonal skills.

Upon reviewing the Annual Report of Student Progress, current transcript, practicum evaluations and any other documentation, the faculty orally provides feedback to the student regarding the student's progress (at the annual student-advisor meeting) and in writing (in the form of a progress letter from the advisor) following the program faculty review meeting.

If necessary, a remedial plan is developed for the student and given to the student in written form and documented in the annual progress letter the advisor sends to students.

In addition to academic progress, students must display appropriate levels of emotional stability and interpersonal skills needed to conduct themselves professionally in vivo and through electronic communication, as mentioned previously. Adherence to University of Iowa policies and professional codes of ethics is expected. See APA Ethical

Principles and Code of Conduct at http://www.apa.org/ethics/code, The University of Iowa Sexual Harassment Policy at http://opsmanual.uiowa.edu/community-policies/sexual-harassment and The University of Iowa Policy on Student Academic Misconduct that is found at http://clas.uiowa.edu/students/handbook; the APA Assessment of Competency and the APA Competency Benchmarks http://www.apa.org/ed/graduate/competency.aspx, and http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx.

See appendices for program policy regarding student misconduct and competence.

ANNUAL REVIEW

The program director will notify students of the date of the spring semester annual review period, so students can prepare their materials and submit them to their advisor. Several weeks before the annual review dates, the student must send the advisor all forms and documents and set a time to meet with the advisor to complete the annual review of their progress. **Two weeks before the annual review dates**, the advisor should have reviewed and signed off indicating completion of all materials.

Students will submit all forms/documents (Annual Review Student Form, CV, unofficial transcript) and advising worksheet to their advisor. Deadlines for material submissions and student-advisor meetings are firm with the deadline set at one (1) week prior to the first date of the annual review time-period for all students.

Faculty will meet to discuss student progress; each faculty presents on their advisees and finalizes the students' progress letters. **Only students who are not making satisfactory progress or meeting milestones for their year in the program will be** required **to meet with the faculty to discuss strategies to help the student achieve satisfactory progress (Selective Review).** At the beginning of the annual review meeting (for selected students), the student presents a summary of progress for the academic year. The faculty will discuss and evaluate the student's progress and development in each of the program's seven aims. During the meeting, the student's advisor maintains a record of remarks made about the student's progress. These remarks become part of the annual student progress letter (Appendix J) sent to the student and placed in the student's permanent file in the faculty Teams folder. At the review's end, students will be dismissed so faculty can discuss and communicate a performance score. If necessary, a remedial plan is developed for the student and given to the student in written form and documented in the annual progress letter sent to students by their advisor.

Students who successfully defend their comprehensive portfolio do not have to have an annual review in the same academic year. Students who are post-internship and ABD are expected to send an updated CV and annual plan to the program director and their advisor.

ANNUAL STUDENT PROGRESS LETTER

The annual progress letter consists of the Annual Progress Report Form followed by an overall summary of the student's progress in the program. Faculty document overall progress in the program as follows:

1) Actions Recommended from this review and progress in the following areas:
   a. Coursework
   b. Field Experiences/Practica
   c. Professional Conduct
2) Faculty include the next milestones the student needs to complete in the upcoming academic year.

Advisors and advisees sign the annual progress report form at time of submission and advisor review of documents submitted. The advisor and the advisee also sign once the annual progress report form is completed. Students also

sign the receipt of the final progress report and letter. A copy is placed in the student's file, and a copy is provided to the student.

PROGRESS DESIGNATIONS

A. *Satisfactory progress:* Student progress is noted as satisfactory when making progress in coursework, field experiences/practica and professional conduct. The program can institute a **supplementary review** if a student is found to be progressing at an unsatisfactory level in any area. The supplementary review is an opportunity to identify supports that are necessary to achieve satisfactory performance or better. More detailed information regarding the supplementary review is offered later in this document.

B. *Probation*: The student can be placed on probation.

   a. The Graduate College may put a student on probation after completion of 8 s.h. if their grade-point average falls below 3.0. If after completing an additional 8 s.h., the student maintains a GPA below 3.0, the student will be dropped from the program and denied permission to register. If a student applies for and is accepted to a non-doctoral degree program, the student will be allowed to register. However, a student on probation shall not be permitted to take comprehensive or final examinations leading to any graduate degree or certificate. (http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal).

   b. The school psychology faculty may place a student on probation if they receive a designation of unsatisfactory progress for **two sequential semesters.**

      1. When a student is put on probation, they receive a letter which clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period.

      2. If the end of the probationary period does not coincide with a semester review meeting, the faculty will review the student at the first regularly scheduled faculty meeting after the close of the probationary period.

         (a) At this meeting, the advisor and the student will **document** the degree to which the student has fulfilled the stipulations.

         (b) After discussion with the student, faculty by majority vote will decide to do one of the following:

            - The student will be removed from probationary status.

            - The student will receive an extension of the probationary period (**only one extension allowed**).

            - The student will be terminated from the program.

         (c) If the student chooses not to be present at the meeting, the faculty, after reviewing all documentation, will decide among the options presented in **b.**

C) *Termination*: A student may be terminated from the program without a probationary period for reasons that are both extremely serious and unusual in nature. In this case, the faculty would hold a formal review of the student prior to the termination and seek consultation from Legal Counsel.

A student may disagree with the faculty evaluation. They may address the faculty through the program coordinator in writing regarding the points of disagreement. The program coordinator will then inform the faculty of the student's disagreement at the next regularly scheduled meeting (i.e., each month during the fall and spring semesters). The student has the option of requesting, through their advisor, a special faculty meeting to discuss the points of

disagreement. The letter to the student—and the student's points of disagreement, if any—will be kept in the student's permanent file.

A. A candidate, her or his advisor, or any faculty member has the option of calling for a special review meeting at any time during an academic year by communicating such a request in writing to the Program Director. The format for such a meeting is the same as that of the yearly review.

B. If a candidate fails to achieve competency or sufficient skill development, displays inappropriate professional behavior or dispositions, or inadequate ethical and/or legal judgment (particularly in practicum courses), or is in any way not progress satisfactorily, the candidate will have a selective review with the school psychology faculty. The advisor, Program Director or other school psychology faculty members can call the selective review. The Program Director and the advisor will arrange the meeting. The purpose of the selective review meeting is to hear the candidate's point of view, for the faculty to ask clarifying questions, and to directly express their concern about the situation. The outcome of the selective review may include the following.

   a. The candidate has made or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention.
   b. The candidate having difficulty demonstrating minimum competencies or behaving inappropriately will be informed and recommendations for remediation will be given.
   c. The duration of remediation activities and assessment of remediation outcome are based on the needs of the candidate and available resources.
   d. Failure to achieve minimum competencies and/or to make adequate adjustments following remediation efforts can result in a candidate being dismissed from the program due to lack of progress.

Candidates are responsible for adhering to APA and NASP's principles for professional ethics. Unethical behavior may result in remedial plans or dismissal from the program. While attempts at remediation are generally the first step in corrective action, there may be some actions that require immediate dismissal from the program. Multiple violations around the same or new issue may also result in dismissal from the program. See also "Code of Conduct" statement found in this document.

DECISIONS RENDERED BY THE SCHOOL PSYCHOLOGY FACULTY WILL BE SENT TO THE CANDIDATE IN WRITING SIGNED BY THE PROGRAM Coordinator and the student's advisor. Most remediation plans do not have a timeframe, but rather a competency that needs to be met. Annual evaluation of candidates' progress includes an assessment of candidates' ability to take corrective action. Official closure of a selective review occurs when the candidate initiates the closure by writing a letter to the school psychology faculty through the Program Director detailing how they feel they have met all the recommendations or remediation plan, and how they have resolved the concern. The school psychology faculty will review this letter, potentially discuss this information with the candidate, and write a letter to the candidate indicating the committee's assessment of the extent to which they were successful in correcting concerns.

With the advisor's approval, a student applies for the Comprehensive Examination to the Graduate College. Please refer to the Graduate College's webpage for more information regarding the process and procedures for successfully completing this requirement (https://grad.uiowa.edu/academic/manual/academic-program/section-xii-doctors-degrees#accordion-item-11171-10). The comprehensive portfolio occurs once a student is nearing the completion of all course requirements and before applying for the internship. The Comprehensive Portfolio Defense satisfies the

Graduate College's requirement for a Comprehensive Examination. A student must compose a committee of 5 faculty members to serve on the Comprehensive Portfolio Committee.

The comprehensive portfolio contains all the required artifacts for the annual portfolio in addition to a comprehensive case study and a statement about the student's theoretical orientation to case conceptualization. The student's advisor must approve all components of the Comprehensive Portfolio before the student is allowed to defend the portfolio.

At least one week before the comprehensive portfolio meeting, students must submit to committee members electronically all aspects of the annual portfolio and a comprehensive case summary, conceptual framework, and updated CV.

Students must be prepared to present and defend the case at a scheduled defense meeting. Although **the meeting is scheduled for two hours**, the case presentation should last 30 minutes with ample time for questions. The committee members will focus on the case study especially as it relates to the NASP domains of practice, but they may ask questions about any aspect of the comprehensive portfolio.

GRADUATION CONTRACTING

Procedures for graduation contracting (i.e., plan for completion of program requirements) apply to students who are beyond their fifth year and are as follows:

1) Plans will be filed as part of the annual portfolio (April) review by each sixth-year student and students beyond the sixth year and subsequently reviewed by the program faculty for approval.

2) The plan must specify the process and tasks with specific timelines for completion.

3) To maintain satisfactory progress in the program, students must meet the timelines in their approved plan.

4) Continuous Registration—Students are required to register each semester after they pass the doctoral comprehensive examination until the degree is awarded. If a student fails to register, they may not be readmitted to doctoral candidacy unless the readmission is approved by the advisor, the department executive, and the Graduate College dean (https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees/).

COMPLAINT PROCEDURES

The program faculty value open communication and encourage students to bring forward any questions or concerns so they may be addressed in a timely and effective manner.

Confidentiality: When a student shares a concern or complaint with a faculty member, the matter will be handled with professional discretion. Confidentiality will be maintained as appropriate and necessary. However, it is important for students to understand that the program cannot promise complete confidentiality or anonymity in every case. Depending on the nature of the complaint, resolution may require sharing information with other individuals or university offices. Furthermore, faculty have mandatory reporting obligations under university policy and federal law that may limit confidentiality.

Anonymous Feedback Channel: As an alternative pathway for providing feedback, students may submit questions, concerns, or complaints to the Student Affiliates of School Psychology (SASP) at Iowa. The student representatives for

this group are responsible for compiling this feedback and presenting it to the faculty in a manner that protects the anonymity of individual students.

Five broad paths offer the student opportunities to resolve issues or questions and are presented here in the order that should typically be pursued as appropriate

1) The student is encouraged to talk with their advisor as the first step. For example, a student may be unclear about how to satisfy specific program requirements or may seek to receive a waiver of a particular requirement. The advisor can often help the student understand how policies and practices affect the student's choices. The student and advisor may be unable to agree on resolving a question; at which point, the school psychology faculty can be approached.

2) The school psychology faculty meets monthly to plan and to consider an array of issues. <u>For students who wish to provide feedback anonymously, there is an established channel for doing so. Students may submit questions, concerns, or complaints to the Student Affiliates of School Psychology (SASP) at Iowa, i.e., student group representatives. The student group will then present this feedback to the program faculty in a consolidated and anonymized format for discussion and consideration. A student representative from SASP attends each regular faculty meeting.</u> Each month during the fall (beginning in September) and spring semesters (February-May), faculty members are available to consider petitions from students. A student may ask the faculty for clarification or waiver of a policy, or the student could request the opportunity to address the faculty on any issue of concern to that student. Decisions by the faculty are by majority vote.

3) **Students can also take their concern to the department executive officer (DEO) (Dr. Martin Kivlighan: martin-kivlighan@uiowa.edu) to resolve any issue (to include concerns regarding program leadership and or concerns involving faculty)**.

4) The College of Education has a complaint procedure for undergraduate and graduate students available at the following link: College of Education's Complaint Procedures for Undergraduate and Graduate Students (https://education.uiowa.edu/faculty-and-staff-resources/student-complaint-procedure). The Graduate College also has a grievance procedure and student resources that can be found at: (https://grad.uiowa.edu/academics/manual/academic-grievance-procedure).

LEAVE OF ABSENCE PROCEDURES

To request a leave of absence from the program due to illness, family/personal emergency, military service, etc., students must transmit the request through their advisor to the program director. This letter should specify the nature of the request, supporting evidence, and a proposed timeline for re-entry to the program. The request will be considered at a convened meeting of the faculty and will be either approved or disapproved by a majority vote. (See also http://www.grad.uiowa.edu/manual-part-1-section-l-admission-to-the-graduate-college for Graduate College policies with respect to readmission.) All official documents will be forwarded to the program coordinator to be placed in the student's official folder.

WITHDRAWAL

Students may submit a letter to the program coordinator with their intent to withdraw from the program at any time. Students who wish to reenroll will be required to reapply for admission to the program, and if admitted, must follow the regulations and program requirements in effect at the time of their new admission.

School Psychology Program

Department of Psychological and

Quantitative Foundations

361 Lindquist Center

College of Education

The University of Iowa

Iowa City, IA 52242-1529

FALL 2025

STUDENT-FACULTY CONTRACT

Ph.D. Program in School Psychology

Student's Name   Date of Admission

The above-named student has been accepted into the Ph.D. Program in School Psychology at The University of Iowa. Program policies and practices are explained in the *Ph.D. Student Handbook* and revisions to the *Handbook* are provided during the student's tenure at the University.

The school psychology program of study in effect during the semester that the student is admitted will be the standard by which the student and the advisor select coursework leading to the the completion of the degree. The student can elect to adopt a school psychology program of study issued after the date of first admission. Revisions to the school psychology program of study often have implications for certification and licensure; adoption of a new school psychology program of study may be to the student's long-term advantage.

The signatures below attest to the student and faculty's acceptance of the conditions placed on enrollment by the School Psychology Program at the time of admission. The Graduate College, the College of Education, or The University of Iowa restrictions and conditions applied are not reflected in the Contract. Any changes in Program requirements and practices will be communicated to the student in writing. Any changes in the student's acceptance of program requirements may affect status in the program.

The policies in this handbook are binding. Exceptions to these policies must be granted in writing by the school psychology faculty. All students are to sign and return this form indicating an understanding of the requirements for completion of the Ph.D. degree in School Psychology.

Student's Signature   Faculty Witness

Date Signed

Program Aims
Objectives, Competencies and Evaluation Criteria

Aim	Objective	Competency	How Measured (Minimum Threshold)
1. Develops an identity as a professional psychologist	a. Works effectively with peers, faculty, staff, supervisors, children, families, and school personnel	1. Shows professional behavior on practicum 2. Accepts guidance and supervision 3. Exhibits rapport with children 4. Works effectively as a team member	• Practicum evaluation items 1a-c and 2a-c (average score across students and semesters of 3or better)
	b. Uses effective oral and written communication skills	1. Displays effective oral communication with peers, faculty, supervisors, and other professionals. 2. Communicates effectively through use of electronic methods 3. Produces professional clinical, consultation and research reports *4.* Discusses professional issues coherently orally and in writing	• Annual portfolio review (rating of 3 or better) • Dissertation (dissertation approved by committee) • Comprehensive portfolio defense (average rating of 3 for all goals) • Practicum rating form items 6a-c (average score across students and semesters of 3 or better)
	c. Develops effective supervision skills that are founded on current literature in professional psychology and related fields and supervised practice	1. Identifies effective models of supervision 2. Applies knowledge to successfully supervise novice student 3. Critically appraises own performance as supervisor	• Supervision grade (B or better)
	d. Knowledge of history and current issues in psychology and school psychology	1. Traces history of psychology and the origins of school psychology 2. Participates in professional organizations 3. Identifies and critiques current issue in field	• History and Systems course grade (B or better) • Vita (participates in at least one professional organization) • Comprehensive portfolio defense (average rating of 3 for all aims)

Aim	Objective	Competency	How Measured (Minimum Threshold)
2. Develops an understanding of theoretical and empirical foundations in the science of psychology, with specific applications to children and schools	a. Acquires broad knowledge of theories relevant to understanding human behavior	1. Identifies how bio, cognitive/affective, social, individual difference theories can be applied in school settings 2. Utilizes that knowledge to conceptualize cases 3. Critically analyzes theory and research to identify gaps in current knowledge base leading to original contributions	• Foundation course grades (B or better) • Portfolio (rating of 3or better) • Dissertation (dissertation approved by committee)
	b. Demonstrates skills in psychological measurement, research design, data analysis, and program evaluation	1. Understands concepts of reliability, validity, normative vs. criterion comparisons across all forms of measurement and critically analyzes available 2. Identifies correlational and experimental designs for groups and single subjects and appropriate methods of data analysis 3. Identifies program evaluation methods 4. Selects appropriate methods and applies to assessment, treatment evaluation, program evaluation, and research question	• Research methods and applications course grades (C or better for stats classes; B or better for measurement and evaluation) • Portfolio (rating of 3or better) • Dissertation (dissertation approved by committee)
3. Understands and works within ethical and legal boundaries of the profession	a. Demonstrates knowledge of local, state, and national policy and law pertaining to psychology & education	1. Cites relevant federal & state laws and policies 2. Complies with specific legal requirements for practice 3. Explains referral process within schools	• Completes criminal background check prior to job shadow experience (fee assessed) • Students' practicum objectives (at least one objective addressing policy procedures)
	b. Demonstrates knowledge of ethical principles and standards for the profession of psychology and school psychology	1. Differentiates between ethical principles and standards and cites relevant code 2. Identifies challenges to ethical practice and applies decision-making model to determine course of action 3. Practices within ethical boundaries during practicum experience	• Ethics course grade (B or better) • Comprehensive portfolio defense (average rating of 3 for all aims) • Practicum evaluation item 1d (average score across students and semesters of 3or better)

Aim	Objective	Competency	How Measured (Minimum Threshold)
4. Integrates awareness of, knowledge of, and sensitivity to individual and cultural differences	a. Demonstrates awareness of own and alternative world views	1. Seeks diverse practicum and volunteer experiences 2. Reflects upon experiences which highlight awareness 3. Refers to theoretical models in understanding diversity	• Diversity Course grades • Student practicum objectives (at least one objective to seek diverse practicum experiences) • Portfolio (rating of 3or better) • Comprehensive portfolio defense (average rating of 3 for all aims)
	b. Demonstrates knowledge through individually & culturally sensitive interactions and case conceptualizations	1. Conducts interpersonal relationships with sensitivity 2. Writes reports that reflect consideration of individual and cultural differences	• Practicum evaluation item 2d (average score across students and semesters of 3or better) • Annual portfolio review (rating of 3or better)
5. Demonstrates skills in consultation and collaborative services to families, schools, and community systems	a. Demonstrates basic interpersonal skills	1. Acquires knowledge of microcounseling skills 2. Applies microcounseling skills during interviews. 3. Evaluates interpersonal communication strengths and weaknesses	• Satisfactory evidence demonstrated in Foundation and practicum courses.
	b. Demonstrates knowledge of consultation models and strategies	1. Identifies problem, resources, potential change strategies within systems. 2. Utilize systems knowledge to intervene at minimum with parent or teacher to change student behavior and provide evidence of second order change 3. Systematically evaluates the success of consultation	• Consultation course grades (B or better) • Comprehensive portfolio defense (average rating of 3 for all aims) • Practicum evaluation item 5f (average score across students and semesters of 3 or better)
	c. Demonstrates collaborative efforts to address multi-systemic issues	1. Acquires knowledge of local, state, and national resources 2. Develops intervention plans that go beyond the immediate system (or recognize, identify need to go beyond)	• Systems Intervention course grade (B or better) • Practicum evaluation item 5e (average score across students and semesters of 3 or better)

Aim	Objective	Competency	How Measured (Minimum Threshold)
6. Implements empirically based assessment and intervention procedures	a. Demonstrates knowledge of specific tools or techniques to assess cognitive, adaptive, academic, behavioral, and social-emotional functioning	1. Acquires knowledge of a wide variety of tools or techniques 2. Reliably conducts and scores standardized tests and systematic observations. 3. Selects appropriate methods given purpose (hypothesis-testing approach), context, and client characteristics. 4. Interprets findings in theoretically defensible way. 5. Integrates data from multiple sources and methods to conceptualize case. 6. Links referral concern, assessment results, and recommendations with best practices and empirically guided research 7. Recognizes and applies diagnostic labels as appropriate according to empirical, professional, legal, and policy guidelines	• Assessment course grades (B or better) • Practicum evaluation item 4a-e (average score across students and semesters of 3 or better) • Annual portfolio review (rating of 3or better) • Comprehensive portfolio defense (average rating of 3 for all aims)
	b. Demonstrates knowledge of specific interventions to improve student performance across academic, behavioral, and social-emotional areas (including curricular interventions and teaching strategies, functional behavioral assessment and applied behavior analysis, and individual and group counseling)	1. Acquires knowledge of a wide variety of evidence-based interventions 2. Selects appropriate, empirically supported interventions given assessment results, client characteristics and context (treatment acceptability) 3. Documents that interventions are implemented with integrity. 4. Plans for and implements evaluation to determine intervention effects (social validity).	• Intervention courses grades (B or better) • Practicum evaluation item 5a-d (rating of 3or better) • Comprehensive portfolio defense (average rating of 3 for all aims)

Aim	Objective	Competency	How Measured (Minimum Threshold)
7. Demonstrates skills and attitudes for lifelong learning	a. Conducts self-appraisal	1. Identifies strengths and weaknesses in professional skill areas.	• Annual portfolio review (rating of 3or better)
	b. Engages in goal setting	1. Articulates professional development plan.	• Supervision course grade (B or better) • Student practicum objectives (minimum of 2 goals for practicum experience)
	c. Independently pursues activities to increase knowledge and skills	1. Attends conferences, in-services, or grand rounds. 2. Consolidates skills through teaching others.	• Annual portfolio review (rating of 3 or better) • Vita (students attend at least one conference)

Ph.D. Advising and Course Planning Sheet
2025-2026

Student Name:	Date:
Student ID#:	Advisor:
Substitution form submitted:	

I.   For students with prior graduate coursework, transfer courses may be substituted with the approval of program faculty by completing the course substitution form. Submit the course substitution form along with transcripts and course syllabi to support course substitution requests.

II. School Psychology Program Retention Requirements
   - Students will meet or exceed a grade of "B" or better in all courses except for statistics courses where grades of "C" or better are allowed. Students not meeting these requirements must retake the course; performance will be noted in the student's annual letter; and repeated underperformance could be grounds for remediation and or removal from program.
   - Professional behavior requirement
   - Participation/Attendance at all required program meetings (Fall/Spring)
   - All doctoral students **must participate in a research group that meets on a regular basis**. The group can be led by a school psychology faculty member or by a faculty member from another program area.
   - Satisfactory performance across practicum settings
   - Scores of "Satisfactory" or above on Annual Portfolio
   - Successful proposal and defense of Article1 of the dissertation (Article 1/PDRP) by end of year three
   - Successful proposal and defense of Article 2- dissertation by required timeline
   - Successful completion of the PRAXIS exam by the end of Year 3
   - Completion of a minimum 1050 clock hours of practicum
   - One semester each- rural, urban, elementary, and middle or high school setting

Required Coursework

Discipline Specific Knowledge (DSK) *Courses may appear in other sections*	Semester/ Year Offered	Actual Sem./ Year	Grade
I. History & Systems: PSQF 7320 History & Systems in Psychology (3 s.h.)	Fall/Yr 3		
II. Content Domains:			
i) Developmental Aspects of Behavior PSQF 6213 Advanced Lifespan Development (3 s.h.)	Sp/Yr 2		
ii) Biological Aspects of Behavior PSY 6370 Principles of Neuropsychology (3 s.h.)	Fall/Yr 3		
iii) Cognitive Aspects of Behavior PSQF 6281 Cognitive Theories of Learning (3 s.h.)	Sp/Yr 3		
iv) Social Aspects of Behavior PSQF 7367 Social Psychology and Social Systems (3 s.h.)	Sp/Yr 3		
v) Affective Aspects of Behavior	Sp/Yr 2		

	Semester/ Year Offered	Actual Sem./ Year	Grade
PSQF 5199 Topics Course: Evidence-based Psychotherapy for Youth			
III. Research Methodology, Statistical Analysis, & Psychometrics:	**Semester/ Year Offered**	**Actual Sem./ Year**	**Grade**
i) Research Methods (all of the following)			
PSQF 7331 Qualitative Stats (3 s.h.)	Fall/Yr 3		
PSQF 5199 Topics Course: Research Project in SP (1 s.h.)	Sp/Yr 1		
PSQF 7342 Research Project in SP (2-4 s.h.)	Yr 2-3		
PSQF 7493 Ph.D. Thesis in Psychological & Quantitative Foundations (6 s.h.)	Yr 4-5		
EDTL 7953 Single Subject Design Research (3 s.h.)	Fall/Yr 1		
ii) Statistical Analysis			
PSQF 6243 Intermediate Statistical Methods (3 s.h.) (Pre-requisite for PSQF6246 below)	Sp/Yr 1		
PSQF 6246 Design of Experiments (4 s.h.)	Fall/Yr 2		
iii) Psychometrics			
PSQF 5900 Psychometrics Course (1 s.h.)	Su/Yr 1		
Profession Wide Competencies (PWC) *(Courses may appear in other sections)*	**Semester/ Year Offered**	**Actual Sem./ Year**	**Grade**
I. **Assessment**			
PSQF 7310 Intelligence Assessment (3 s.h.)	Fall/Yr 1		
PSQF 6238 Assessment of Learning Differences (3 s.h.)	Fall/Yr 1		
PSQF 7315 Social/Emotional Assessment Child/Adoles (3 s.h.)	Fall/Yr 2		
II. **Intervention**	**Semester/ Year Offered**	**Actual Sem./ Year**	**Grade**
PSQF 7344 Academic Interventions (3 s.h.)	Sp/Yr 1		
EDTL 4950 Behavioral and Social Intervention (3 s.h.)	Sp/Yr 2		
III. **Cultural and Individual Diversity**			
PSQF 6235 Multicultural Counseling (3 s.h)	Sp/Yr 3		
EDTL 4900 Foundations in Special Education (3 s.h.)	Sp/Yr 1		
PSQF 6213 Advanced Lifespan Development (3 s.h.)	Sp/Yr 2		
PSQF 6312 Psychopathology Across the Lifespan (3 s.h.)	Fall/Yr 2		
EPLS 4180 Human Relations for the Classroom Teacher (3 s.h.)	Su/Yr 1 or 2		
IV. **Professional Values and Attitudes**			
PSQF 5219 Foundations in Health Service School/Psychology (3 s.h.)	Fall/Yr 1		
PSQF 7437 Internship in School Psychology (1 s.h. each semester)	Fall & Sp/Yr 5 or 6		
V. **Ethical and Legal Standards**	**Semester/ Year Offered**	**Actual Sem./ Year**	**Grade**

PSQF 7465 Issues and Ethics in Professional Psychology (3 s.h.) **or** EDTL 5963 Ethics/Professional Conduct Behavior Analysts and Psychology (3 s.h.)	Fall/Yr 2		
VI. Consultation and Interprofessional/ Interdisciplinary Skills			
PSQF 6263 Consultation Theory and Practice (3 s.h.)	Sp/Yr 1		
PSQF 7237 Beginning Practicum in SP Services (3 s.h.)	Sp/Yr 1		
PSQF 7337 Advanced Practicum in SP (15 s.h.)	Fall/Sp/Su-Yr 2-Yr 4		
VII. Communication/Interpersonal Skills			
PSQF 5199: Topics Course: Evidence-based Psychotherapy for Youth (3 s.h.)	Sp/Yr 2		
PSQF 7237 Beginning Practicum in School Psychology (3 s.h.)	Sp/Yr 1		
PSQF 6263 Consultation Theory and Practice (3 s.h.)	Sp/Yr 2		
VIII. Supervision			
PSQF 7390 Supervision in School Psychology Practicum and Internship (3 s.h.)	Sp/Yr 4		
Coursework to meet Iowa School Psychologists Credentialling Requirements *Courses may appear in other sections*	**Semester/ Year Offered**	**Actual Sem./ Year**	**Grade**
EDTL4900 Foundations of Special Education (3 s.h.)	Any Semester		
EPLS4180 Human Relations Classroom Teacher (3 s.h.)	Su/Yr 2		
Coursework to meet BCBA certificate requirements *Courses may appear in other sections*			
EDTL 7953 Single Subject Design Research (3 s.h.)	Fall/Yr 1		
PEDTL 5963 Ethics/Professional Conduct Behavioral Analysts and Psychology (3 s.h.)	Fall/Yr 2		
EDTL 5961 Foundations of Applied Behavior Analysts (3 s.h.)	Fall/Yr 1		
EDTL 5966 Advanced Topics in ABA (3 s.h.)	Fall		
EDTL 5967 Supervision Strategies in Special Education (3 s.h.)	See course guide		
EDTL 4975 Explicit Instruction (3 s.h.)	Fall		
EDTL 5970 Experimental Analysis of Behavior (3 s.h.)	See course guide		
EDTL 4950 Behavioral and Social Interventions (3 s.h.)	See course guide		
DEGREE PROGRAM: Ph.D. (minimum 108 s.h.)			

Note 1: This is a rigorous suggested template, and circumstances may not always allow courses to be taken/given in this sequence. As a result, coursework may span five years.

Note 2: Summer classes may not always be offered during the suggested summer. Check courses offered and take as available.

Note 3: Students may elect to combine the dissertation credits with internship; all rules in completing the dissertation will need to be followed to include continuous enrollment in PSQF 7493 Ph.D. Thesis in Psychological & Quantitative Foundations until the dissertation has been successfully defended. However, to maintain the cohort model, all students must enroll with their cohort in the bolded courses found in the course sequence.

Course Substitution Form

Student Name:	Student ID:
Year of Entry:	Academic Advisor:

I. Previous Graduate Coursework: Substitution Request

a. Institution (Utilize separate sheets for courses taken at different institutions):

b. Degree granted/Date:

Attach transcript(s) and course syllabi to aid in course substitution requests.

UI Course Requirement (Course # and name)	Other Institution Course number and Full Name (include course name found on transcript)	Semester/ Year taken	Grade (scale used)	Approve (A) Deny (D)

Faculty Signatures	Date
1. Advisor:	
2. SP Faculty:	
3. SP Faculty:	
4. SP Faculty:	
5. SP Faculty:	
6. Program Coordinator:	
Copy: Program Files, Student Services, Student, Advisor	

BENCHMARKS AND DEADLINES

Name: _____   Year Entered: _____

YEAR 1

<u>Fall Semester</u>

☐ Meet with faculty advisor to review Plan of Study and to register for courses and confirm registration for courses	August
☐ Attend program orientation	August
☐ Attend College orientation	August
☐ Review program handbook and sign program forms	August
☐ Meet with student mentor	Monthly
☐ Attend student school psychology association meeting(s) (SASP)	As scheduled
☐ Consult with advisor about "program benchmarks and deadlines"	As needed
☐ Consult with advisor about annual portfolio structure and format	September
☐ Collect information and begin annual portfolio	October
☐ Submit Spring Practicum Application	October 1
☐ Begin seeking funding opportunities for following semester	November
☐ Register for Spring Courses	November
☐ Present evidence of portfolio progress to advisor	December

<u>Spring Semester</u>

☐ Attend student school psychology association meeting(s)	As scheduled
☐ Meet with student mentor	Monthly
☐ Consult with advisor about "program benchmarks and deadlines"	As needed
☐ Present evidence of portfolio progress to advisor	January/February
☐ Schedule meeting with advisor to discuss annual review	February-March
☐ Complete document for student annual review and submit to advisor	March
☐ Meet with advisor to be cleared for registration/Register for courses	March
☐ Consider applying for funding for following semester	April/May
☐ Present annual portfolio materials to advisor	Mid-late March
☐ Submit annual portfolio materials to ICON site by stated deadline	Late March-early April
☐ Sign up for annual review meeting with faculty	April
☐ Attend Spring Town Hall (mandatory)	May
☐ Complete Annual Program Qualtrics Survey	May
☐ Discuss annual review feedback with advisor	May

YEAR 2

<u>Fall Semester</u>

☐ Serve as a mentor for a first-year student	Aug; monthly
☐ Attend program meeting/fall welcome	August
☐ Attend student school psychology association meeting(s)	As scheduled

☐ Consult with advisor about "program benchmarks and deadlines" As needed

☐ Consult with advisor about material for annual portfolio October

☐ Submit Spring Practicum Application October 1

☐ Begin seeking funding opportunities for following semester November

☐ Register for Spring Courses November

☐ Present evidence of portfolio progress to advisor December

<u>Spring Semester</u>

☐ Attend school psychology association meeting(s) As scheduled

☐ Consult with advisor about "program benchmarks and deadlines" As needed

☐ Serve as a mentor for a first-year student Monthly

☐ Propose Article 1 of dissertation (see task analysis in handbook) ASAP

☐ Schedule meeting with advisor to discuss annual review February-March
(Advisor completes advisor review form and criteria for progress form)

☐ Submit Fall Clinic/Community Practicum Application 1st Friday in February

☐ Complete document for student annual review and submit to advisor March

☐ Meet with advisor to be cleared for registration/Register for courses March

☐ Consider applying for funding for following semester April/May

☐ Present annual portfolio materials to advisor Mid-late March

☐ Submit annual portfolio materials to ICON site by stated deadline Late March-early April

☐ Sign up for annual review meeting with faculty April

☐ Submit Fall SCHOOL Practicum Application 1st Friday in April

☐ Attend Spring Town Hall (mandatory) May

☐ Complete Annual Program Qualtrics Survey May

☐ Discuss annual review feedback with advisor May

YEAR 3

<u>Fall Semester</u>

☐ Attend Fall Orientation/Fall Town Hall August

☐ Attend school psychology association meeting(s). As Scheduled

☐ Consult with advisor about "program benchmarks and deadlines" As needed

☐ Consult with advisor about material for annual portfolio October

☐ Submit Spring Practicum Application October 1

☐ Begin seeking funding opportunities for following semester November

☐ Complete document for student annual review and submit to advisor December-January

<u>Spring Semester</u>

☐ Meet with advisor about Article 1 dissertation defense; create a timeline and a February
meeting schedule

☐ Attend school psychology association meeting(s) As scheduled

☐ Consult with advisor about "program benchmarks and deadlines" As needed

☐ Schedule meeting with advisor to discuss annual review   February-March

(Advisor completes advisor review form and criteria for progress form)

☐ Register and take the PRAXIS Exam & request scores be sent to CoE   March-May

☐ Submit Fall SCHOOL Practicum Application   1st Friday in April

☐ Present annual portfolio to advisor   April

☐ Discuss annual review feedback with advisor   May

☐ Consider applying for funding for following semester   April/May

☐ Attend Spring Town Hall (mandatory)   May

YEAR 4

Fall Semester

☐ Attend school psychology association meeting(s)   As scheduled

☐ Consult with advisor about "program benchmarks and guidelines"   As needed

☐ Meet with advisor about dissertation; revise timeline and meeting schedule   September

☐ Consult with advisor about material for annual portfolio   October

☐ Submit Spring Practicum Application   October 1

☐ Present annual portfolio to advisor   December

☐ Complete document for student annual review and submit to advisor   Dec-January

Spring Semester

☐ Attend mandatory meeting   May

☐ Attend school psychology association meeting(s)   As Scheduled

☐ Schedule meeting with advisor to discuss annual review   February-March

(Advisor completes advisor review form and criteria for progress form)

☐ Submit Fall CLINICAL/COMMUNITY Practicum Application   1st Friday in February

☐ Submit Fall SCHOOL Practicum Application   1st Friday in April

☐ Present annual portfolio to advisor   April

☐ Discuss annual review feedback with advisor   May

☐ Submit internship plan to internship coordinator   May 1

☐ Consult with advisor about "program benchmarks and guidelines"   As needed

☐ Meet with advisor about dissertation; revise timeline and meeting schedule

YEAR 5

Fall Semester

☐ Complete comprehensive portfolio before internship application

☐ Apply to internship

☐ Consult with advisor about "program benchmarks and guidelines"   As needed

☐ Attend school psychology association meeting(s)   As scheduled

☐ Meet with advisor about dissertation; revise timeline and meeting schedule   September

☐ Complete paperwork for dissertation proposal   October

☐ Defend dissertation proposal   by Dec 1

☐ Complete document for student annual review and submit to advisor   December-January

<u>Spring Semester</u>

☐ Meet with advisor about dissertation; revise timeline and meeting schedule   January

☐ Consult with advisor about "program benchmarks and guidelines"   As needed

☐ Attend school psychology association meeting(s)   As scheduled

☐ Present annual portfolio to advisor   April

☐ Discuss annual review feedback with advisor   May

☐ Schedule meeting with advisor to discuss annual review   February-March

(Advisor completes advisor review form and criteria for progress form)

☐ Submit internship plan to internship coordinator/program coordinator

☐ Attend mandatory meeting   May

☐ Defend dissertation (after initiation of internship)

YEAR 6

☐ Complete internship and graduation requirements

☐ Register for internship credits

☐ Present comprehensive portfolio to advisor   April

☐ Discuss annual review feedback with advisor   April-May

☐ Schedule meeting with advisor to discuss annual review   April-May

(Advisor completes advisor review form and criteria for progress form)

☐ Submit NCSP paperwork   May

Annual Report of Student Progress

The following form should be completed before every annual review meeting.

1)You will complete the Annual Report of Student Progress Form and submit required materials annually in late February/early March. In mid-March, you will present it to your advisor for discussion.
2) You will set up a meeting with your advisor to discuss your progress and discuss the Annual Student Review Form in early March.
3) Your advisor will complete the Criteria for Adequate Progress (Appendix H) before your annual review meeting as a basis for conversation at the annual meeting.
4) All completed forms will be presented to the faculty for the program faculty annual review meeting discussion.

ANNUAL REPORT OF STUDENT PROGRESS

Name: _____   Date: _____

Advisor: _____ Year in School Psychology Program: _____

Degree: _____ EdS _____ PhD Admission year: _____

Please fill in the items below *from April 1, 20xx to March 31, 20xx*:

1. Number of books/articles in Professional or Scientific Journals: ____

2. Number of presentations and/or workshops at professional meetings: ____

3. Have you been a member of a professional organization? ____ Yes ____ No

4. Have you been involved in faculty-led or grant-funded research? ____ Yes ____ No

5. Have you been involved in teaching? ____ Yes ____ No

6. Have you been involved in Beginning or Advanced practicum training? ____ Yes ____ No

7. Have you been involved in Program-Approved Non-Practicum experiences? ____ Yes ____ No

8. Have you presented to a lay audience in the past year? ____ Yes ____ No

9. Have you performed any leadership roles or activities in professional organizations in the past year? ____ Yes ____ No

Provide a summary of your progress/performance in each of the following areas since the time of the last Annual Report of Student Progress [April 1, 20xx through March 31, 20xx].

COURSEWORK AND DEGREE REQUIREMENTS

1. List all courses you took in the past academic year, noting grades and any incompletes. Incompletes must be removed or changed by the following semester to avoid any problems with employment/enrollment/travel funding.

Example:
Fall 20xx, PSQF 7310: Intelligence Assessment – 3 credits, A

2. The following is a comprehensive list of progress indicators or benchmarks across all years. In the left column, indicate which benchmarks you completed during the past year (Spring, 20xx through Spring, 20xx) and the date(s) completed. In the right column, indicate benchmarks that you plan to complete this coming year (Spring, 20xx through Spring, 20xx) and expected dates of completion. Note that not all benchmarks are applicable for all students (e.g., if you are an EdS student, insert N/A in the Article 1 and 2 milestones). Include your committee if you have completed the milestone or if your date of expected completion is within the next year and indicate if the committee has been confirmed and approved by your advisor. If you have questions about any degree milestones, please contact the Program Coordinator.

Date Completed   Date Expected
_____   Course substitution form (by end of Year 1)   _____
_____   Praxis   (by August 15 of Year 3 for cohorts 2023 and after)   _____
_____   Article 1 Proposal*   _____
Committee members:

_____   Article 1 Defense or equivalency approved (by May, Year 3)   _____
_____   Comprehensive exam (Spring Year 3; follow graduate college deadline)**   _____
Committee members:

_____   Program application for internship (May 1, Year 3)   _____
_____   Article 2 Proposal (before internship; recommend before APPIC apps)**   _____
Committee members:

_____   Internship Applications (Fall, Year 4)   _____
_____   Article 2 Defense (Spring of internship year)   _____
_____   Apply for Graduation (early in semester of graduation)   _____

*   The Article 1 committee must include two-school psychology faculty and a total of three faculty. School psychology faculty must chair or co-chair this committee. The chair or a co-chair must be tenure-track.
**   These milestones include Graduate College forms in addition to program forms. The Comprehensive Exam and Article 2 committees are made up of a minimum of four total members and must include two school psychology faculty, one additional P&Q faculty (can be SP), and three of the four committee members must be tenure-track. School psychology faculty must chair or co-chair this committee. The chair or a co-chair must be tenure-track.
FUNDING

Indicate your source(s) of funding for graduate study during the current academic year (20xx-20xx). Please indicate the funding source (e.g., GA, RA, hourly work, work-study, etc.), percentage of your appointment/commitment, and your supervisor. If you have a fellowship, indicate the source and the percentage or dollar amount of the fellowship.

At this time, do you have funding for the upcoming 20xx-20xx academic year (e.g., GA, RA, hourly work, work-study, etc.). If yes, please describe it, including department, supervisor, and hours per week.

PROFESSIONAL STATEMENT – Approximately 2 pages (Follow APA Format)
Describe your progress toward becoming the school psychologist you desire to be. Be sure to integrate your experiences with all 7 program aims.
What is your theoretical orientation toward research and practice?
What are your competencies as a developing professional in terms of the following 5 areas: research, practice (i.e., assessment, intervention, consultation), multicultural competence, ethics, and specialty focus (e.g., severe and challenging behavior, twice exceptionality, assessment, school mental health).

PROGRAM AIMS
Please provide a bulleted list of the activities (both within and outside of the school psychology program) that have contributed to your development in each program aim this year. Some activities may be included for multiple aims. **Consult objective competencies within each Aim in the program handbook for program expectations and minimal levels of achievement.**
1. Develops identity as a professional school psychologist
2. Develops an understanding of theoretical and empirical foundations in the sciences of psychology with specific applications to children and schools
3. Understands and works within ethical and legal boundaries of the profession
4. Integrates awareness of, knowledge of, and sensitivity to individual and cultural differences
5. Demonstrates skills in consultation and collaborative services to families, schools, and community systems
6. Implements empirically based assessment and intervention procedures
7. Demonstrates skills and attitudes for life-long learning

APPROVED PRACTICUM HOURS
1. Submit an account of total number of Beginning and Advanced practicum hours accrued to date, including (a) date range for each practicum experience, (b) tally of total hours for each approved experience, and (c) grand total of practicum hours by hour type.

Example:
- Spring 20xx, Advanced Practicum at Mississippi Bend AEA, School name (Supervisor: Firstname Lastname)
- Setting description: rural/urban, elementary/secondary, school/clinical, any special populations
- Total hours: xxx

Total hours to date in each category:
- Rural:
- Urban:
- Elementary:
- Secondary:
- School:
- Grand total:

2. Additionally, for Program-Approved Non-Practicum hours, list all approved hours accrued to date, including (a) date of approval, (b) date range for each practicum experience, (c) total hours for each approved experience.

Example:
- Spring 20xx, Program Approved Non-Practicum at UIHC Department of XX (Supervisor: Firstname Lastname)
- Approved mm/dd/yy
- Total hours: xxx

PERSONAL GOALS

Identify 1-2 goals for yourself for the next calendar year (April 1, 20xx through March 31, 20xx).

PUBLICATIONS - List here in APA format:

PRESENTATIONS - List here in APA format:

PROGRESS SINCE 20xx ANNUAL REVIEW LETTER

Please refer to your 20xx annual review letter and indicate your progress relative to each area identified as Below Satisfactory in that letter, as well as any additional issues or concerns that were raised in your letter from last year. [If you do not have that letter, please contact your advisor; if you are a first-year student or there were no identified areas of concern, skip this section].

**Please attach a copy of the following for your student file:

(a) Up-to-date Curriculum Vitae (CV)
(b) Up-to-date Unofficial Transcript
(c) Up-to-date Advising Worksheet

_____

Student Signature   Date

_____

Advisor Signature   Date

**The University of Iowa School Psychology Course Sequence
Advising Worksheet**

PLAN OF STUDY			
Name:	**Psychological & Quantitative Foundations**		
Degree Objective:	**PHD-School Psychology**		
Start Term:	**Expected Graduation:**		

YEAR 1			
1st Semester (Fall)	**15 s.h.**	**Semester Taken**	**Grade**
PSQF:7310 Intelligence Assessment	3		
PSQF:6238 Assessment of Learning Differences	3		
PSQF:5219 Foundations in Health Service School/Psychology	3		
EDTL:7953 Single Subject Design Research (Required for BCBA certification)	3		
EDTL: 5961 Foundations of Applied Behavior Analysis (Required for BCBA certification)	3		
2nd Semester (Spring)	**13-16 s.h.**		
PSQF:6243 Intermediate Statistics (Prerequisite for PSQF:6246)	3		
PSQF:5199 Topics Course: Introduction to School Psychology Research Writing	1		
PSQF:7344 Academic Intervention	3		
PSQF:6263 Consultation Theory & Practice	3		
PSQF:7237 Beginning Practicum in School Psychology	3		
Optional: EDTL:4900 Foundations of Special Education or EPLS:4180 Human Relations for the Classroom Teacher* (Required for SP Certification in Iowa)	3		
Summer	**1-4 s.h**		
PSQF:5900 Psychometrics	1		
EDTL:4900 Foundations of Special Education *(If not taken in a different semester)* Required for SP Certification in Iowa	3		
YEAR 2			

1st Semester (Fall)	13-16 s.h.		
PSQF:7342 Research Project in School Psychology	1		
PSQF:7315 Social/Emotional Assessment of C&A	3		
PSQF:6312: Psychopathology Across the Lifespan	3		
PSQF:7465 Issues and Ethics in Professional Psychology OR EDTL: 5963 Ethics and Professional Conduct for Behavior Analysts and Psychologists (meets APA and BCBA requirements)	3		
PSQF:7337 Advanced Practicum in School Psychology	3		
Optional: EDTL:4900 Foundations of Special Education or EPLS:4180 Human Relations for the Classroom Teacher Required for SP Certification in Iowa	3		
2nd Semester (Spring)	13 s.h.		
PSQF:7342 Research Project in School Psychology	1		
PSQF:6213 Advanced Lifespan Development	3		
PSQF:5199 Topics Course: Evidence-based Psychotherapy	3		
EDTL:4950 Behavioral & Social Intervention	3		
PSQF:7337 Advanced Practicum in School Psychology	3		
Summer	0-3 s.h		
Optional: EDTL:4900 Foundations of Special Education or EPLS:4180 Human Relations for the Classroom Teacher Required for SP Certification in Iowa	3		
YEAR 3			
1st Semester (Fall)	16* s.h.		
PSQF:7342 Research Project in School Psychology	1		
PSQF:7331 Qualitative Methods	3		
PSQF: 6246 Design of Experiments	3		
PSQF:7320 History and Systems	3		
PSY:6370 Principles of Neuropsychology	3		
PSQF:7337 Advanced Practicum in School Psychology	3		
2nd Semester (Spring)	13-14 s.h.		
PSQF:7342 Research Project in School Psychology	1		
PSQF:6235 Multicultural Counseling	3		
PSQF:7367 Social Psychology & Social Systems	3		

PSQF:7337 Advanced Practicum in School Psychology	3		
PSQF:6281 Cognitive Theories of Learning	3		
Summer	**s.h.**		
Praxis Exam			
YEAR 4			
1st Semester (fall)	**9 s.h.**		
PSQF:7337 Advanced Practicum in School Psychology	3		
PSQF:7493 PhD Thesis in Psychological and Quantitative Foundations	3		
Elective	3		
2nd Semester (spring)	**9 s.h.**		
PSQF:7390 Supervision in School Psychology	3		
PSQF:7493 PhD Thesis in Psychological and Quantitative Foundations	3		
Elective	3		
YEAR 5			
1st Semester (fall)	**1-4 s.h.**		
PSQF:7493 PhD Thesis in Psychological & Quantitative Foundations (If not completed dissertation previously)	3		
PSQF:7437 Internship in School Psychology	1		
2nd Semester (spring)	**1-4 s.h.**		
PSQF:7493 PhD Thesis in Psychological & Quantitative Foundations (If not completed dissertation previously)	3		
PSQF:7437 Internship in School Psychology	1		
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 Note 1: This is the approved College of Education Plan of Study, but circumstances may not always allow courses to be taken/given in this sequence. **Note 2:** Summer classes may not always be offered during the suggested summer. You should be aware of what is being offered and take them as they come. **Note 3**: Italicized items indicate optional courses during that semester and can be taken in a different semester. **Note 4:** See Appendix - Advising Worksheet. **Note 5:** Students are required to enroll in PSQF:7493 PhD Thesis in Psychological & Quantitative Foundations until Article 2 of the dissertation is successfully defended

Criteria for Maintaining Satisfactory Progress

All students pursuing a PhD degree in the School Psychology Program are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory annual progress for students in the PhD degree program are listed below and assessed by the advisor:

___1.　　Students are expected to complete their Article 1 of the 2-article dissertation within three years of matriculation.

___2.　　Students are expected to complete their PhD degree within five years (excluding internship year).

___3.　　Some PhD students who enter the Department with a Master's or EdS degree from another institution are required to complete a substitution form by the end of their first semester of enrollment documenting program requirements that have been satisfied by prior coursework.

___4.　　Students are expected to maintain a cumulative grade-point average of at least 3.00 in all courses taken at the University of Iowa, excluding independent reading or research credits. Students also are expected to achieve a grade of B or higher in all School Psychology courses.

___5.　　If students incur a grade of Incomplete in a course, they are required to complete all work necessary to remove the Incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following fall semester.

___6.　　A total of two or more unresolved Incompletes on a student's record, or a pattern of incurring Incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.

___7.　　Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, and unlawful behavior.

___8.　　Register and successfully pass the PRAXIS II School Psychology Exam (5403) and submit to CoE by the end of year 3 in the program.

A checkmark indicates that the criterion for making satisfactory progress *has been met*.

_____　　　　　　　_____

Student　　　　　　　　　　　　　　　　　　Date of Annual Review

_____　　　　　　　_____

Advisor　　　　　　　　　　　　　　　　　　Date of Annual Review

The Comprehensive Portfolio Defense

The Comprehensive Portfolio oral defense will be scheduled upon completion of a majority of required coursework and compilation of all required portfolio documents. With the advisor's approval, the student will submit to the Graduate College the Ph.D. *Comprehensive Examination Application* (found on the Graduate College website) at least two weeks before the proposed meeting. The *Doctoral Plan of Study Summary Sheet* (also found on the Graduate College website) also needs to be completed at this time and submitted with the Comprehensive Exam Application. Please attend to Graduate College deadlines, processes, and requirements.

A student cannot **begin** an internship before all but two required courses have received a final grade. The two exceptions are the internship itself (PSQF7437 Internship in School Psychology) and the dissertation project (PSQF7493 Ph.D. Thesis in Psychological & Quantitative Foundations).

As a further clarification to the above, the portfolio defense satisfies the Graduate College's requirement for the Comprehensive Examination.

Process for Comprehensive Portfolio Defense: The Case Study

The comprehensive portfolio defense provides an opportunity for the faculty and students to consider the accumulated products that have been created to satisfy the school psychology program of study. During the defense, which is scheduled for two hours, the student will present a case contained within the portfolio (for approximately 30 minutes) and answer a range of questions from the faculty members.

The 30-minute presentation will highlight the student's role in the case and their rationale for all actions taken with the client(s). The rationale will be grounded in the student's theoretical orientation, and the assessment and intervention decisions will be based on empirical evidence of effectiveness.

In keeping with case presentation training and expectations from PSQF:7337 Advanced Practicum, the presentation must include case conceptualization/theoretical orientation, background information, referral question(s), assessment information (procedures, results), intervention/treatment information and data, conclusions, recommendations, acceptability of recommendations, follow-up, ethical dilemmas, diversity issues, and references. The student must use handouts and PowerPoint (or other presentation) slides, offering relevant details on the client and options for service delivery. The faculty will ask questions on the case and the student's role as a service provider. *General issues to consider*: The featured case will likely be one that the student considers an especially good example of their abilities. Recognizing that a student may not be assigned full responsibility for a case, the faculty expects students to fully discuss individual contributions and to clarify the role of others in the service delivery process. The student will provide recommendations for assessment, intervention, and evaluation components to the case. The student should present the limitations of data gathered, and ethical dilemmas present in the case and potential resolutions.

The portfolio defense continues with questions from the faculty on other products within the portfolio materials. Requests for clarification and discussion of specific items are to be expected.

https://grad.uiowa.edu/academics/manual/academic-program/section-xii-doctors-degrees).

Composition of the dissertation committee for school psychology students follows the same process with additional requirements:

    a. Two School Psychology Faculty members, one of whom chairs or co-chairs the committee.
    b. One School Psychology faculty member OR one departmental (Psych. and Quantitative Foundations) faculty member
    c. One other faculty member (tenure track if another of the members is non-tenure track).

At the beginning of the semester in which you plan to defend:

☐ Invite 4 faculty to serve on your portfolio committee
A minimum of 4 members is required (**minimum 3 tenure track faculty members**, which must be constituted as follows:

1. Chair or co-chair: School Psychology faculty
2. An additional School Psychology faculty member
3. One faculty member from the College of Education
4. One other faculty member (preferably P & Q Division)
   If any member of the committee is not a tenure track, then approval is required. Contact the Office of Student Services

☐ Complete the *Ph.D. Comprehensive Examination* application and *Doctoral Plan of Study Summary Sheet*
   • Due dates and forms are available on the Office of Student Services (OSS) website: https://education.uiowa.edu/office-student-services/graduate-exams/graduate-exams-procedures-and-deadlines). *Please note that the application deadline is near the beginning of each semester and must be submitted at a minimum of two weeks prior to the examination date.*

After completing all portfolio components:

☐ Submit your portfolio to your advisor for their approval

☐ Once your advisor approves all components of the portfolio (i.e., all annual and required documents), contact your committee members to schedule a defense date

AT LEAST 1 week prior to your defense date:

☐ Upload your portfolio in the designated location (Teams folder) so that it is available for committee members to review

☐ Upload an electronic copy of your curriculum vitae and final case presentation to all committee members

APPENDIX J - COMPREHENSIVE PORTFOLIO SCORING RUBRIC

The Comprehensive Portfolio is evaluated for completion using the rubric below. First, if a student does not achieve a score of "2" in *each* area in the Inclusion Score, the Comprehensive Portfolio will not be measured for Competency and the student will need to provide all required materials. When all materials are present ("2" or higher on all Inclusion Scores), the materials will be considered by Comprehensive Portfolio Committee members based on the Competency Scoring criteria below. Again, students need to achieve Competency Scores of "2" or higher in all areas to successfully defend of the Comprehensive Portfolio.

Inclusion Scoring Rubric

1 = The aim lacks some essential elements and must be completed before the comprehensive portfolio will be considered for competency scores.

2 = The aim contains all the required components; it is organized, and the writing is clear and concise.

3 = The aim contains all the required components, it is well-organized, the writing is clear and concise, and the student has gone beyond the essential requirements to provide evidence of their personal and/or professional growth.

Competency Scoring Rubric

1 = *Unsatisfactory*: The student's progress is unsatisfactory; the student demonstrates lack of mastery in this aim.

2 = *Satisfactory*: The student is making satisfactory progress in this aim. The student shows sufficient evidence of mastery.

3 = *Exemplary*: The student is making excellent progress through the program and demonstrates exceptional progress in this aim; evidence shows exceptional mastery.

Section	Inclusion Score	Competency Score	Comments
Aim 1: Develops identity as a professional school psychologist			
Works effectively with peers, faculty/staff, supervisors, children, families, and school personnel, as evidenced by practicum evaluations and by a lack of complaints regarding interpersonal relationships with all the above persons.			
Demonstrates effective oral and written communication skills via coursework and participation, practicum grades and products, research, and annual review.			
Demonstrates effective supervision skills based on current literature in professional psychology and related fields and supervised practice, as evidenced by grade of 'B' of better in Supervision course.			

Demonstrates knowledge of history and current issues in psychology and school psychology, as evidenced by grade of 'B' or better in History and Systems.			
Aim 2: Develops an understanding of theoretical and empirical foundations in the science of psychology with specific applications to children and schools			
Demonstrates broad knowledge of theories relevant to understanding human behavior, as evidenced by grades of 'B' or better in Scientific Psychology courses.			
Demonstrates skills in psychological measurement, research design, data analysis, and program evaluation, as evidenced by grades of 'C' or better in statistics courses and 'B' or better in measurement and qualitative research courses.			
Aim 3: Understands and works within ethical and legal boundaries of the profession			
Demonstrates knowledge of local, state, and national policy and law pertaining to psychology and education, as evidenced by completion of UI Compliance training (*as part of clinical practicum placement*).			
Demonstrates knowledge of ethical principles and standards for the profession of psychology and school psychology, as evidenced by grade of 'B' or better in the Ethics course and practicum performance.			
Course product from the ethics and issues course shows evidence of competency.			
Aim 4: Integrates awareness of, knowledge of and sensitivity to individual and cultural differences			
Demonstrates awareness of own and alternative world views, as demonstrated by grade of 'B' or better from a multicultural course and practicum performance.			
Demonstrates sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues. This will be demonstrated by practicum evaluations, professional observations, and professional			

communication products (email, reports, other correspondence).			
Course product from a multicultural course shows mastery in individual and cultural differences.			
Demonstrates knowledge of individual and culturally sensitive interactions and case conceptualizations, as evidenced by grade of 'B' or better in Pre-Practicum course. Summary of practicum work with diverse clients and families that demonstrates knowledge through individually and culturally sensitive interactions and case conceptualizations.			
Evidence of commitment to increasing knowledge, skills and attitudes in multicultural competence includes at least one targeted long-term activity (e.g., advanced multicultural course, research team, targeted practicum, volunteer work with youth who are underrepresented). A targeted long-term activity focuses on some aspect of diversity/multiculturalism such as race, gender, social class, sexual orientation, or ability issues to name a few.			
Aim 5: Demonstrates skills in consultation and collaborative services to families, schools, and community systems			
Demonstrates knowledge of consultation models and strategies, as evidenced by a grade of 'B' or better in Consultation course.			
Demonstrates collaborative efforts to address multi-systemic issues, as evidenced by a grade of 'B' or better in Systems Intervention course.			
Aim 6: Implements empirically-based assessment and intervention procedures			
Demonstrates knowledge of specific tools or techniques to assess cognitive, adaptive, academic, behavioral, and social-emotional functioning, as evidenced by grades of 'B' or better in cognitive, academic, and social/emotional and behavioral assessment courses. Provide copies of			

reports and case study notes that demonstrate these skills and knowledge.			
Knowledgeable of specific interventions to improve student performance across academic, behavioral, and social-emotional areas (including curricular interventions and teaching strategies, functional behavioral assessment and applied behavior analysis, and individual and group counseling), as evidenced by grades of 'B' or better in academic, behavior, and socio-emotional intervention courses and all counseling courses.			
Aim 7: Demonstrates skills and attitudes for life-long learning			
Conducts self-appraisal identifying professional strengths and weaknesses, as evidenced by Student Annual Progress Report Form.			
Engages in goal setting, as evidenced by Annual Student Progress Report Form.			
Pursues independent activities to increase knowledge and skills.			
TOTAL SCORES			

ARTICLE 1: Pre-Dissertation Research Project Approval Form

School Psychology Doctoral Training Program

Approval of Article 1/Pre-Dissertation Research Project

Submit one copy of this form and Article 1/Research Project to the Program Director of the School Psychology program. Also place one copy of the form in the student's permanent file.

Student's Name: _____

Date: _____

has successfully completed the Pre-Dissertation Research Project (Article 1) requirement of the School Psychology faculty under the direction of the School Psychology faculty at The University of Iowa.

Title _____

_____

Committee approval:

_____Chair

_____Member

_____Member

Forwarded to student's permanent file.

_____
Program Director   Date

Article 1
Pre-Dissertation Research Project Equivalency Approval Form
School Psychology Doctoral Training Program
Approval of Article 1 of 2-Article Dissertation Research Project Equivalency Project from another
Degree Program/Institution

Submit one copy of this form to the Program Director of the School Psychology program, and place one copy in the student's permanent file. One copy of the thesis should be on file with the advisor.

Student's Name_____ Date: _____

has completed Article 1 of the 2-article Dissertation Research Project Equivalency requirement of the School Psychology program as follows

Check one:

_____ Ed. S. or _____ MA research project completed in another program.

University _____

Program _____

Title _____

_____

Faculty approval:

_____

Name   Date

_____

Name   Date

_____

Name   Date

_____

Name   Date

Article 2 Dissertation PROPOSAL Defense Evaluation Form

Student_____   Dissertation Proposal _____

Chair _____   Date _____

Article 2 Dissertation Title _____

Article 2 Dissertation Proposal Committee Members

    1. _____

    2. _____

    3. _____
    4. _____
    5.

The Article 2 Dissertation Chair records the scores, from each committee member, and averages the scores from each faculty member on the Article 2 Dissertation Proposal Committee. The scores correspond to the following scale:

Please use the following rating scale

1 – Significantly Below Expectations
2 – Somewhat Below Expectations
3 – Meets Expectations
4 – Above Expectations

The student must receive a score of 3 or above from all committee members on each of the dissertation elements to pass the Article 2 dissertation proposal defense

☐ Pass
☐ Fail

Article 2 Dissertation Proposal and Oral Defense of Proposal Evaluation Rubric

The following rubric is used to evaluate the quality of the student's dissertation proposal and oral defense of the proposal. Failure to achieve a score of 3 or 4 on any dissertation element requires that the student rewrite portions of the proposal and possibly schedule another proposal defense. *The rubric was adopted from the Adelphi University rubric.*

Dissertation Element	Significantly Below Expectations 1	Somewhat Below Expectations 2	Meets Expectations 3	Above Expectations 4	Achieved Performance Level Score
Statement of Problem	The problem statement lacks articulation and does not describe the issue under study. The problem statement mimics previous work and lacks uniqueness	The problem statement is presented and begins to describe the topic of study. Shows limited distinctiveness in the area of study. The importance of the research is minimally presented.	The problem statement is presented and articulated in a clear and unique way. The importance of the research is presented and relationships between concepts and/or variables under study are examined. A new perspective on previous research is presented	The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/ field is demonstrated. Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented.	
Review of Literature	Does not discuss status or gaps in current research literature. Literature review does not establish	Limited discussion of status and gaps in current research literature on the topic.	Literature review presents status of current research literature on the study's topic.	Literature review presents in an accurate and comprehensive manner the status of current research	

	a theoretical framework.	Limited establishment of theoretical framework for current research. Topic, question, or hypothesis is simply stated.	Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/ profession. Begins to establish a theoretical framework for the current research questions and gaps in literature.	literature on the study's topic. Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/ profession. Identifies gaps where further research is needed. Establishes a theoretical framework for investigating those gaps and questions.	
Methodology	Does not discuss a methodology for collection of data or performance of study.	Limited discussion of suitability of methodology for the study's purpose.	Presents a methodology suitable and systematic for the topic.	Demonstrates an understanding of the methodology's suitability to the dissertation as contribution to knowledge. Presents and assesses the suitability of the methodology to the topic.	
Oral Presentation	The student only reads directly from notes and does not look or engage the audience during the oral presentation. Student appears confused and does not seem to understand their own study well or is unable to expand beyond	The student tends to rely on notes with inconsistent looking at or engagement of the audience during the oral presentation. The student appears able to respond to questions but has some difficulty expanding on the information beyond their notes.	The student is clear, poised, connected and able to make eye contact and engage the audience during the oral presentation. The student shows mastery of the material and does not rely on notes or slides excessively.	The student can demonstrate mastery of their study and the larger literature during the oral presentation. The student's answers to questions demonstrate mastery of the material and ability to consider he problem from	

	the information in their notes. The student is unable to show mastery of scholarship in the area of research that they studied	The student was able to discuss the study however there was still some difficulty or confusion about their study during the oral presentation.	The student can expand beyond the notes when asked questions about the study and appears well-versed in their topic area	different angles and with depth and complexity during the oral presentation.	

Competency Benchmarks in Professional Psychology

https://www.apa.org/ed/graduate/competency
https://www.apa.org/ed/graduate/benchmarks-evaluation-system

I.   PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
1A. Integrity - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
1B. Deportment		
Understands how to conduct oneself in a professional manner	Communication and physical conduct (including attire) is professionally appropriate, across different settings	Conducts self in a professional manner across settings and situations
1C. Accountability		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
1D. Concern for the welfare of others		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
1E. Professional Identity		
Demonstrates beginning understanding of self as professional: "thinking like a psychologist"	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context		
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
2B. Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
2D. Applications based on Individual and Cultural Context		
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
3A. Knowledge of ethical, legal and professional standards and guidelines		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical,

skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	legal and professional standards and guidelines
3B. Awareness and Application of Ethical Decision Making		
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes an ethical decision-making model in professional work
3C. Ethical Conduct		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies

4. **Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
4A. **Reflective Practice**		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	Displays broadened self-awareness; utilizes self- monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool
4B. Self-Assessment		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Self-monitors issues related to self-care and promptly intervenes when disruptions occur
4D. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Effectively participates in supervision	Independently seeks supervision when needed

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5A. Interpersonal Relationships		
Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
5B. Affective Skills		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	Manages difficult communication; possesses advanced interpersonal skills
5C. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6A. Scientific Mindedness		
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies scientific methods to practice
6B. Scientific Foundation of Psychology		

Demonstrates understanding of psychology as a science	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)
6C. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
7A. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generates knowledge
7B. Application of Scientific Method to Practice		
No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	Applies scientific methods of evaluating practices, interventions, and programs

IV.   APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
8A. Knowledge and Application of Evidence-Based Practice		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
9A. Knowledge of Measurement and Psychometrics		
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	Selects assessment measures with attention to issues of reliability and validity	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context
9B. Knowledge of Assessment Methods		
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
9C. Application of Assessment Methods		
Demonstrates knowledge of measurement across domains of functioning and practice settings	Selects appropriate assessment measures to answer diagnostic question	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
9D. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Assessment continued		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
9E. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	Utilizes systematic approaches of gathering data to inform clinical decision-making	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
9F. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
10A. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
10B. Skills		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
10C. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
10D. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11A. Role of Consultant		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	Determines situations that require different role functions and shifts roles accordingly to meet referral needs
11B. Addressing Referral Question		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question
11C. Communication of Consultation Findings		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
11D. Application of Consultation Methods		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

V.   EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
12A. Knowledge		
No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
12B. Skills		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
13A. Expectations and Roles		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
13B. Processes and Procedures		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
13C. Skills Development		
Displays interpersonal skills of communication and openness to feedback	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
13D. Supervisory Practices		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

VI.   SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts		

Cooperates with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals
14D. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	Develops and maintains collaborative relationships and respect for other professionals	Develops and maintains collaborative relationships over time despite differences

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
15A. Appraisal of Management and Leadership		
No expectation at this level	Forms autonomous judgment of organization's management and leadership Examples: • Applies theories of effective management and leadership to form an evaluation of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness	Develops and offers constructive criticism and suggestions regarding management and leadership of organization Examples: • Identifies strengths and weaknesses of management and leadership or organization • Provides input appropriately; participates in organizational assessment
15B. Management		
No expectation at this level	Demonstrates awareness of roles of management in organizations	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy
15C. Administration		
Complies with regulations	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	Demonstrates emerging ability to participate in administration of clinical programs
15D. Leadership		
No expectation at this level	No expectation at this level	Participates in system change and management structure

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
16A. Empowerment		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	Intervenes with client to promote action on factors impacting development and functioning
16B. Systems Change		
Understands the differences between individual and institutional level interventions and system's level change	Promotes change to enhance the functioning of individuals	Promotes change at the level of institutions, community, or society

The University of Iowa

School Psychology Program

Policy on Professional Competence, Personal Comportment, and Ethical Behavior

Special Note: This policy is a result of a review and adaptation of policies and procedures from professional psychology programs across the nation, including the University of Massachusetts at Boston and the Counseling Psychology Program at The University of Iowa, and references to professional organization codes of conduct, ethical principles, and competency guidelines.

I. Professional Competence
The University of Iowa School Psychology Program provides students with the opportunity to acquire and demonstrate the knowledge, skills, and dispositions necessary to be thoughtful and responsive practitioners. Our primary purpose is to train students to be outstanding, ethical, and multiculturally competent scientist-practitioners who promote psychology as a profession and science for the betterment of the human condition. This is accomplished through coursework and applied training experiences which are sequenced following a developmental model of training.

The purpose of this professional competence policy is to clarify and identify areas of professional, ethical, and personal conduct expected of the students in the School Psychology Program at The University of Iowa, and to describe the procedures for identifying, assessing, and addressing issues related to incompetence, problematic behavior, and/or ethical misconduct. As an accreditation-seeking program in psychology and a graduate training program in school psychology, our program adheres to and is guided by the American Psychological Association's Ethical Principles and Code of Conduct (http://www.apa.org/ethics/code/index.aspx) as well as the National Association of School Psychologist's Principles for Professional Ethics (https://www.nasponline.org/standards-and-certification/professional-ethics).

Several definitions of competency exist and as it relates to the profession of psychology, our program has adopted the following competency definition as found in the work of Epstein and Hundert (2002).
Their definition is as follows:

> ...professional competence is *the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served*. Competence builds on a foundation of basic clinical skills, scientific knowledge, and moral development. It includes a cognitive function—acquiring and using knowledge to solve real-life problems; an integrative function—using biomedical and psychosocial data in clinical reasoning; a relational function—communicating effectively with patients and colleagues; and an affective/moral function—the willingness, patience, and emotional awareness to use these skills judiciously and humanely (p. 226).

II. Professional Behavior as it relates to the Relational Function of Competence:
School psychology students are expected to demonstrate professional behavior throughout their training. If a student is observed to have significant difficulty in this area, individual faculty or supervisors will meet with the student and attempt to help the student address the issue. If the student continues to have difficulty, the Program Director will be

notified, and either a selective review or a remediation plan will be developed with the student. Professional skills are essential in the profession of school psychology and extreme deficiencies in these areas may result in dismissal from the program. A sampling of these skills are as follows:

1. Ability to work with children and adolescents
2. Respect for individual and groups differences and diversity
3. Punctuality and attendance
4. Professional appearance and demeanor; including speech
5. Consistency, perseverance, industry, and initiative
6. Flexibility and adaptability to novel and unexpected situations
7. General attitude and interest in program and assignment
8. Insight, sensitivity, commitment, and active participation
9. Poise, tactfulness, and rapport with faculty, staff, peers, clients, and others
10. Preparation and organization of material
11. Ability to handle constructive criticism professionally
12. Ethical behavior in all manners of communication to include written communication (memos; letters; personal communications; etc.), electronic communication (email; social networking; voicemail; and etc.), and verbal communication (in courses, in-person, in meetings, and etc.).

Graduate students admitted to the School Psychology program are expected to comply with all legal and professional codes of ethics as well as state and national standards. Additionally, students are expected to comply with The University of Iowa's Code of Student Life (http://dos.uiowa.edu/code-of-student-life/). Failure to do so may result in disciplinary action against the student through the development of a remedial plan, referral to Departmental, College or University administrative committees for review, probation, and/or dismissal from the program. Graduate students in the School Psychology program should refer to the APA Competency Initiatives Benchmarks document and APAs competency remediation template as a reference point which can be found attached to this appendix and on their website (http://www.apa.org/education/grad/competency-benchmarks.pdf).

III. Procedures to address student incompetence, ethical misconduct, and or problematic behavior

Incompetence, ethical misconduct, and/or problematic behavior may be identified in a variety of ways and by a variety of people, including but not limited to students/peers, program or university faculty, supervisors, clients, and/or members of the public. Any concerns raised should be brought to the Program Coordinator. Confidentiality will be insured to the extent possible. When a potential concern reaches the Program Coordinator, the Coordinator will inform all members of the School Psychology Faculty and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called.

Following this meeting, the student will be informed in writing by the Program Director of the issues surrounding the case and asked to meet with the entire School Psychology Faculty to discuss the situation. Areas to be reviewed and discussed at this meeting will include the nature, severity, and consequences of the situation.

The following questions may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

1. What are the actual behaviors of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors manifested?
3. What are the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
4. Who has observed the behaviors in question?
5. Who or what is affected by the behavior (clients, agency, atmosphere, training program, etc.)?

6. What is the frequency of this behavior?
7. Has the student been made aware of this behavior, and if so, how did they respond?
8. Has feedback regarding the behavior been documented in any way?
9. How is this behavior defined on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

Although each case is different and requires individual assessment, the following factors indicate that the problem may be a result of enduring and stable student traits (i.e., an impairment or disability defined as the inability to perform a task or function at a competent level; see also Appendix V):

The student does not acknowledge, understand, or address the problematic behavior when it is identified.
1. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
2. The quality of service delivered by the person is inadequate.
3. The problematic behavior is not restricted to one area of personal or professional functioning.
4. The behavior has the potential for ethical or legal ramifications if not addressed.
5. Training personnel are required to spend a disproportionate amount of time and attention on the problem.
6. Behavior does not change as a function of feedback.
7. Behavior negatively affects the public image of the program, university, and or training site.

Ample time will be allowed in this meeting for the student to present their view of the situation and to ask questions.

After this meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps are required in response to the situation, they will develop a written plan for remediation (APA Remediation Template, http://www.apa.org/education/grad/faculty-development) or some other appropriate course of action and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their ideas for remediation to the faculty, through their advisor. The faculty will consider the student's recommendations in developing their recommendations. The plan will be in writing, documented by the student's advisor, and placed in the student's professional file.

The student will be allowed to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, they may contact the DEO.

Regardless of the outcome of the meeting, the student and the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the process and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include—but are not limited to—an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters for one year. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan (see Appendix O), including student comments and faculty signatures must be filed in the student's portfolio. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

IV. Additional Points of Emphasis

A. Not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and or if the public/student welfare is at risk.
B. Confidentiality should always be maintained.
C. This policy is subject to annual review/revision.

Signatures: _____

<u>Signatures</u>:   _____

Student/Date

_____

Advisor/Date

The student's signature on this document verifies that they have read the policy and agrees to its terms.

Competency Remediation Plan

(Competency Initiatives in Professional Psychology,
www.apa.org/ed/graduate/competency)

Date of Competency Remediation Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

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

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

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

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

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

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

Competency Remediation Plan

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

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____ _____
Trainee Name   Date   Training Director   Date
Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____

Trainee Date   Training Director   Date

Trainee's comments (Feel free to use additional pages):

Employment Endorsement Form

Student's name _____   Semester, year _____

1   Name and address of the agency:

2.   Tasks to be performed:

3.   How much time (hours) per week is involved:

4.   Nature of the client population:

5.   Nature and extent of supervision:

6.   Other information:

_____   _____
        Student's signature   Advisor's signature

_____
        Supervisor's signature (if necessary)

This form is to be filled out in duplicate; one copy is kept by the advisor and the other copy is forwarded to the program coordination.

Students, even when engaged in permissible practices of professional psychological activity, should not identify their affiliation with the Program or university by the use of university stationery to include email signature lines, and etc., without the written approval of the program. Work approved under this agreement is generally separate and independent from the affiliation with the Program and thus students should not present themselves as such. Students may identify themselves as a graduate student in the School Psychology program at the University of Iowa.

Practicum and Internship

Practicum Guidelines, Procedures, and Forms

We endorse APA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2019; (https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf) and NASP's *Professional Standards for Training and Credentialing in School Psychology* (https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted). Practicum and internship experiences have been designed to follow the *Criteria for Accreditation for Doctoral Training Programs and Internships in Professional Psychology* and *Guidelines for Providers of Psychological Services to Ethnic and Culturally Diverse Populations* set forth by APA. These experiences can be individually designed as long as they adhere to the above guidelines and other program goals and objectives in existence.

The practicum is a central component of the curriculum; successful completion of the practicum requirement is a prerequisite to applying for internship and, of course, receiving the degree. In addition to satisfactory performance in practicum courses, students have several responsibilities related to applying for practicum, documenting practicum activities, receiving supervision, and evaluating aspects of the practicum experience. These guidelines are designed to orient students to the practicum sequence—including the requirements and the procedures for application and evaluation—and to specify respective student and staff responsibilities. The guidelines are program policy; exceptions to them are made only with the approval of the school psychology faculty. Comments or questions about the practicum sequence, sites, procedures, or supervisors should be directed to the Practicum Coordinator/Program Coordinator/Program Faculty.

General Practicum Requirements and Procedures:

1. Assignment of Practicum Sites: Students are assigned to practicum sites at the beginning of the semester in which they are enrolled in the practicum or at the end of the preceding semester. The manner in which the practicum sites are assigned varies based on the course, student interest, and availability. Some sites prefer to interview students prior to the assignment, and the instructor will coordinate communication between the site supervisor and student. Faculty will make an effort to provide students with a variety of experiences in different settings over the course of their training.

2. Supervision: Students are supervised by the professor of the practicum course, as well as a site supervisor and when available an advanced student supervisor. The on-site supervisor will be a credentialed school psychologist or other appropriately credentialed/licensed professional. Students are expected to assist their on-site supervisor in activities that are appropriate for their level of training and helpful to the on-site supervising supervisor. Dual role of practicum supervisors is not allowed. Students should not be supervised by a supervisor who has been or is currently working with them in the role of therapist, counselor, or engaged with them in any other relationship.

3. Attendance: Reliable attendance at practicum site is required and imperative. Students should arrange for a regularly scheduled weekday to attend the site and supervision. Additional mutually agreed upon days/times may be arranged by the student and site supervisor as needed to accommodate cases and meetings. Students are allowed the regular University holidays that fall on practicum days, including those at winter and spring breaks. All students may observe religious holidays that fall on practicum days. Students should notify on-site supervisors in advance of any changes or modifications to the schedule. If a student must miss practicum due

to illness or emergency, the student must notify the on-site supervisor as far in advance as possible. All contact with children should occur at the school and during normal school operating hours. Under no circumstances should practicum students transport school students in their personal vehicles or visit student homes unless preapproved by the program and accompanied by appropriate school personnel.

4. Evaluation: Grades for practica are based on successful completion of practicum requirements; grades for related courses are based on course instructors' criteria and may differ from practicum grades. Grades will also reflect attendance on site and attendance to practicum seminar. Initially, topics during seminar will reflect issues and skills needed during practicum, but as students progress in their experiences, time will be spent on supervision and case presentations. Students will be evaluated by an on-site supervisor at the end of each semester and students will be asked to evaluate their practicum sites.

5. Documentation: Thorough documentation of students' clinical experiences, including tests administered, is required for the internship application. Students are expected to maintain accurate, up-to-date practicum logs, detailing the amount and type of activities they complete, as well as demographic details of clients. These logs are required for several reasons: 1) record of clinical activity for student review, 2) record of clinical activity for program review, 3) record for most internship applications. Logs will be reviewed several times a year and turned in with site supervisor signature at the conclusion of each semester. Students may use the sample logs provided by the program **and** must use Time2Track to log hours (fee, at student's expense).

6. The background security check (**criminal background check**) must be passed by all students prior to entrance to a site. These screenings are a legal mandate and serve to protect the public by ensuring that personnel providing direct services to students have passed clearance. Additional security measures may be required at different practicum locations (e.g., fingerprinting). The costs of these measures are the sole responsibility of the student, although some sites may waive fees. If a security issue arises, notify your site supervisor and instructor immediately. In some circumstances, security issues may prohibit participation in practica either temporarily or permanently, at that time the instructor will bring this issue to program faculty and the graduate student to initiate due process and determine if requirements can be met to complete the program. These determinations are made on an individual basis.

Practicum Sequence and Prerequisites:

A rigorous clinical sequence is built into the program, including supervised experiences across all years of the doctoral program. Table 1 provides a list of the clinical experiences by year and the typical activities and/or hours of involvement at each level. The major goal is to provide a series of learning experiences that will aid in the application of theoretical and empirical coursework, consistent with a scientist-practitioner approach. **To increase the diversity of experiences and due to supervision needs, most school-based placements will require students to travel more than 45 minutes from the Iowa City area.**

**Table 1. Practicum and Internship
Requirements by Year in Program**

Year in Program	Course Information		Nature of Experience
Year 1 Fall	PSQF:5219	Foundations of School Psychology (3 s.h.)	• Introductory training in preparation for practica in schools, clinics, and community settings • Completion of criminal background check (fee) • 50-clock-hour introductory field experience in a school setting, and other required training • Mandatory reporter training
Year 1 Spring	PSQF:7237	Beginning Practicum in School Psychology Service (3 s.h.)	• One semester (150 clock-hours) • Placement in a school setting • Microcounseling skills • Emphasis on academic problem-solving, record review, interview, observation, and curriculum-based assessment
Year 2, 3, and Year 4	PSQF:7337	Advanced Practicum in School Psychology (3 s.h. each or total of 15 s.h.)	• Five semesters (750 clock-hours) • Placement in various school, community, or clinical settings • Emphasis on advanced assessment procedures, consultation, and direct interventions • Application of EBA/I
Year 4 or 5 Spring	PSQF:7390	Supervision in School Psychology Practicum (3 s.h.)	• Didactic training and experience in supervision of first-year students
Year 5 or 6	PSQF:7437	Ph.D. Internship in School Psychology (3 s.h.)	• One year full-time or two years half-time paid (1500 clock-hours minimum) placement in approved school, community, or clinical setting • *Must have accumulated 600 clock-hours in schools to be approved for a clinical internship* • May require relocation

Sequence of Practica:

Before students can begin field training, they are required to take PSQF:5219 Foundation of School Psychology. In this course, students are provided introductory information about the practice of school psychology in the state of Iowa and across the country, program requirements are highlighted and participate in a 50-clock-hour field experience in a school setting with a school psychologist (travel required). All first-year students—regardless of previous experience—are required to enroll in this pre-practicum course. During this first semester, students must also have a background check (fee required). The background security check (**criminal background check**) must be passed by all students prior to entrance to a site. These screenings are a legal mandate and serve to protect the public by ensuring that personnel providing direct services to students have passed clearance. Additional security measures may be required at different practicum locations (e.g., fingerprinting). The costs of these measures are the sole responsibility of the student, although some sites may waive fees. If a security issue arises, notify your site supervisor and instructor immediately. In some circumstances, security issues may prohibit participation in practica either temporarily or permanently, at that time the instructor will bring this issue to program faculty and the graduate student to initiate due

process and determine if requirements can be met to complete the program. These determinations are made on an individual basis.

Beginning practicum (PSQF:7237) in the spring semester of a student's first year will be linked to the supervision course (PSQF:7390) for the purpose of providing first-year students with more individualized supervision while also providing advanced students an opportunity to directly learn supervision skills. Beginning practicum placements are in a school setting and will generally require travel. Students are expected to complete 150 clock hours during the beginning practicum experience in the school setting under direct supervision (8-10 hours per week). The goal of this experience is for students to become acclimated to school systems and will initially focus on observing their site supervisor and gradually participate in assessments and interventions while the site supervisor monitors and observes their skills. Students will be required to successfully complete this beginning practicum experience before they are cleared to continue with the more advanced school-based and clinical practica sequence.

These experiences are structured to develop skills in conducting record reviews, interviews, systematic observations, and standardized assessments as part of a problem-solving process. The group seminar emphasizes working with different theoretical orientations to make sense of case information while individual supervision sessions may cover a range of topics from learning how to organize practicum materials to learning specific techniques appropriate to an individual site. During the beginning practicum, when student supervisors are involved, student supervisors make site visits to observe their supervisee in professional activities and provide written feedback on at least three professional activities. *By the end of this class, students should have basic competence, knowledge and skills to conduct professional-quality academic and brief* behavioral and or social-emotional *assessments and communicate results to other relevant parties (including the child, parents, and teachers) in written and oral form. In addition, students will be able to provide meaningful, empirically supported, and realistic recommendations to address any area of concern that results from the assessment. Students will spend approximately* 8-10 *direct hours each week in the setting engaging with their client and personnel in this setting, and at least that many hours in report writing and scoring.*

Advanced practicum (PSQF:7337) is devoted to integrating coursework into professional practice with the development of more advanced assessment, intervention, and consultation skills. Students are expected to develop a core set of competencies (see Suggested Practicum Objectives) and by the third year of practicum are encouraged to begin specializing in the latter practica to help them become more independent and competitive for internship selection. Through practica, students negotiate learning objectives with site supervisors and track their progress toward these objectives. The goal of this semester is for students to take on more responsibilities and to integrate their assessment data to design empirically based instructional, behavioral, or counseling interventions. The nature of cases will depend on the individual site and site supervisor's caseload. While some of the student cases may involve assessment only, it is highly recommended that some identified cases also involve a multi-faceted assessment and include intervention and/or consultation. Supervision will continue to be both by the assigned site-supervisor and university-based supervisor.The Practica Instructor corresponds with the practicum site supervisors at the beginning of the supervised experience to review and confirm requirements for the practicum and to establish the availability of the university resources to support the student and their onsite supervisor during the practicum. The Practica Instructor visits the practicum site as needed during the placement and meets with site supervisors to review students' progress at minimum two times each semester.

Students may take more than five semesters of Advanced Practicum and may take Advanced Practicum concurrently with Supervision. Without exception, students must be enrolled in a practicum seminar to take part in a practicum experience that meets program required hours. The supervision course provides readings and discussion related to supervision models and techniques, and opportunities to apply these concepts in a guided supervision experience.

Hours and Settings:

A minimum of 950 clock hours of practicum (18 semester credits of PSQF:7237 and PSQF:7337, plus the job shadow requirement of 50 clock hours) is required. Students are highly encouraged to complete additional hours of practicum beyond this minimum requirement to be competitive for internship. Students who enter the school psychology program with previous practicum or work experience in school psychology may have some practicum requirements waived by approval of the faculty if they are able to provide appropriate documentation of the practicum experiences (signed contracts and evaluation forms).

For a three-credit PSQF:7237 or 7337 practicums, a minimum of 150 clock hours is expected. The 150-hour total is met through direct client contact, related work, individual supervision, and group supervision (i.e., seminar). This requirement translates to eight hours per week "on-site" and two hours of seminar over a 15-week semester. An eight-hour, one-day-a-week practicum has a maximum number of allowable hours that is equal to one additional eight-hour practicum to account for report writing, off-placement follow-ups, or client contacts. Sites are required to provide appropriate supervision and to require no more than 18 hours per week on-site from each student.

All students are required to complete their initial three semester hours of practicum (PSQF:7237) and three or more advanced practica (PSQF:7337) in school settings (total 600 clock hours).

As defined by NASP standards, a *school setting* is

> one 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 Pre-K–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 provides a full range of school psychology services. (National Association of School Psychologists, "Standards for the Credentialing of School Psychologists," 2010, p. 6).

Therefore, specialized programs serving only special populations and having no affiliation with a general education program are not considered a school setting. **A minimum of one semester of practicum must be completed in an elementary school, and a minimum of one semester of practicum must be completed in a middle- or high-school setting with diversity in terms of urban and rural settings.** All students must have completed a minimum of 600 practicum clock hours in school settings.

Students should plan to complete their practicum experiences in a variety of settings to gain exposure to differing methods of and orientation to professional service, a diverse clientele concerning age, ethnicity, socioeconomic background, geographic location, etc., and a broad range of presenting concerns. *Where possible, continuation of a practicum placement across two semesters is encouraged to gain a better understanding of the system of services and to develop greater independence in carrying out those services. However, practicum placements of more than one academic year (summer, fall, & spring semesters) in the same setting and or with the same supervisor will not be approved.*

Students who have prior training and experience as a school psychologist are required to complete a minimum of two semesters of advanced practica (PSQF:7337), three semester hours each and 150 clock hours each) while enrolled in the school psychology Ph.D. program, regardless of prior experience or school psychology certification. These students must plan these practicum placements with the practicum coordinator to obtain additional supervised clinical training experiences consistent with their professional goals and interests.

Supervision Requirements:

Supervision consists of scheduled, weekly meetings with an assigned supervisor. *Consistent with NASP and APA best practices in supervision, all supervisors are appropriately credentialed and or licensed to work in the settings in which they are employed and have a minimum of three years current practice experience. The program is committed to providing quality supervision and is selective in recruiting school psychology practicum site supervisors. The program works with regional administrators and other school personnel to identify appropriate supervisors, sites, and experiences and with clinical site administrators for clinical and community placements.*

The supervisor must be an agent/member of the practicum agency. **Students should receive three or more hours per week of supervision, including one hour of individual face-to-face with the site supervisor and two hours of group supervision with the University supervisor (PhD-level faculty, licensed psychologist, licensed-eligible for private practice psychologist, or licensed school psychologist) (i.e., seminar).** With that, nearly one-third (or 45/150 clock hours) of practicum will be spent in supervision and additional supervision may be scheduled as needed. Site supervisors are formally rated by their student each semester regarding their expertise, responsiveness, professional skills, and supervision responsibilities. The program reviews these data annually to evaluate the contribution of the supervisors in the program.

Supervision with the site supervisor may be scheduled in a single block of time. Particularly in the schools, however, it is more typical for site supervisors to meet at designated times throughout the day. For example, the supervisor often meets briefly with the student in the morning to go over the day's schedule and make sure the student knows what he or she is to do. Later that day, the supervisor may provide instruction prior to the student carrying out a new activity, observe the student for formative feedback, or discuss and help conceptualize results from a case activity.

The structure of University supervision includes discussion of individual cases ; informational presentations or training on special topics or discussions of general case or professional issues ; and individual feedback from direct observation as well as other forms of performance evaluation. It should be noted that when supervision of first-year students by advanced students occurs, it is under the direction of core faculty. This hierarchical arrangement is made clear to supervisees, student supervisors, and site supervisors.

If a concern arises regarding a practicum student, the site supervisor is encouraged to address the concern as soon as possible with the student; likewise, if a student has a concern about practicum, the student is encouraged to address this as soon as possible with the site supervisor. The University supervisor (seminar instructor) is responsible for helping the student and supervisor reach some agreed course of action should individual efforts not be successful. Finally, graduate students in the program are encouraged to meet with the University instructor at any time to discuss supervision issues if they arise. If a problem were to occur, the Program Coordinator and University instructor will collaborate to meet with the site supervisor to resolve the issue and/or discontinue their participation in future supervision of practicum students. Students must negotiate a contract with the site supervisor at the beginning of each semester of practicum, which facilitates clear communication of expectations for both the student and the site supervisor.

Direct Client Contact and Logging Guidelines:

Direct client contact refers to child or adult interactions carried out as part of assessment, intervention, and consultation activities, including active participation in group (e.g., child study) meetings. Students are expected to spend approximately 50% of their time in direct contact activities, especially during advanced practicum experiences. This is often difficult to arrange in beginning practica when students are just learning skills to employ with clients. Observing the supervisor, conducting general observations of different services, prep activities, report writing, and professional development activities count as indirect hours. Students will need to monitor their hours closely throughout the semester and work with the supervisor to increase direct contact as needed. Alternatively, students will want to monitor their indirect hours to keep them within a reasonable proportion to direct hours; that is, the more

indirect hours logged, the more direct hours needed for balance. Practicum experiences that load up on indirect hours are not desirable and often questionable.

The School Psychology Program formally adopted an electronic system, Time 2 Track, www.time2track.com) for logging hours, and all students are required to log hours utilizing this electronic system. This is a fee-based service. Students are encouraged to follow current APPIC guidelines regarding the specific details recorded in the log to expedite internship application procedures. For example, APPIC typically requires information on client characteristics (age, gender, race/ethnicity, disability/diagnosis, gender identity); setting (school, mental health center, hospital/clinic); specific tests administered (including the number of specific tests administered and the number for which a report was written); and specific intervention activities (including the number of groups or individuals seen). Because these guidelines change from time to time, students should consult http://www.appic.org/ for guidance.

Logs should be kept current and are checked at minimum at two points during each practicum semester by the site and University supervisors. A. T2T has an option to log hours and for electronic signature and approval of hours.

Practicum Application and Placement Procedures:
The PRACTICUM COORDINATOR/Program Coordinator will arrange all practicum assignments. The coordinator will notify students when they may contact the site to ARRANGE FOR AN INTERVIEW IF REQUIRED.

Practicum placement procedures are as follows:
1. Students planning to take practicum must apply for placement in the preceding semester to register. (Fall and summer placement application deadline is the second Friday of February; Spring placement application deadline is the first Friday of October)
2. The Practicum Coordinator requests practicum applications from students approximately one week before applications are due indicating the exact deadline. Incomplete or late applications may result in failure to be placed.
3. For all NEW placements, students file a Practicum Application Form with a current updated copy of their vita with the practicum coordinator by the posted deadline onto the course ICON site. **A separate application is required for each request being made (electronic copy of all application materials should be submitted per site request).** Careful consideration should go into listing what the student is looking for in a practicum experience and what the student has to offer the site; applications are sent to potential supervisors who may be faced with a decision among several applicants. Students are not to put specific site information on their application when requesting a placement.
4. For CONTINUING (second semester) placements, students will submit updated goals for the requested continuation of a placement and a statement indicating that the current site supervisor has agreed to provide another semester of training. This will need to be posted on the course ICON site by the posted deadline under the appropriate application module.
5. For students not seeking a practicum in the next semester will need to submit a comment on the course ICON site under the application module indicating that they will not be seeking a practicum placement for the indicated semester
6. The practicum coordinator/program coordinator contacts potential supervisors according to student goals and interests and the level of experience of the student.
7. Some site supervisors may require an interview or special application materials prior to considering the applicant.
8. Site supervisors make the final determination of applicants to be accepted. If initial attempts to place a student are unsuccessful, the student may be asked to revise their request.

9. Once a placement has been arranged, the student will be instructed to contact the supervisor. **Students should not contact potential supervisors without first consulting with the Practicum Coordinator/program coordinator** and should not make promises of a placement.
10. Students who are not satisfied with the assignment may appeal to the practicum coordinator/program coordinator.

Without exception, any student participating in a practicum experience must have applied to the practicum coordinator prior to beginning the training experience and must be enrolled in practicum seminar at the time of the experience. These requirements are necessary for liability coverage through The University of Iowa Risk Management Office and consequently are non-negotiable. **Students who have not applied will not be permitted to register for or participate in practicum.**

Students interested in getting a new practicum site or supervisor approved may present the qualifications of the supervisor and the advantages of the site to the practicum coordinator. Students are encouraged to research potential training sites, though they should be careful to not imply agreement to placement until the site and supervisor have been approved.

Sites outside the Grant Wood, Mississippi Bend, Keystone, and Great Prairie AEA, and Rock Island Schools geographic region may be used only by students who have successfully completed two practica and then only if the site is approved. Students at such sites will be expected to attend the practicum seminar. **Students cannot be paid for practicum training.** Work conducted for assistantships or professional employment cannot count toward program practicum requirements.

Suggested Practicum Objectives:
Once students have secured a placement for the semester, they MUST COMPLETE a contract (example found attached) with their respective site supervisors. This is an important task, as it clarifies the parameters of the practicum experience (what days and what times the student will be on-site, how often the supervisor will meet with the student) and outlines learning objectives to guide day-to-day activities. Although specific activities will vary from site to site, it is expected that students will have comparable opportunities to meet the program objectives across practicum experiences. To help make sure that this occurs, students select from suggested objectives (outlined by year in the program) as minimum experiences and detailed activities to meet the objective according to the opportunities on-site. Because sites do offer different experiences and efforts are made to match students' interests to available sites, students are also encouraged to add individualized objectives that will maximize the unique opportunities available for specialized skill development.

The following practicum objectives are meant to serve as a guide. It is acknowledged that students enter the program with varied backgrounds and skill levels. Nevertheless, the intent is to help build increasingly complex skills throughout training and to practice those skills and concepts in the field in line with the coursework. These Suggested Practicum Objectives are aligned with program goals and objectives (noted in parentheses following each objective below and found in Appendix P).

Suggested First-Year Practicum Objectives
1. Acquire basic theoretical frameworks for understanding case details; follow one case through the referral process and frame details according to at least one theoretical conceptualization
2. Acquire basic assessment skills; conduct at least 1 record review, 1 interview (child, teacher, or parent), 1 systematic observation, and 1 curriculum-based assessment
3. Acquire beginning case report writing skills; compile a professional report that includes a reason for referral (in the form of a question to be answered), assessment results (what you learned from the assessment

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activity), impressions (what sense you make of the information; were hypotheses confirmed or rejected?), and recommendations (what is the next logical step?)

4. Develop knowledge of local, state, and national resources for at-risk or identified students; research and compile a list of resources that could be useful within your practicum setting
5. Develop knowledge of local, state, and national policies pertaining to service delivery; discuss referral processes and coordination among various agencies with supervisor

Suggested Second-Year Practicum Objectives

1. Increase assessment knowledge and skills; become familiar with a broader array of tools and techniques that can be used with diverse groups; administer, score, and interpret cognitive, developmental, and adaptive measures; functional behavioral assessments, behavior rating scales, and checklists; self-reports and clinical scales (6a) =
2. Develop knowledge and skills in intervention strategies; implement individual or group academic or behavioral interventions and monitor effectiveness through objective data collection (6b)
3. Increase written communication skills; write reports integrating information from multiple sources, providing rationale for choices, linking assessment and intervention, and tailoring the report to the intended audience. (1b)
4. Increase oral communication skills; present information at Child Study meetings or clinical staffing; present assessment results to parent/guardian. (1b)
5. Develop basic consultation skills; conduct problem-solving interviews with teachers or parents/guardians to identify primary concerns and recommend an intervention plan that is consistent with the conceptualization of the problem. (5b)

Suggested Third-Year Practicum Objectives

1. Expand case conceptualization skills beyond the immediate context; complete one comprehensive assessment with attention to multi-systemic variables. (5c)
2. Integrate knowledge of measurement and problem-solving strategies; complete at least one case in which assessment methodology and treatment recommendations are selected or planned independently. (6a, b)
3. Increase complexity of decision making; identify ethical concerns and apply decision-making model to suggest appropriate action; identify treatment barriers and incorporate methods for motivating change in consultations. (3b)
4. Refine oral communication skills; participate with increasing responsibility in one counseling group or supportive counseling to one client; critique taped sessions. (5a)
5. Increase the flexibility of skills through application to broader settings or populations. (4a)

Suggested Practicum Objectives for Fourth Year and Beyond

1. Develop life-long learning habits; identify strengths and weaknesses in own performance and initiate personalized training to strengthen core areas and develop special interest areas; evaluate outcomes of personal objectives. (7a)
2. Expand role to include supervision of novice trainees. (1c)
3. Further develop specialization and oral communication; present an Inservice training or other teaching activity. (7c)
4. Integrate research and practice; complete literature review pertinent to practice; implement single-subject designs to assess treatment outcomes; assist with the evaluation of a new program. (2b, 6b)
5. Solidify professional identity and skills through assisting in the development of special programs, advocacy work, or serving on a task force. (1d, 5c)

Evaluation of Practicum Work:

Evaluation of student practicum work is an individual matter, based on specific objectives set by the student and the site supervisor, with input from the school psychology faculty. However, evaluation is also normative, and students are evaluated based on their progress relative to their level of training (e.g., first year, second year, third year, fourth year). Students are expected to exhibit increased skills, integration of skills, complexity of decision-making, and autonomy as they progress through each year of the program. It is the joint responsibility of the student and site supervisor, at the beginning of the semester, to operationalize specific objectives (see Suggested Practicum Objectives) for the practicum, and these objectives should be reflected in the practicum contract. Objectives for advanced practica (PSQF:7337) involve continued development and refinement of concepts and the use of these skills with different populations.

Evaluation of all practica involves the following areas of development, which are included on the Practicum Student Evaluation form (example found attached): professional and ethical behavior, interpersonal relationships, case conceptualization, assessment, intervention, dissemination of information, and research. Not all categories of skill development will be germane to each practicum experience; however, it is expected that throughout training, students will be exposed to all areas of training.

Formal evaluation takes place twice during the semester: at midterm and at the end of the semester. Formal evaluation begins with a meeting between the student and the site supervisor that is designed to focus on the student's progress to date. The site supervisor also rates the student's overall performance relative to qualitative levels of performance. The University supervisor generally makes two site visits to meet with the student and their site supervisor, and to observe the types of activities in which the student is engaged. This site visit may be conducted in conjunction with the midterm or final evaluation. *Students carry equal responsibility in practicum evaluation by providing concrete evidence of their progress toward practicum objectives and offering a self-appraisal of overall performance to compare to the site supervisor's appraisal. Differences in perceptions may occur, and these differences may allow opportunities for growth. At times, students may wish to submit a written reaction to the site supervisor's evaluation to be taken into consideration. It is the responsibility of the University supervisor to work with both the student and the site supervisor to help maintain a positive practicum experience*. **Satisfactory performance also includes professional work habits, ethical and respectful interactions, and turning in requisite documentation according to deadlines specified in the course syllabus and as posted on the ICON course site.**

Practicum Forms:

Several forms are used to facilitate, document, and evaluate practicum training in the University of Iowa School Psychology Program. These forms include the Practicum Application, Practicum Contract, Student Evaluation Form, and Practicum Site Evaluation. For each practicum at the end of each semester, the student submits the T an hours authorization on the T2T website, Practicum Contract, Student Evaluation Forms, and Practicum Site Evaluation Form. Examples of these forms can be found below following this section.

The University supervisor forwards all practicum documentation to the practicum coordinator at the end of the grading period to be added to the student's training folder. **Students also should keep a copy of their documentation for their own records.** Complete practicum documentation is required as part of gaining approval to apply for the internship.

PRACTICUM FORMS

**STUDENT APPLICATION FOR
PRACTICUM IN SCHOOL PSYCHOLOGY**

Name: _____

University Email: _____

Practicum Semester: _____ **Session (Fall/Spring/Summer) Year:** _____   **Year in Program:** _____

Practicum Level: ☐ PSQF:7237 (First Year)
                         ☐ PSQF:7337 (Advanced)

Goal Areas for Practicum (List areas you would like to develop through a practicum experience in order of preference: e.g., first priority is 1)

Assessment Intervention Consultation

___ Intelligence ___ Academic __ Teacher

___Achievement __ Individual __ Parent

___ Social/Emotional __ Group Skills __Community

___Functional/Behavioral __ Behavioral __Integrated Services

___Curriculum-Based __ Prevention __ Task Force

Special Considerations (Please note any additional interest areas or constraints)

Age/Grade Level: _____

Population: _____

Distance/Transportation: _____

School, Community or Clinic Setting: _____ _____

Days Available: ☐ Monday ☐ Tuesday ☐ Wednesday. ☐ Thursday ☐ Friday
                  ☐ Full Day ☐ Full Day ☐ Full Day ☐ Full Day ☐ Full Day
                  (Availability must be for one full day or two half days)

Specific Goals (Please list further criteria you would like considered in your placement.)

** Indicate goals anticipated that may assist in identifying potential sites and experiences

1. _____
2. _____
3. _____
4. _____
5. _____

Prior Experience (Please indicate skills you will bring to this site in terms of previous practica, clinical work, employment, professional experience, volunteer experience, and or coursework.)

1. _____
2. _____
3. _____
4. _____
5. _____

Special Skills (Please indicate personal traits such as bilingual skills, organizational skills and or any special training such as ASL, Behavior Analyst Certification (BCBA or BCaBA, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

PRACTICUM CONTRACT

Student: _____

Site Supervisor: _____

University Supervisor: _____

Indicate which practicum: PSQF:7237 (Beginning)
                               PSQF:7337 (Advanced)

As a practicum student from the School Psychology Program at The University of Iowa, I agree to complete a

practicum experience with _____ on the following terms:

                (Setting: e.g., GWAEA Hoover Elementary)

Total days per semester on agency site as practicum student (#): _____

Days per week on agency site (specify days): _____

Hours per practicum day on site (specify hours): _____

Beginning date: _____ End date: _____

As part of my practicum experience, I will work toward developing competencies in the following areas, as negotiated with my site supervisor and further detailed in the attached Objectives and Progress Summary:

I will maintain a log of my experiences that my site supervisor will verify. At the middle and end of the semester, my site and University supervisors will evaluate me.

My university supervisor will meet with me on the following basis:

My site supervisor will meet with me on the following basis:

Student Signature _____ Date _____

Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date_____

THE UNIVERSITY OF IOWA
PHD SCHOOL PSYCHOLOGY PROGRAM
Practicum Evaluation Form, PSQF 7237/7337 Practicum

Student: _____   **Date of Evaluation:** _____
Site Supervisor: _____   **Site:** _____
Student's Year in Program: _____   **Semester/Year:** _____
                                              Hours Completed: _____

 Practicum: _____PSQF7237 _____PSQF7337   Evaluation: _____Midterm _____Final

DESCRIPTION OF SITE:

Site Focus:	
Grade levels served:	
Total number of students:	
Percent of students eligible for free/reduced-price lunch:	
Percent of students who are members of a minority group:	
Three most prevalent races/ethnicities:	
Source for descriptive information (e.g., Strategic School Profile Report):	

SUPERVISOR INFORMATION:
Please answer the following questions related to your professional practice.

Position/Title:	Years of Experience:	
Education:	☐ Master's/Specialist	☐ Ph.D.
	☐ Psy.D.	☐ Other _____
Certification/Licensure:	☐ IA educator certificate in school psychology:	
	☐ *Initial* ☐ *Provisional* ☐ *Professional*	
	☐ Educator certificate in school psychology outside of IA (State: ____)	
	☐ NCSP ☐ BCBA ☐ Psychology License (State: ____)	

PART I. PROFESSIONAL WORK CHARACTERISTICS

Using the following scale, evaluate the student's professional work characteristics.

1	Never	Characteristic is not evident
2	Rarely	Characteristic is evident and demonstrated with little or no consistency
3	Sometimes	Characteristic is evident and demonstrated at times
4	Often	Characteristic is evident and demonstrated the majority of opportunities
5	Always	Characteristic is evident and consistently demonstrated

PART I: Professional Work Characteristics	Midyear						Final				
1. **Punctuality and attendance** - Student arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability	1	2	3	4	5		1	2	3	4	5
2. **Professional appearance and demeanor** - Student follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions	1	2	3	4	5		1	2	3	4	5
3. **Initiative, motivation, consistency, and perseverance** - Student takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner	1	2	3	4	5		1	2	3	4	5
4. **Flexibility, adaptability to novel/ unexpected situations** - Student adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery	1	2	3	4	5		1	2	3	4	5
5. **Poise, tactfulness, and rapport with staff and others** - Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines	1	2	3	4	5		1	2	3	4	5
6. **Preparation and organization** - Student demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records	1	2	3	4	4		1	2	3	4	5
7. **Ability to handle professionally constructive criticism and positively use feedback** - Student accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors	1	2	3	4	5		1	2	3	4	5
8. **Ability to accurately self-evaluate areas of practice** -	1	2	3	4	5		1	2	3	4	5

Student displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action										
9. **Respect for cultural and individual diversity** - Student uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation	1	2	3	4	5	1	2	3	4	5
10. **Engaging in continuing education, including participation in professional associations for school psychologists** - Student seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development	1	2	3	4	5	1	2	3	4	5
11. **Development of professional identity and integrity –** Student displays emerging professional identity as school psychologist; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others	1	2	3	4	5	1	2	3	4	5
12. **Self-care** – Student monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	1	2	3	4	5	1	2	3	4	5
13. **Effective communication skills –** Student communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	1	2	3	4	5	1	2	3	4	5
14. **Knowledge and application of evidence-based practice** – Student applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5	1	2	3	4	5
OVERALL	1	2	3	4	5	1	2	3	4	5

PART II. SKILL DEVELOPMENT

Using the scale below, please evaluate the performance and progress of the practicum student you are currently supervising. Specifically, please evaluate his/her skill development and professional characteristics *at this time*.

Please use the following rating scale in evaluating the student in each of the broad areas described below:

1	**Unprepared** for practice at any level	Student's performance is unsatisfactory. The student shows simplistic understanding of concepts and r**equires regular and frequent supervision, is not ready for advanced practicum, internship or independent practice.** A plan for further skill acquisition is needed to reach a level to function independently.
2	**Ready to participate with significant scaffolding** from a direct supervisor	Student's performance is minimally satisfactory. **D*emonstrates aspects of the skill at a very basic level* and requires *a significant level of close, direct supervision*. Plans should be made to ensure additional practice in this skill to reach satisfactory level and be ready for the next advanced practicum. Student not ready for internship or independent functioning.
3	**Ready for advanced practicum** with scaffolding from a direct supervisor	Student's performance is satisfactory, and performance meets mastery at the pre-professional level with appropriate training, supervision and consultation. If this is an end of year evaluation, the student *demonstrates* **capacity to integrate broad knowledge and skills with more autonomy and effectiveness.** The student is ready for advanced practicum.
4	**Ready for internship** with minimal scaffolding from a direct supervisor	Student's performance is above average. Students at this level of training, ***demonstrate well developed skills***, and perform at an advanced level. *Direct supervised assistance is rarely needed*. The student is ready for internship.
5	**Ready for independent practice**	Student's performance is exceptional. Students at this level **exceed expectations, can work through complex cases with considerable insight into their performance**. Skill is performed independently and is effective in this area with little *on-going supervision*.
NO	**Not Observed**	Skill not observed/insufficient data to make rating currently.

The items are based on the 2020 NASP standards for graduate education of school psychologists (see: https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted) (see http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf).

A. Assessment and Data-Based Decision Making	Midyear								Final						
1. Articulates a theory that meaningfully guides your work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Clearly identifies nature of the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Considers a range of causative factors within the assessment process	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final					
4. Appropriately links assessment instruments to the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Reviews existing data (e.g., cumulative folder) to inform assessment needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Plans and conducts effective clinical interviews in response to referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Plans and conducts effective behavioral observation in relevant contexts	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Displays accuracy in administering and scoring the following:														
a. Cognitive/Intellectual assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
b. Achievement assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
c. Social-Emotional-Personality assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
d. Adaptive behavior assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
e. Curriculum-based assessments (e.g., DIBELS, AIMSweb)	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
9. Notes test session behavioral observation relevant to client functioning	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
10. Analyzes and interprets data meaningfully and thoroughly	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
11. Makes recommendations based on assessment results	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
12. Designs and implements appropriate interventions	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
13. Uses, analyzes, and interprets data to evaluate and measure progress of plans	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
14. Effectively conveys data, diagnoses, and intervention plans in written form	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
15. Effectively conveys data, diagnoses, and intervention plans in oral form	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

B. Consultation and Collaboration	**Midyear**		**Final**

	Midyear								Final						
1. Shows knowledge of appropriate theories and methods of consultation appropriate to individual, group, and organizational/systemic change	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Uses knowledge about organizational factors to promote entry	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Provides leadership in addressing systems-level concerns	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Establishes effective consultation relationships with teachers	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Establishes effective consultation relationships with administrators and staff	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Establishes effective consultation relationships with parents	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Efficiently and effectively interviews consultees	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Accurately identifies and analyzes problem	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Clearly communicates assessment results and recommendations to consultee	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Monitors (or assists in a plan to monitor the) effectiveness of consultee-implemented interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Attends to treatment fidelity issues	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Responds appropriately to difficult interactions/consultation with self-control and good judgment	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

C. Interventions and Instructional Support to Develop Academic Skills	Midyear								Final						
1. Develops appropriate cognitive, academic, and behavioral goals for students with different abilities, disabilities, strengths,	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final					
and needs														
2. Displays knowledge of the conceptual foundation and important mechanisms of change of academic/instructional/curricular interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Effectively considers the utility and implementation needs of interventions/strategies	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

D. Interventions and Mental Health Services to Develop Social and Life Skills	Midyear								Final					
1. Develops appropriate affective, behavioral, social, and adaptive goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Displays knowledge of the conceptual foundation and important mechanisms of change of affective/social/behavioral interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Builds rapport and comes across as genuine, caring, and non-judgmental within counseling sessions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Demonstrates appropriate use of basic counseling skills (e.g., attending, paraphrasing, using questions, information giving)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Evaluates client motivation and matches response to client readiness to	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final						
change (e.g., confronts effectively, consistently uses and elicits change talk)															
8. Asks difficult questions and shows comfort talking about difficult topics/emotions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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E. School-Wide Practices to Promote Learning	Midyear								Final						
1. Demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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_____

F. Preventive and Responsive Services	Midyear								Final						
1. Demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

G. Family-School Collaboration Services	Midyear								Final						
1. Communicates and listens effectively	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Seeks appropriate parent/family input to better understand student challenges and determine home opportunities for intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Identifies and recommends effective strategies for increasing collaboration and partnership between home and school	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Encourages parent/family self-efficacy in supporting student learning and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Recommends community resources that will support and enhance student functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Collaborates effectively with outside agencies involved in student/family support	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Works effectively to promote and provide comprehensive services to children and families	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

H. Diversity in Development and Learning	Midyear								Final						
1. Understands ones' own cultural identity and personal attitudes toward diverse others	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Demonstrates sensitivity and skills with individuals with diverse characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Demonstrates acceptances of others' values and perspectives	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Demonstrates behavior consistent with an appreciation of and respect for diversity in various areas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Recognizes how culture shapes students' identity and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Addresses salient cultural differences between self and student	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Confronts inequities within system or lack of sensitivity to cultural differences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

I Research and Program Evaluation	Midyear								Final						
1. Shows awareness of current research	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Uses empirical and theoretical literature to inform practices	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Uses appropriate strategies to examine the effectiveness of implemented programs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Effectively conveys evaluation results in written and oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

J. Legal, Ethical, and Professional Practice	Midyear								Final						
1. Demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Provides services consistent with ethical and professional standards in professional psychology.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Engages in responsive, systematic, ethical and professional decision-making.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

K. Information Technology	Midyear								Final						
1. Accesses, evaluates, and utilizes information sources and technology in ways that enhance the quality of services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
2. Uses information sources and technology in ways that safeguard confidentiality	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
3. Effectively utilizes computer-based scoring programs for standardized assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
4. Effectively utilizes graphing and charting programs to display student data.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
5. Recommends appropriate assistive technology to support student needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___Direct observation

___ Supervision hours

___Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of colleagues

___Comments of parents

___ Comments of teachers

___ Comments of staff/other personnel

___Other, please specify: _____

Please Comment on any ratings of 0, 1 or 2: _____

_____

_____

PART III. ADDITIONAL COMMENTS/OBSERVATIONS OF STUDENT'S PERFORMANCE

What are the student's strengths? _____

_____

_____

_____

In what areas does this student need to grow? _____

_____

_____

_____

Using the scale in Part II, what is your overall rating of the student?

	0	1	2	3	4	5		0	1	2	3	4	5
OVERALL													

Field Supervisor's Signature:_____ **Date:** _____

Student's Signature: _____ **Date:** _____

University Supervisor's Signature: _____ **Date:** _____

Practicum Objectives and Progress Report

Student Name: _____ Semester/Year: _____ Site: _____

Objective (Program Goals addressed)	Behavioral Marker (How will I know I have met my goal? What will it look like?)	Midterm Progress	End of Semester Progress
1.			
2.			
3.			
4.			

5.			

School Psychology
Practicum Summary Form

Student Name: _____

Semester/Year: _____   Site: _____

Site Supervisor: _____
Site Supervisor contact: _____

University Supervisor: _____

Site description (Include location, type of setting, characteristics of clients, and types of training experiences available.):

_____

_____

Summary of practicum hours: _____

_____

       Direct contact:
              Assessment: _____
              Intervention: _____

       Indirect contact:
              Support hours: _____

       Supervision Hours:
              Individual _____
              Group: _____
              Total hours: _____

_____ _____
Student Signature Date

_____ _____
Site Supervisor Signature   Date

_____ _____
University Supervisor Signature   Date

Non-required Practicum APPROVAL FORM

This form is to be submitted for each semester a non-required practicum (NRP) is requested

Student Name_____   Advisor:_____

A.   General Information

1. Name of practicum site: _____
2. Date request is being submitted: _____
3. Semester during which non-required practicum (NRP) will be completed:_____
    **Beginning date: _____
    **Ending date:_____
4. Estimated total number of NRP hours to be completed (maximum of 300): _____
5. Have you completed the advanced practicum program requirements?
    __Yes _____ No
    *If not, you will be required to register for practicum and pay associated fees (3 sh)
6. Is the practicum facility paying you for your work?   ___Yes   _____ No
7. Will you be enrolled in an advanced practicum seminar during the completion of this NRP experience? ___Yes ___ No
    If not, you will be required to secure professional liability insurance at your expense and provide proof of this insurance before accruing hours. *Enrollment in advanced practicum is required if you have not completed all required practicum experiences.*

B.   Student Progress in the School Psychology Program

1. Are you making satisfactory progress in the School Psychology Program?
    ___Yes _____ No   If not,   this request for an NRP experience may not be approved.

2. What additional activities are you undertaking during the time of participation in the proposed NRP? (Please list classes, dissertation activities, other research activities, other practica, work, etc.)

3. How many program-required and sanctioned practicum hours have you accrued to date?
    Total   (required/NRP)   _____
    Direct service (required/NRP)   _____

C.   Description of NRP Activity

1. Provide a brief description of the practicum activity, including the name and location of the NRP facility and specific activities.

2. What is the objective or intended outcome of the NRP experience in terms of your professional development?

3. Identify 2-5 school psychology competency domains that will be addressed and list the specific corresponding activities that will be facilitated during the NRP.

4. Describe the supervision of the practicum.

   a. Name, title, and credentials of supervisor _____
   b. Describe the supervision (frequency, hours, format [individual or group]). *Regular face-to-face supervision is required.*
   a. Describe how the supervisor will provide direct observation during the experience (frequency, type).
   b. Explain how supervision will promote the development of competency in the domains

5. How will your performance be evaluated? *Please describe:*

Signatures:

Student: _____ Date: _____

NRP site supervisor: _____ Date: _____

NRP supervisor email: _____

Student's university advisor: _____ Date: _____

After signing the document, the advisor transmits the form to the School Psychology Program Director. The form will then be presented to the program faculty for approval. Submit this form to your advisor __two weeks__ before the faculty meeting where you want this to be considered.

*APPIC RELEVANT TRAINING/Non-PRACTICUM HOURS
Statement of Agreement

Student: _____

Site Supervisor: _____

License #_____ (Must be a licensed psychologist)

University Program Coordinator: _____License #_____

Level of Experience: Beginning   Advanced
                         The level must be circled and initialed by the site supervisor.

As a *trainee from the School Psychology Program at The University of Iowa, I agree to complete this trainee/practicum experience at _____ under the supervision of _____

                 Name of Site: UIHC, Pediatrics, CDD, Child Psychiatry, Shelter House, etc.)   (Name of supervisor)
Total days per semester on agency site as practicum student/trainee (#): _____

Days per week on agency site (specify days): _____

Hours per day on site: _____

Start Date: _____   End Date: _____

As part of my trainee/practicum experience, I will work toward developing competencies in the following areas, as negotiated with my site supervisor:

I will maintain a log of my experiences to be verified by my site supervisor. At the end of the semester, I will be evaluated by my site supervisor and a letter verifying the clock hours spent on site and the satisfactory completion of this experience will be written by the site supervisor and turned in to the School Psychology Program Coordinator/Practicum Coordinator.

My site supervisor will meet with me on the following basis: _____
     (*At least one hour per week for individual supervision*)

*By signing this, I am indicating that I understand that these additional clock hours do NOT take the place of the required practicum hours for my program. These are additional hours beyond the required 1050 clock hours.

Student Signature _____   Date _____

Site Supervisor Signature _____   Date _____

Director of Training Signature _____   Date _____

THE UNIVERSITY OF IOWA
SCHOOL PSYCHOLOGY PROGRAM
Student Evaluation Form, Non-required Practicum (APPIC-relevant experience)

Student: _____   **Date of Evaluation:** _____

Site Supervisor: _____   **Site:** _____

Student's Year in Program: _____   **Semester/Year:** _____

Hours Completed*: _____

*Hours earned at this practicum site are not counted toward required practicum hours.

DESCRIPTION OF SITE:

Site Focus:	
Grade levels served:	
Total number of students:	
Percent of students eligible for free/reduced-price lunch:	
Percent of students who are members of a minority group:	
Three most prevalent races/ethnicities:	
Source for descriptive information (e.g., Strategic School Profile Report):	

SUPERVISOR INFORMATION:
Please answer the following questions related to your professional practice.

Position/Title:	**Years of Experience:**		
Education:	☐ Master's/Specialist	☐ Ph.D.	
	☐ Psy.D.	☐ Other _____	
Certification/Licensure:	☐ IA educator certificate in school psychology:		
	☐ *Initial*	☐ *Provisional*	☐ *Professional*
	☐ Educator certificate in school psychology outside of IA (State: ____)		
	☐ NCSP	☐ BCBA	☐ Psychology License (State: ____)

PART I. PROFESSIONAL WORK CHARACTERISTICS

Using the following scale, evaluate the student's professional work characteristics.

1	**Never**	Characteristic is not evident
2	**Rarely**	Characteristic is evident and demonstrated with little or no consistency
3	**Sometimes**	Characteristic is evident and demonstrated at times
4	**Often**	Characteristic is evident and demonstrated the majority of opportunities
5	**Always**	Characteristic is evident and consistently demonstrated

PART I: Professional Work Characteristics	Midyear						Final				
15. **Punctuality and attendance** - Student arrives at specified time, plans for scheduling conflicts, demonstrates dependability	1	2	3	4	5		1	2	3	4	5
16. **Professional appearance and demeanor** - Student follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions	1	2	3	4	5		1	2	3	4	5
17. **Initiative, motivation, consistency, and perseverance** - Student takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner	1	2	3	4	5		1	2	3	4	5
18. **Flexibility, adaptability to novel/ unexpected situations** - Student adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery	1	2	3	4	5		1	2	3	4	5
19. **Poise, tactfulness, and rapport with staff and others** - Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines	1	2	3	4	5		1	2	3	4	5
20. **Preparation and organization** - Student demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records	1	2	3	4	4		1	2	3	4	5
21. **Ability to handle professionally constructive criticism and positively use feedback** - Student accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors	1	2	3	4	5		1	2	3	4	5
22. **Ability to accurately self-evaluate areas of practice** - Student displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional	1	2	3	4	5		1	2	3	4	5

practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action										
23. **Respect for cultural and individual diversity** - Student uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation	1	2	3	4	5	1	2	3	4	5
24. **Engaging in continuing education, including participation in professional associations for school psychologists** - Student seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development	1	2	3	4	5	1	2	3	4	5
25. **Development of professional identity and integrity –** Student displays emerging professional identity as school psychologist; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others	1	2	3	4	5	1	2	3	4	5
26. **Self-care** – Student monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	1	2	3	4	5	1	2	3	4	5
27. **Effective communication skills –** Student communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	1	2	3	4	5	1	2	3	4	5
28. **Knowledge and application of evidence-based practice –** Student applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5	1	2	3	4	5
OVERALL	1	2	3	4	5	1	2	3	4	5

PART II. SKILL DEVELOPMENT

Using the scale below, please evaluate the performance and progress of the practicum student you are currently supervising. Specifically, please evaluate his/her skill development and professional characteristics *at this time*.

Please use the following rating scale in evaluating the student in each of the broad areas described below:

1	**Unprepared for practice at any level**	Student's performance is unsatisfactory. The student shows simplistic understanding of concepts and r**equires regular and frequent supervision, is not ready for advanced practicum, internship or independent practice.** A plan for further skill acquisition is needed to reach a level to function independently.
2	**Ready to participate with significant scaffolding from a direct supervisor**	Student's performance is minimally satisfactory. **D*emonstrates aspects of the skill at a very basic level*** and requires *a significant level of close, direct supervision*. Plans should be made to ensure additional practice in this skill to reach satisfactory level and be ready for the next advanced practicum. Student not ready for internship or independent functioning.
3	**Ready for advanced practicum with scaffolding from a direct supervisor**	Student's performance is satisfactory, and performance meets mastery at the pre-professional level with appropriate training, supervision and consultation. If this is an end of year evaluation, the student ***demonstrates* capacity to integrate broad knowledge and skills with more autonomy and effectiveness.** The student is ready for advanced practicum.
4	**Ready for internship with minimal scaffolding from a direct supervisor**	Student's performance is above average. Students at this level of training, ***demonstrate well developed skills***, and perform at an advanced level. *Direct supervised assistance is rarely needed*. The student is ready for internship.
5	**Ready for independent practice**	Student's performance is exceptional. Students at this level **exceed expectations, can work through complex cases with considerable insight into their performance**. Skill is performed independently and is effective in this area with little *on-going supervision*.
NO	**Not Observed**	Skill not observed/insufficient data to make rating currently.

The items are based on the 2020 NASP standards for graduate education of school psychologists (see: https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted) (see http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf).

A. Assessment and Data-Based Decision Making	Midyear								Final						
16. Articulates a theory that meaningfully	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

guides your work													
17. Clearly identifies nature of the referral concern	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
18. Considers a range of causative factors within the assessment process	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
19. Appropriately links assessment instruments to the referral concern	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
20. Reviews existing data (e.g., cumulative folder) to inform assessment needs	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
21. Plans and conducts effective clinical interviews in response to referral concern	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
22. Plans and conducts effective behavioral observation in relevant contexts	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
23. Displays accuracy in administering and scoring the following:													
a. Cognitive/Intellectual assessments	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
b. Achievement assessments	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
c. Social-Emotional-Personality assessments	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
d. Adaptive behavior assessments	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
e. Curriculum-based assessments (e.g., DIBELS, AIMSweb)	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
24. Notes test session behavioral observation relevant to client functioning	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
25. Analyzes and interprets data meaningfully and thoroughly	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
26. Makes recommendations based on assessment results	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
27. Designs and implements appropriate interventions	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
28. Uses, analyzes, and interprets data to evaluate and measure progress of plans	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
29. Effectively conveys data, diagnoses, and intervention plans in written form	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
30. Effectively conveys data, diagnoses, and intervention plans in oral form	0	1	2	3	4	5	N0	0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: _____

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B. Consultation and Collaboration	Midyear								Final						
13. Shows knowledge of appropriate theories and methods of consultation appropriate to individual, group, and organizational/systemic change	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Uses knowledge about organizational factors to promote entry	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Provides leadership in addressing systems-level concerns	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Establishes effective consultation relationships with teachers	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Establishes effective consultation relationships with administrators and staff	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Establishes effective consultation relationships with parents	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
19. Efficiently and effectively interviews consultees	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
20. Accurately identifies and analyzes problem	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
21. Clearly communicates assessment results and recommendations to consultee	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
22. Monitors (or assists in a plan to monitor the) effectiveness of consultee-implemented interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
23. Attends to treatment fidelity issues	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
24. Responds appropriately to difficult interactions/consultation with self-control and good judgment	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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C. Interventions and Instructional Support to Develop Academic Skills	Midyear								Final						
7. Develops appropriate cognitive, academic, and behavioral goals for students with different abilities, disabilities, strengths,	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final					
and needs														
8. Displays knowledge of the conceptual foundation and important mechanisms of change of academic/instructional/curricular interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Effectively considers the utility and implementation needs of interventions/strategies	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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D. Interventions and Mental Health Services to Develop Social and Life Skills	Midyear								Final					
10. Develops appropriate affective, behavioral, social, and adaptive goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Displays knowledge of the conceptual foundation and important mechanisms of change of affective/social/behavioral interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Builds rapport and comes across as genuine, caring, and non-judgmental within counseling sessions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Demonstrates appropriate use of basic counseling skills (e.g., attending, paraphrasing, using questions, information giving)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Evaluates client motivation and matches response to client readiness to change (e.g., confronts effectively, consistently uses and elicits change talk)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final						
17. Asks difficult questions and shows comfort talking about difficult topics/emotions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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E. School-Wide Practices to Promote Learning	Midyear								Final						
5. Demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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F. Preventive and Responsive Services	Midyear								Final						
4. Demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final						
5. Demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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G. Family-School Collaboration Services	Midyear								Final						
8. Communicates and listens effectively	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Seeks appropriate parent/family input to better understand student challenges and determine home opportunities for intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Identifies and recommends effective strategies for increasing collaboration and partnership between home and school	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Encourages parent/family self-efficacy in supporting student learning and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Recommends community resources that will support and enhance student functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Collaborates effectively with outside agencies involved in student/family support	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Works effectively to promote and provide comprehensive services to children and families	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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H. Diversity in Development and Learning	Midyear								Final						
8. Understands ones' own cultural identity and personal attitudes toward diverse	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

others														
9. Demonstrates sensitivity and skills with individuals with diverse characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Demonstrates acceptances of others' values and perspectives	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Demonstrates behavior consistent with an appreciation of and respect for diversity in various areas	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Recognizes how culture shapes students' identity and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Addresses salient cultural differences between self and student	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Confronts inequities within system or lack of sensitivity to cultural differences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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I Research and Program Evaluation	Midyear								Final						
5. Shows awareness of current research	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
6. Uses empirical and theoretical literature to inform practices	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Uses appropriate strategies to examine the effectiveness of implemented programs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Effectively conveys evaluation results in written and oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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J. Legal, Ethical, and Professional Practice	Midyear								Final						
7. Demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Demonstrates knowledge of a systematic	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final					
decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)														
10. Provides services consistent with ethical and professional standards in professional psychology.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Engages in responsive, systematic, ethical, and professional decision-making.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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K. Information Technology	Midyear								Final					
6. Accesses, evaluates, and utilizes information sources and technology in ways that enhance the quality of services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
7. Uses information sources and technology in ways that safeguard confidentiality	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Effectively utilizes computer-based scoring programs for standardized assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Effectively utilizes graphing and charting programs to display student data.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Recommends appropriate assistive technology to support student needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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_____

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___Direct observation

___ Supervision hours

___Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of colleagues

___Comments of parents

___ Comments of teachers

___ Comments of staff/other personnel

___Other, please specify: _____

Please Comment on any ratings of 0, 1 or 2: _____

_____

_____

PART III. ADDITIONAL COMMENTS/OBSERVATIONS OF STUDENT'S PERFORMANCE

What are the student's strengths? _____

_____

_____

_____

In what areas does this student need to grow? _____

_____

_____

_____

Using the scale in Part II, what is your overall rating of the student?

OVERALL	0	1	2	3	4	5		0	1	2	3	4	5

Field Supervisor's Signature:_____ **Date:** _____

Student's Signature: _____ **Date:** _____

University Supervisor's Signature: _____ **Date:** _____

School Psychology
Program-Approved Non-required Practicum (APPIC-relevant experience) Summary Form

Student Name: _____

Semester/Year: _____ Site: _____

Site Supervisor: _____

University Supervisor: _____

Site description (Include location, type of setting, characteristics of clients, and types of training experiences available.):

_____

_____

Summary of NRP hours: _____

_____

Direct contact:
    Assessment: _____

    Intervention: _____

Indirect contact: _____

Support hours: _____

Supervision Hours:
    Individual: _____

    Group: _____

    Total hours: _____

_____   _____
Student Signature   Date

_____   _____
NRP Site Supervisor Signature   Date

_____   _____
University Supervisor Signature   Date

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Internship

An essential component of the doctoral program in school psychology is the internship. It is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. Furthermore, the internship facilitates the further development and integration of knowledge and skills gained from didactic instruction and practicum work.

Although there may be exceptions, **the *internship* occurs primarily apart from the training program and is administered primarily in the internship setting**. Nevertheless, the internship must consist of supervised experiences that will increase the student's knowledge and skill level. It is the responsibility of the student to present an internship plan that provides for new experiences. Intern supervision is the joint responsibility of the University and internship supervisors.

The internship is further defined by its length and placement in the overall training sequence. Students spend a calendar year (or two years half time) in an internship setting approved by the school psychology faculty. The Ph.D. program endorses standards for internships as developed by the American Psychological Association (APA) and the Council of Directors of School Psychology Programs (CDSPP).

Students are expected to select an APA-approved or APPIC-member internship or an approved experience in a school or clinic setting that clearly meets the rigorous standards that are set forth by the profession and that are summarized in the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (from the APA Office of Program Consultation and Accreditation, https://www.apa.org/about/policy/accreditation).

Questions concerning internships should be directed to the internship coordinator/program coordinator.

QUALIFICATION FOR INTERNSHIP

To **apply** for an internship, students must submit the *SP Program Application for Internship* by the deadline and demonstrate the following:

- Be in good standing
- Completed a minimum of the equivalent of three years of coursework for the SP PhD degree required coursework,
- Completed and defended Article 1 of the two-article dissertation or its equivalent, and
- Completed at least 4 of the 5 required practicum experiences and submitted documentation of these experiences (completed the required 600 clock hours of school placements to include elementary, middle school, and rural and urban settings)
- Completed the oral defense of the comprehensive portfolio following the annual review timelines

- Met with advisor to discuss internship plans
- Have a date to propose Article 2 of the dissertation before the start of the internship. *Please note: Some internship sites require the proposal of Article 2 to be eligible to apply to their internship site).*

To **begin** the internship, students must have successfully
- Completed all coursework (with the exception of internship and dissertation hours)
- Completed all required practicum requirements
- Completed the oral defense of the comprehensive portfolio and
- Proposed Article 2 of the 2-Article Dissertation as indicated by committee approval of the first three chapters of the dissertation.

INTERNSHIP APPLICATION

Students must be approved for internship and thus will complete the program application for internship. The program application for internship must be completed by the student and submitted to the Program Coordinator/internship coordinator for review by the school psychology faculty. **STUDENTS MUST SUBMIT THE APPLICATION FOR INTERNSHIP FORM BY MAY 1 OF THE YEAR THAT THEY ARE APPLYING FOR THE INTERNSHIP**. The faculty will review the student's application and inform the student whether they are eligible to apply for an internship.

The following forms are part of the internship process: 1. the School Psychology Program Application for Internship (documenting eligibility for internship), 2. Procedures for Requesting Internship Approval and Placement, 3. the Internship Planning Form, 4. Internship Contract & Documentation form, 5.the Internship Evaluation Form, and 5. Statement of Completion Form. The completed Internship Approval Form along with a detailed Internship Plan will be reviewed within 30 days of submission. A detailed internship plan must accompany all requests for internships, but additional information is required for non-APA-accredited internships.

Part of the application process includes the identification of proposed internship sites. The decision to approve a site is dependent on many factors. Students are strongly encouraged to select an APA-accredited, an APPIC-member internship, or other approved experience. Many future employment opportunities, including academic and clinical positions, require applicants to have completed an APA-approved or APPIC-member internship.

GENERAL RANGE OF ACTIVITIES AND TIME ALLOCATION

The internship should provide experience in a range of assessment, direct intervention, and consultation activities conducted with and for children, adolescents, and/or their families. Additional activities may include research, supervision, education, and administrative functions. Students who complete their internship at an APA-accredited or APPIC-member site may simply participate in the structured rotations, specific activities, and supervision arrangements that have been defined as part of that site's program accreditation.

For students who secure internships at sites that are not accredited by APA or are not members of APPIC, the following range of activity and time allocation guidelines should be carefully followed in developing and completing the internship:

1) At least 10% (approximately 150 hours) of the intern's time should be spent in EACH of these primary activities: assessment, direct intervention, and consultation. However, the intern should spend no more than 50% (750 hours) of the time on any one activity.
2) At least 40% of the intern's time must be spent in direct client contact.
3) A minimum of TWO HOURS EACH WEEK must be spent in regularly scheduled formal, face-to-face individual supervision of intern.
4) The intern may spend up to 30% (approximately 450 hours) of the total time in secondary professional activities: research (e.g., dissertation), supervision (e.g., providing supervision), education (i.e., learning activities), and administration.

ADDITIONAL STRUCTURED LEARNING EXPERIENCES

Because the internship is a training experience, it should include additional structured learning activities. These include:

Research: Participation in research activities is not required as part of the internship. However, up to 30% of the time may be spent in research activities if this is permitted by the sponsoring internship agency. These may include only the following:

1) Dissertation Research—If the dissertation topic is not in keeping with the program of the internship agency, then the research activities should not impinge on that 75% of the intern's time devoted to direct service to the agency, nor should it impinge on any other activities of the agency and its staff.
2) Participation in ongoing research projects carried out and/or supervised by a professional employee of the internship agency.

Scheduled Learning Activities: An average of two hours a week (in addition to two hours of individual supervision) must be spent by the intern in scheduled learning activities. These may include the following:

1) Group supervision for a minimum of 1 hour per week by a licensed psychologist
2) Case conferences
3) Seminars dealing with professional issues
4) In-service training
5) Observing other agency units in delivery of services
6) Meetings with professionals other than school psychologists (e.g., persons from other disciplines or other agencies)
7) Professional conventions

If the internship site does not have a minimum of two interns at the internship level of training during the applicants training period, arrangements can be made for interns from two different sites to meet for seminars dealing with professional issues. These seminars can be conducted by the University of Iowa supervisor if the students are participating in captive internships or by an approved University supervisor near the internship site. All these arrangements must be made prior to the start of the internship.

INTERNSHIP CREDIT REGISTRATION

Full-time interns register for PSQF:7437 Internship in School Psychology for one credit each semester/session—fall, spring—for a total of two credits for an internship at a minimum. If a student's internship term will continue more than two weeks beyond the end of the spring semester the student must register for the summer session. The internship course is generally offered during the 8-week summer session. For a part-time internship, students register for one credit for each of six semesters over two consecutive years.

APPROPRIATE INTERNSHIP SETTINGS

The internship setting is one in which psychological and educational services are provided primarily to children from three to 21 years of age. The setting may be a school (public or private), clinic, or hospital, provided that (a) interns are involved in the full range of professional activities; (b) a diversity of clients are served, including a wide range of children; (c) appropriate agency supervision is available, and (d) the student uses a title such as *intern* or *resident* (or similar designation of trainee status).

Students occasionally desire to fulfill part or the entire internship requirement by working for the school district, mental health agency, or medical setting in which they are presently or have been employed. Such internship arrangements are STRONGLY DISCOURAGED because objective supervision and appropriate learning experiences are frequently compromised when a former employee is cast into the role of intern with the new goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed or have had extensive practicum experiences must demonstrate to the satisfaction of the school psychology faculty that they will be functioning in a NEW CAPACITY that is essentially that of a trainee.

NUMBER OF DIFFERENT SETTINGS PER INTERNSHIP

The total internship experience may occur in more than one setting (e.g., a consortium) provided that all internship placement criteria are met in each setting and that all internship experience requirements (e.g., hours, supervision, and range of activities) are completed satisfactorily.

Each internship agency must have a professional psychologist who is clearly designated to be responsible for the integrity and quality of the internship experience (e.g., chief psychologist, director of training). This person may or may

not serve as the intern's primary supervisor. The site-based internship supervisor and his/her colleagues are professional role models and provide evaluations of professional skills for a critical period in an intern's training. Thus, the first requirement for internship sites is that the supervisor must have adequate time and authority to directly work with the intern.

APPROVAL BY UNIVERSITY

Internship site approval is based on an evaluation of the written internship plan that specifies the range of activities offered to interns and the availability of qualified supervision. The Internship Coordinator/Program coordinator reviews written internship plans that are submitted by individual students. These plans must be approved before any formal or contractual agreement between the intern and the site. The internship plan is completed following the approval of the program's internship application and is submitted no later than August 1st.

SPECIFICATION AND CONTRACTING OF INTERNSHIP EXPERIENCES

The internship agency and intern prepare the written internship plan that explains the objectives and content of the internship. This plan includes.
- Clearly stated expectations for the nature of the experiences offered in the agency.
- Clearly stated expectations for the quality and quantity of work by the intern.
- Specification of supervisory responsibilities of the agency.
- An outline of specific planned experiences for the intern that takes into consideration the student's educational background, experience, or professional goals.
- Specification of salary, reimbursable travel, holidays, and other benefits.

Once approved by all parties, this written plan functions as part of the official contract among the intern, the university, and the internship agency to ensure the successful completion of all internship requirements.

SITE SUPERVISION OF INTERNSHIP

Internship supervision in the agency is the primary responsibility of the field supervisor, who acts as a liaison between the intern and the University of Iowa program.

The field supervisor is a doctoral-level field-based licensed/credentialed psychologist who is licensed as a psychologist by the Department of Public Health (Licensed Psychologist) and may additionally be licensed or credentialed through the the Department of Education to hold the title of school psychologist. Furthermore, this person should have demonstrated teaching or supervisory skills and worked for at least three years as a psychologist delivering psychological services to children/adolescents or young adults, including one year in his/her present setting.

The field supervisor may be an employee of the internship agency or an affiliate (e.g., consultant) of the agency who carries major responsibility for cases being supervised. When internship supervision is provided by an affiliate, then a regular staff member in the agency must be ultimately accountable to the intern and university (e.g., chief psychologist).

UNIVERSITY SUPERVISION OF INTERNSHIP

Intern supervision is the joint responsibility of the training institution and the professional staff of the internship agency. Internship experiences should, therefore, reflect the connection between the training program, the internship setting, and the needs of the intern. To ensure this connection, communication with field supervisors and other staff at internship sites should occur continuously

As needed, the program coordinator will submit to the internship agency a copy of this handbook describing the criteria for internship placements.

The field supervisor will inform the university supervisor of the specific program that has been established for the internship and that this will reflect, in part, the needs stated in the guidelines outlined in this handbook.

INTERNSHIP EVALUATION

At the midpoint of the internship, an evaluation of the intern will be completed by the site supervisor(s). The evaluation form at an APA-accredited or APPIC-member site may be used, or the University of Iowa's form will be used. The intern's progress and any need for change will be clearly stated at this time. The evaluation form will also be completed during the final month of the internship and be sent to the internship coordinator at The University of Iowa. (See The University of Iowa School Psychology Internship Evaluation form in Appendix V.)

Interns are required to keep a written log of internship activities and reactions to and evaluations of those activities/experiences. This summary of activities is submitted to the University supervisor at a minimum of every three months. The intern is expected to maintain monthly contact with the University internship coordinator in person, by e-mail, or by telephone. Additionally, interns will utilize Time2Track for the managing of their hours (https://time2track.com/). The overall evaluation of internship activities is based on the written information that is obtained from the site supervisor(s), intern, and university supervisor.

There is one program faculty member assigned to the internship course This person will serve as the university liaison with the internship setting.

Interns will not be considered given a grade for the semester if the appropriate paperwork has not been turned in. After the internship, the University Internship Coordinator should have copies of midyear and final evaluations, logs for the

entire year, evaluations by the interns of the site and site supervisor(s), and a Statement of Completion of Internship. (See Appendix V.)

APPEAL PROCESS

If a student wishes to appeal an evaluation that has been given by the intern supervisor(s), procedures for appeal should be followed in the internship setting first. The intern should also inform the university supervisor of the decision to appeal an evaluation.

In the case of disagreement over a grade submitted by the university supervisor, procedures for student grievances at The University of Iowa should be followed.

Internship Forms

School Psychology APPLICATION for INTERNSHIP
The University of Iowa School Psychology Program
(Due May 1 of the Year You Intend to Apply for Internship)

Return this form to the UI School Psychology Program Coordinator by May 1 of the year you plan to apply for internship

---

Name: _____ Date:_____

Email address: _____

Advisor: _____

---

1) Check the following if successfully completed:

   a) Required coursework ☐

      1. Courses not completed and semester planning to complete:

   b) Article I or equivalency completed ☐

      1. Date of Final Defense:

      2. Title _____

      3. Committee Members:

         1. _____
         2. _____
         3. _____

   c) Practicum requirements ☐

      1. Placements (Name; School or Clinic Placement; If school, rural/urban & age group)

a) _____

b) _____,

c) _____,

d) _____,

e) _____,

f)_____

2. Total Practicum hours:

Total School hours _____
Total Direct Contact hours: _____
Total practicum supervision hours _____,
Total ALL practicum hours: _____.

d) Comprehensive portfolio ☐

1. Date of comprehensive portfolio defense: _____

2. Committee members: _____

2) Attach a one-page statement of your goals for the internship to include type of setting(s) and clientele served.

Student signature: _____ Date _____

Advisor's signature: _____ Date_____

PROCEDURES for REQUESTING INTERNSHIP SITE
APPROVAL and PLACEMENT

Step 1.   Doctoral students who have been approved by the program to apply for internship will compile a list of potential sites from the following sources:

   A.   Current APPIC On-line Directory Listing APPIC-member Internship and Post-doctoral training programs: https://www.appic.org/Directory
   B.   Latest list of APA-Accredited Doctoral Internships: https://accreditation.apa.org/accredited-programs

Step 2.   These and any other options are to be presented to the Internship Coordinator/Program Coordinator by May 1:
   A.   If only APA-accredited/APPIC-member sites are selected, proceed to Step 3
   B.   If other sites are to be considered, the student must do the following:
       1.   Review the CSDPP Guidelines https://www.hofstra.edu/sites/default/files/2022-03/cdspp-internship-guidelines.pdf
       2.   Complete the Internship Planning Form
       3.   Write and file a statement justifying consideration of non-APA accredited/APPIC-member sites

Step 3.   At the time of your acceptance at the site, the Internship Approval form must be completed by the Internship Site and returned to the Program. The Program Coordinator must receive this form or a letter confirming your placement. The Program requires this letter as evidence of approval of your placement by the internship site.

10 -16 Preferred Choices:

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

15)

16)

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP PLANNING FORM
(TO BE COMPLETED IN COLLABORATION WITH PRIMARY SUPERVISOR)

Student name: _____   Date: _____

Internship site: _____
Primary supervisor: _____
Supervisor email: _____
Supervisor telephone: _____

This form will be required from all students completing an internship.

Internship Plan

1.   Describe the <u>Programmed Sequence</u> which the intern will follow. Designate those experiences which enhance the following: Professional Attitudes, Responsibility, Communication Skills, Critical Judgment, and Technical Skills.

2.   State the expected proportion of time to be spent and the range for each type of training activity provided with children needing <u>psychological</u> services:

% Time	Activity	Range/Type of Training Activities
_____	Assessment	
_____	Intervention	
_____	Consultation	
_____	Supervision	
_____	Other Services (describe) _____	

3.   Name, specialty, and credentials of the designated activity licensed/certified psychologist responsible for the internship:

_____

4.   Name, credentials, and agency/staff affiliation/sponsorship of intern's supervisor(s):

_____

_____

6. Schedule and amount of regular, formal, face-to-face individual supervision dealing with school psychological services rendered by the intern:

    Days/Times _____

7. Time, schedule, and nature of training-learning activities (e.g., case conferences, professional issues seminars, and in-service trainings provided by the intern):

    Amount of Time   Day/Time   Activity

8. Weekly hours to be spent in:

    Supervision   _____
    Education (#7)   _____
    Total   _____/40 hours = _____%   (Minimum of 10% required)

9. Settings in which internship will be served (if more than one, additional forms will be needed for each):

10. Total hours to be spent on internship = _____ (Minimum = 1500)

    Beginning Date _____ to Ending Date _____ = _____ months

11. Time to be spent in direct client contact = _____ (Minimum 40%, 600 hours)

11. Allowance for intern's research activities = _____ (Maximum 25%, 375 hours)

12. Identity of other interns/psychologists with whom intern will interact:

13. Identity of other professionals with whom interns will have opportunity to interact:

14. Official title by which intern will be designated:

15. Written statement is on record which describes:

_____ Goals and content of internship
_____ Clearly states expectations for the nature of experiences.
_____ Quantity of work
_____ Quality of work
_____ Salary
_____ Benefits
_____ Reimbursable travel
_____ Holidays
_____ Other _____

16. Research Time Allowance

Time allowed for research must not reduce the basic internship time below a minimum of 1300 hours. Perform the following calculations before submitting the Planning Form:

	Yours	Example
Total Time	_____	1500
- Research Time Allowed*	_____	375
Remaining Time		
(1300+ hrs)	_____	1125

After subtracting the allowance for research time, your remaining time must equal or exceed 1125 hours. If it does not, you must increase the total time commitment.

Designation of Fully Credentialed Psychology Supervisor(s)

Name and credentials of supervisor(s) must be provided.
Student's comments and faculty notes:

Internship Coordinator/Program Coordinator's Signature: _____ Date: _____

Intern's Signature: _____   Date: _____

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP APPROVAL FORM

Name of intern: _____

Name of agency: _____

Address: _____

                _____

Dates of internship placement: _____

Salary: _____

Name of primary supervisor: _____

Qualifications of supervisor: _____

    (Degree, license, certification)

Provisions for supervision:

    (Number of hours, range of supervisors, individual or group)

Populations to be served:

    (Includes age ranges, handicapping conditions, etc.)

APPROVED:

_____   _____

Signature of University of Iowa School Psychology Internship/Program Coordinator   Date

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
INTERN CONTRACT
(Must use this form or approved site contract)

Intern: _____ Academic Year: _____

Site Supervisor: _____

Site Supervisor Title & Credentials: _____

University Supervisor: _____

Please read and sign:

As an intern from the School Psychology Program at The University of Iowa, I agree to complete an internship with
_____ on the following terms:

(Full name of internship agency, e.g., Mississippi Bend AEA, Davenport Schools, school names)

Dates of internship and total days on agency site as an intern (Fall-Spring): _____

Days per week on agency site (specify days): _____

Hours per day on site (beginning time and ending time): _____

Salary: _____

As part of my internship, I will demonstrate competency in the following areas (according to APA/NASP practice domains):

_____

_____

I will maintain a log of my internship to be reviewed by the University supervisor. At the middle and end of the internship year, I will be evaluated by the site and University supervisors.

The University supervisor will meet with me a minimum of once a month in person and/or via e-mail and telephone:

_____

_____

The internship site supervisor(s) will meet with me on the following basis: _____

_____

Intern Signature: _____ Date: _____

Internship Site Supervisor: _____ Date: _____

University Supervisor: _____ Date: _____

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP DOCUMENTATION FORM

(This form or other approved form will be used to log internship activities and will be turned in monthly to the Coordinator of Internships)

Name: _____   Site: _____

Supervisor: _____

Instructions: Give each case (e.g., client) a number, beginning with #1 in each category. Record total sessions and total hours per case in this way: sessions less than 40 min. = 1/2 hour; sessions between 40 and 70 minutes = 1 hour; sessions greater than 70 minutes = 1.5 hours; and so on. In the Client Characteristics section of a category, indicate proportion of contact with personal/social and academic cases, and (optionally) describe the age range, gender, and ethnicity of the clients, also by proportion.

Date and Activity Code*	Client	Characteristics or Comments	Setting	Minutes	Techniques

Supervision

Indicate total number of sessions and clock hours:

Total client contact hours: _____

Total supervision hours: _____

Total other hours: _____

Total   _____

I certify the above record to be accurate to the best of my knowledge.

Student Signature: _____   Date: _____

Site Supervisor: _____   Date: _____

Supervisor of Record: _____   Date: _____

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THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP
SITE EVALUATION FORM

Site: _____

Supervisor: _____

Student (completing the evaluation): _____

Approximately what percentage of your time did you spend in the following activities?

Assessment/testing	_____
Interventions	_____
Counseling	_____
Workshops/programming	_____
Consultation/outreach	_____
Supervision	_____
Report writing/paperwork	_____

List the best opportunities for training/experience this site offers:

What training/experience opportunities could the site improve upon?

Would you recommend the site to other students?

_____Yes   _____Maybe   _____No

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP SITE EVALUATION FORM (page 2)

Name: _____ Site: _____

Dates of Placement: _____ Site Supervisor: _____

DIRECTIONS: Student completes this form at the end of the internship. This form should be turned in to the University school psychology internship/program coordinator.

A. Very satisfactory
B. Moderately satisfactory
C. Moderately unsatisfactory
D. Very unsatisfactory

Rate the following questions about your site and experiences by the following:

1. _____ Amount of on-site supervision.

2. _____ Quality and usefulness of on-site supervision.

3. _____ Usefulness and helpfulness of faculty liaison.

4. _____ Relevance of experience to career goals.

5. _____ Exposure to and communication of school/agency goals.

6. _____ Exposure to and communication of school/agency procedures.

7. _____ Exposure to professional roles and functions within the school/agency.

8. _____ Exposure to information about community resources.

9. _____ Rate all applicable experiences which you had at your site:
   _____ Report writing
   _____ Intake interviewing
   _____ Administration and interpretation of tests
   _____ Staff presentation/case conferences
   _____ Individual counseling
   _____ Group counseling
   _____ Family/couple counseling
   _____ Psycho/Educational activities
   _____ Consultation
   _____ Other _____

10. _____ Overall evaluation of the site.

COMMENTS: Attach a separate sheet including any suggestions for improvements in the experiences you have rated moderately unsatisfactory (C) or very unsatisfactory (D).

RETURN TO: School Psychology Program Coordinator, 361 Lindquist Center
University of Iowa, Iowa City, IA 52242-1529

College of Education

Psychological and Quantitative
Foundations

THE UNIVERSITY OF IOWA
PHD SCHOOL PSYCHOLOGY PROGRAM
Internship Evaluation Form
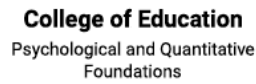
Student: _____   **Date of Evaluation:** _____

Site Supervisor: _____   **Site:** _____

Hours Completed: _____

DESCRIPTION OF SITE:

Site Focus:	
Grade levels served:	
Total number of students:	
Percent of students eligible for free/reduced-price lunch:	
Percent of students who are members of a minority group:	
Three most prevalent races/ethnicities:	
Source for descriptive information (e.g., Strategic School Profile Report):	

SUPERVISOR INFORMATION:

Please answer the following questions related to your professional practice.

Position/Title:		Years of Experience:
Education:	☐ Master's/Specialist	☐ Ph.D.
	☐ Psy.D.	☐ Other _____
Certification/Licensure:	☐ IA educator certificate in school psychology:	
	☐ *Initial*　　　　☐ *Provisional*　　　　☐ *Professional*	
	☐ Educator certificate in school psychology outside of IA (State: ____)	
	☐ NCSP　　　　☐ BCBA　　　　☐ Psychology License (State: ____)	

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PART I. PROFESSIONAL WORK CHARACTERISTICS

Using the following scale, evaluate the student's professional work characteristics.

1	Never	Characteristic is not evident
2	Rarely	Characteristic is evident and demonstrated with little or no consistency
3	Sometimes	Characteristic is evident and demonstrated at times
4	Often	Characteristic is evident and demonstrated the majority of opportunities
5	Always	Characteristic is evident and consistently demonstrated

PART I: Professional Work Characteristics	Midyear						Final				
29. **Punctuality and attendance** - Student arrives at specified time, plans for scheduling conflicts, demonstrates dependability	1	2	3	4	5		1	2	3	4	5
30. **Professional appearance and demeanor** - Student follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions	1	2	3	4	5		1	2	3	4	5
31. **Initiative, motivation, consistency, and perseverance** - Student takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner	1	2	3	4	5		1	2	3	4	5
32. **Flexibility, adaptability to novel/ unexpected situations** - Student adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery	1	2	3	4	5		1	2	3	4	5
33. **Poise, tactfulness, and rapport with staff and others** - Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines	1	2	3	4	5		1	2	3	4	5
34. **Preparation and organization** - Student demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records	1	2	3	4	4		1	2	3	4	5
35. **Ability to handle professionally constructive criticism and positively use feedback** - Student accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors	1	2	3	4	5		1	2	3	4	5
36. **Ability to accurately self-evaluate areas of practice** -	1	2	3	4	5		1	2	3	4	5

	First						Second				
Student displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action											
37. **Respect for cultural and individual diversity** - Student uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation	1	2	3	4	5		1	2	3	4	5
38. **Engaging in continuing education, including participation in professional associations for school psychologists** - Student seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development	1	2	3	4	5		1	2	3	4	5
39. **Development of professional identity and integrity –** Student displays emerging professional identity as school psychologist; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others	1	2	3	4	5		1	2	3	4	5
40. **Self-care** – Student monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	1	2	3	4	5		1	2	3	4	5
41. **Effective communication skills –** Student communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	1	2	3	4	5		1	2	3	4	5
42. **Knowledge and application of evidence-based practice** – Student applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5		1	2	3	4	5
OVERALL	1	2	3	4	5		1	2	3	4	5

PART II. SKILL DEVELOPMENT

Using the scale below, please evaluate the performance and progress of the intern you are currently supervising. It is expected that interns will show the ability to function **independently**, indicated by scores of at least 3 to 5.

Please use the following rating scale in evaluating the student in each of the broad areas described below:

1	**Unprepared for practice** at any level	Student's performance is unsatisfactory. The student shows simplistic understanding of concepts and r**equires regular and frequent supervision, is not ready for advanced practicum, internship or independent practice.** A plan for further skill acquisition is needed to reach a level to function independently.
2	**Ready to participate with significant scaffolding** from a direct supervisor	Student's performance is minimally satisfactory. *D**emonstrates aspects of the skill at a very basic level** and requires *a significant level of close, direct supervision*. Plans should be made to ensure additional practice in this skill to reach satisfactory level and be ready for the next advanced practicum. Student not ready for internship or independent functioning.
3	**Ready for advanced practicum** with scaffolding from a direct supervisor	Student's performance is satisfactory, and performance meets mastery at the pre-professional level with appropriate training, supervision and consultation. If this is an end of year evaluation, the student **demonstrates capacity to integrate broad knowledge and skills with more autonomy and effectiveness.** The student is ready for advanced practicum.
4	**Ready for internship** with minimal scaffolding from a direct supervisor	Student's performance is above average. Students at this level of training, **demonstrate well developed skills**, and perform at an advanced level. *Direct supervised assistance is rarely needed*. The student is ready for internship.
5	**Ready for independent practice**	Student's performance is exceptional. Students at this level **exceed expectations, can work through complex cases with considerable insight into their performance**. Skill is performed independently and is effective in this area with little *on-going supervision.*
NO	**Not Observed**	Skill not observed/insufficient data to make rating currently.

The items are based on the 2020 NASP standards for graduate education of school psychologists (see: https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted) (see http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf).

A. Assessment and Data-Based Decision Making	Midyear								Final						
31. Articulates a theory that meaningfully guides your work	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
32. Clearly identifies nature of the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
33. Considers a range of causative factors within the assessment process	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
34. Appropriately links assessment instruments to the referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
35. Reviews existing data (e.g., cumulative folder) to inform assessment needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
36. Plans and conducts effective clinical interviews in response to referral concern	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
37. Plans and conducts effective behavioral observation in relevant contexts	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
38. Displays accuracy in administering and scoring the following:															
a. Cognitive/Intellectual assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
b. Achievement assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
c. Social-Emotional-Personality assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
d. Adaptive behavior assessments	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
e. Curriculum-based assessments (e.g., DIBELS, AIMSweb)	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
39. Notes test session behavioral observation relevant to client functioning	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
40. Analyzes and interprets data meaningfully and thoroughly	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
41. Makes recommendations based on assessment results	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
42. Designs and implements appropriate interventions	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
43. Uses, analyzes, and interprets data to evaluate and measure progress of plans	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
44. Effectively conveys data, diagnoses, and intervention plans in written form	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
45. Effectively conveys data, diagnoses, and intervention plans in oral form	0	1	2	3	4	5	N0		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

B. Consultation and Collaboration	Midyear								Final						
25. Shows knowledge of appropriate theories and methods of consultation appropriate to individual, group, and organizational/systemic change	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
26. Uses knowledge about organizational factors to promote entry	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
27. Provides leadership in addressing systems-level concerns	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
28. Establishes effective consultation relationships with teachers	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
29. Establishes effective consultation relationships with administrators and staff	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
30. Establishes effective consultation relationships with parents	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
31. Efficiently and effectively interviews consultees	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
32. Accurately identifies and analyzes problem	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
33. Clearly communicates assessment results and recommendations to consultee	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
34. Monitors (or assists in a plan to monitor the) effectiveness of consultee-implemented interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
35. Attends to treatment fidelity issues	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
36. Responds appropriately to difficult interactions/consultation with self-control and good judgment	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

C. Interventions and Instructional Support to Develop Academic Skills	Midyear								Final						
13. Develops appropriate cognitive, academic, and behavioral goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Displays knowledge of the conceptual foundation and important mechanisms of change of academic/instructional/curricular interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Effectively considers the utility and implementation needs of interventions/strategies	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

D. Interventions and Mental Health Services to Develop Social and Life Skills	Midyear								Final						
19. Develops appropriate affective, behavioral, social, and adaptive goals for students with different abilities, disabilities, strengths, and needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
20. Displays knowledge of the conceptual foundation and important mechanisms of change of affective/social/behavioral interventions	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
21. Clearly delineates the goals of intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
22. Effectively implements appropriate interventions to achieve identified goals	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
23. Builds rapport and comes across as	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final					
genuine, caring, and non-judgmental within counseling sessions														
24. Demonstrates appropriate use of basic counseling skills (e.g., attending, paraphrasing, using questions, information giving)	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
25. Evaluates client motivation and matches response to client readiness to change (e.g., confronts effectively, consistently uses and elicits change talk)	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
26. Asks difficult questions and shows comfort talking about difficult topics/emotions	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
27. Evaluates the effectiveness of the intervention strategies used	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

Additional Comments: _____

_____

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E. School-Wide Practices to Promote Learning	Midyear								Final					
9. Demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
10. Demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
11. Demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO
12. Is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional	0	1	2	3	4	5	NO	0	1	2	3	4	5	NO

	Midyear								Final						
methodology)															
13. Designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Uses data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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F. Preventive and Responsive Services	**Midyear**								**Final**						
7. Demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
8. Demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
9. Demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

G. Family-School Collaboration Services	Midyear								Final						
15. Communicates and listens effectively	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Seeks appropriate parent/family input to better understand student challenges and determine home opportunities for intervention	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Identifies and recommends effective strategies for increasing collaboration and partnership between home and school	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Encourages parent/family self-efficacy in supporting student learning and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
19. Recommends community resources that will support and enhance student functioning	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
20. Collaborates effectively with outside agencies involved in student/family support	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
21. Works effectively to promote and provide comprehensive services to children and families	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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H. Diversity in Development and Learning	Midyear								Final						
15. Understands ones' own cultural identity and personal attitudes toward diverse others	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Demonstrates sensitivity and skills with individuals with diverse characteristics	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Demonstrates acceptances of others' values and perspectives	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Demonstrates behavior consistent with an appreciation of and respect for diversity in	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	various areas														
19.	Recognizes how culture shapes students' identity and behavior	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
20.	Addresses salient cultural differences between self and student	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
21.	Confronts inequities within system or lack of sensitivity to cultural differences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL		0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

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I Research and Program Evaluation	**Midyear**								**Final**						
9. Shows awareness of current research	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
10. Uses empirical and theoretical literature to inform practices	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
11. Effectively translates research and its implications for practice to various audiences	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Effectively develops and implements programs to address systems-level challenges	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Uses appropriate strategies to examine the effectiveness of implemented programs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Uses appropriate research designs and statistics when evaluating programs									0						
15. Effectively conveys evaluation results in written and oral form	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

J. Legal, Ethical, and Professional Practice	**Midyear**								**Final**						
13. Demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

	Midyear								Final					
14. Demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
16. Provides services consistent with ethical and professional standards in professional psychology.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
17. Provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
18. Engages in responsive, systematic, ethical, and professional decision-making.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

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K. Information Technology	Midyear								Final					
11. Accesses, evaluates, and utilizes information sources and technology in ways that enhance the quality of services	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
12. Uses information sources and technology in ways that safeguard confidentiality	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
13. Effectively utilizes computer-based scoring programs for standardized assessments	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
14. Effectively utilizes graphing and charting programs to display student data.	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
15. Recommends appropriate assistive technology to support student needs	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO
OVERALL	0	1	2	3	4	5	NO		0	1	2	3	4	5	NO

Additional Comments: _____

_____

_____

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___Direct observation

___ Supervision hours

___Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of colleagues

___Comments of parents

___ Comments of teachers

___ Comments of staff/other personnel

___Other, please specify: _____

Please Comment on any ratings of 0, 1 or 2: _____

_____

_____

PART III. ADDITIONAL COMMENTS/OBSERVATIONS OF STUDENT'S PERFORMANCE

What are the student's strengths? _____

_____

_____

_____

In what areas does this student need to grow? _____

_____

_____

_____

Using the scale in Part II, what is your overall rating of the student?

OVERALL	0	1	2	3	4	5		0	1	2	3	4	5

Field Supervisor's Signature:_____ **Date:** _____

Student's Signature: _____ **Date:** _____

University Supervisor's Signature: _____ **Date:** _____

UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM
STUDENT EVALUATION of SUPERVISOR

Name of Practicum or Internship Supervisor: _____

Period covered: _____ to _____

SUGGESTED USE: The practicum or internship supervisor could obtain feedback on the supervision by asking supervisees to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision and (2) to encourage communication between the supervisor and the supervisee.

DIRECTIONS: Circle the number which best represents how you feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

		Poor		Adequate		Good		
1.	Gives time and energy in observing, tape processing, and case conferences.	1	2	3	4	5	6	NA
2.	Accepts and respects me as a person.	1	2	3	4	5	6	NA
3.	Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6	NA
4.	Gives me useful feedback when I do something well.	1	2	3	4	5	6	NA
5.	Provides me the freedom to develop flexible and effective intervention skills.	1	2	3	4	5	6	NA
6.	Encourages and listens to my ideas and suggestions for developing skills.	1	2	3	4	5	6	NA
7.	Provides suggestions for developing my skills.	1	2	3	4	5	6	NA
8.	Helps me to understand the implications and dynamics of the approaches I use.	1	2	3	4	5	6	NA
9.	Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6	NA
10.	Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6	NA
11.	Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience.	1	2	3	4	5	6	NA
12.	Gives me useful feedback when I do something wrong.	1	2	3	4	5	6	NA
13.	Allows me to discuss problems I encountered in my practicum/internship setting.	1	2	3	4	5	6	NA
14.	Pays attention to both me and my clients.	1	2	3	4	5	6	NA
15.	Focuses on both verbal and nonverbal behavior in me and in my clients.	1	2	3	4	5	6	NA

		Poor	Adequate	Good

16. Helps me define and maintain ethical behavior in assessment and case management.   1 2 3 4 5 6 NA

17. Encourages me to engage in professional behavior.   1 2 3 4 5 6 NA

18. Maintains confidentiality in material discussed in supervisory sessions.   1 2 3 4 5 6 NA

19. Deals with both content and effect when supervising.   1 2 3 4 5 6 NA

20. Focuses on the implications, consequences, and contingencies of specific behaviors in assessment and intervention.   1 2 3 4 5 6 NA

21. Helps me to organize relevant case data in planning goals and strategies with my clients.   1 2 3 4 5 6 NA

22. Helps me to formulate a theoretically sound rationale of human behavior.   1 2 3 4 5 6 NA

23. Offers resource information when I request or need it.   1 2 3 4 5 6 NA

24. Helps me to develop increased skill in critiquing and gaining insight from my tapes.   1 2 3 4 5 6 NA

25. Allows and encourages me to evaluate myself.   1 2 3 4 5 6 NA

26. Explains his/her criteria for evaluation clearly and in behavioral terms.   1 2 3 4 5 6 NA

27. Applies his/her criteria fairly in evaluating my performance.   1 2 3 4 5 6 NA

Additional Comments and/or Suggestions:

Signature of Intern_____   Date: _____

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Signature of Supervisor _____   Date: _____

THE UNIVERSITY OF IOWA SCHOOL PSYCHOLOGY PROGRAM

STATEMENT of COMPLETION of INTERNSHIP

I certify that _____ has successfully completed the Ph.D. Internship experience as required by the School Psychology doctoral program at The University of Iowa and is released for graduation. The official ending date of the Internship was _____.

The Internship was completed at _____

_____

_____

_____

Total number of hours completed (attach T2T summary form): _____

_____   _____

   Signature of Primary Supervisor   Date

_____   _____

   Signature of School Psychology Program Coordinator   Date

_____   _____

   Student Signature   Date

Article 2 of Dissertation- FINAL Defense Evaluation Form

ORAL REVIEW OF THE DISSERTATION

Date: _____

Candidate: _____

Dissertation Title: _____

_____

Dissertation Committee

Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Outside Reader: _____

Dissertation Defense (oral portion):   Evaluation of Dissertation (written work):
_____Satisfactory   _____ Accepted as submitted
_____Reexamine   _____ Minor revisions
                                         _____ Major revisions required

Signatures:

Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

The Dissertation Chair records the scores from each committee member and averages the scores from each faculty member on the Article 2 of the Dissertation Committee. The scores correspond to the following scale:

Please use the following rating scale

1 – Significantly Below Expectations
2 – Somewhat Below Expectations
3 – Meets Expectations
4 – Above Expectations

The student must receive a score of 3 or above from all committee members on each of the dissertation elements in order to pass the article 2 dissertation defense.

☐ Pass

☐ Fail

Article 2/Dissertation FINAL Evaluation Rubric

The following rubric is used to evaluate the quality of the student's Article 2 dissertation oral defense and written work. Failure to achieve a score of 3 or 4 on any dissertation element requires that the student rewrite portions of the proposal and possibly schedule another proposal defense. *This rubric was adopted from the Adelphi University rubric.*

Dissertation Element	Significantly Below Expectations 1	Somewhat Below Expectations 2	Meets Expectations 3	Above Expectations 4	Achieved Performance Level Score
Statement of Problem	The problem statement lacks articulation and does not describe the issue under study. The problem statement mimics previous work and lacks uniqueness	The problem statement is presented and begins to describe the topic of study. Shows limited distinctiveness in the area of study. The importance of the research is minimally presented.	The problem statement is presented and articulated in a clear and unique way. The importance of the research is presented and relationships between concepts and/or variables under study are examined. A new perspective on previous research is presented	The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/ field is demonstrated. Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented.	
Review of Literature	Does not discuss status or gaps in current research literature.	Limited discussion of status and gaps in current research literature on the topic.	Literature review presents status of current research literature on the study's topic.	Literature review presents in an accurate and comprehensive manner the status of current research	

	Literature review does not establish a theoretical framework.	Limited establishment of theoretical framework for current research. Topic, question, or hypothesis is simply stated.	Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/ profession. Begins to establish a theoretical framework for the current research questions and gaps in literature.	literature on the study's topic. Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/ profession. Identifies gaps where further research is needed. Establishes a theoretical framework for investigating those gaps and questions.	
Methodology	Does not discuss a methodology for collection of data or performance of study.	Limited discussion of suitability of methodology for the study's purpose.	Presents a methodology suitable and systematic for the topic.	Demonstrates an understanding of the methodology's suitability to the dissertation as contribution to knowledge. Presents and assesses the suitability of the methodology to the topic.	
Results	Does not present results of data collection.	Results are simply stated in an objective manner.	Results are presented in an objective manner. Data collection results are described limitedly to reveal meaningful relationships that exist in the data.	Data collection results are presented in an object manner. Data collection results use techniques that describe the data and reveal meaningful relationships that exist in the data. The results are interpreted,	

				allowing for a speculation on new/hidden relationships.	
Discussion	An analysis of the results is not present. Conclusions do not clearly follow from the results. Does not discuss implications for practice. Shows no awareness of place of current study in the body of knowledge on the topic. Does not discuss the limitations of research methodology, findings, or implications of these limitations regarding the study's efficacy and value.	Conclusions follow from the results and are explained in terms of the analysis of the data. Addresses implications for practice only limitedly. Shows limited awareness of the study's applicability to the topic. Shows a lack of awareness of at least one major area of limitation in the research methodology and/or findings. Cannot or does not recognize how the current study may be improved.	Results are analyzed in an objective manner, employing several different perspectives on the same data. Conclusions follow from results and are explained in terms of the analysis of the data, which shows methodological and conceptual rigor. Addresses implications of findings for practice. Can describe the significance of the study within the contextual history of research on the topic. Discusses possible limitations in research methodology. Connects these limitations to results and possible implications of results. Makes only a limited attempt to describe changes which would	Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner. Conclusions clearly follow from results, are accurately described in detail in terms of data analysis and show methodological and conceptual rigor. Fully accounts for the study's practical implications. Understands the place of the study in history and meanings associated with research on topic. Can use the current study as a platform for discussion of the topic globally and historically. Fully describes possible limitations to research methodology, alternatives for operational definitions of constructs, and	

			strengthen the study.	possible researcher influences. Connects these limitations clearly to outcomes and results. Designs changes to study that would account for the above-mentioned limitations.	
Oral Presentation	The student only reads directly from notes and does not look or engage the audience during the oral presentation. Student appears confused and does not seem to understand their own study well or is unable to expand beyond the information in their notes. The student is unable to show mastery of scholarship in the area of research that they studied	The student tends to rely on notes with inconsistent looking at or engagement of the audience during the oral presentation. The student appears able to respond to questions but has some difficulty expanding on the information beyond their notes. The student was able to discuss the study however there was still some difficulty or confusion about their study during the oral presentation.	The student is clear, poised, connected and able to make eye contact and engage the audience during the oral presentation. The student shows mastery of the material and does not rely on notes or slides excessively. The student can expand beyond the notes when asked questions about the study and appears well-versed in their topic area	The student can demonstrate mastery of their study and the larger literature during the oral presentation. The student's answers to questions demonstrate mastery of the material and ability to consider he problem from different angles and with depth and complexity during the oral presentation.	

A Brief Guide for APPIC/Internship Application for International Students

As an international student, students may have already handled endless complicated immigration documents and paperwork throughout their journey in graduate school. Students are typically fully prepared to manage the new complications when applying for an internship. As a graduate student in School Psychology, one of the last milestones needed is to complete internship. Although there are several options to complete internship, an APPIC (Association of Psychology Postdoctoral and Internship Center) member or APA-accredited internship seems most appealing to future careers. However, going through the APPIC application process may be completely different for international students (those on F, J or H types of visas) than students who are US citizens (citizens, green card holders, permanent residents, etc.). Please find below some key information and "words to the wise" about navigating the internship application process for international students (**Primarily for F-1 visa holders who are applying for accredited or non-accredited internships but may be applicable to others**).

Disclaimer: relevant policies change year to year. What is provided here is solely based on the information valid in the 2019-2020 academic year. When in doubt, always refer to the official internship sites, immigration officers and the International Student and Scholar Services (ISSS) advisors.

Visa related issues

The visa issue is a top concern for most international students. When studying on an F visa, it allows the student to go on a *paid* internship after 9 months of entry as long as 1) it is related to the student's major, 2) academic credit is received for completing internship. For our program, the student should be qualified automatically. However, it is advisable to always check with ISSS advisors to make sure. https://international.uiowa.edu/isss/current

1. The CPT application guideline by ISSS stated that "*PhD and Master's thesis students who have deposited the thesis/dissertation, or Master's non-thesis students who have completed the final project or final comprehensives for the program are not eligible for CPT*". (Related to some immigration laws). Planning and discussing this with ISSS advisors first is recommended if the student plans to complete all dissertation requirements before internship via CPT.
2. For more details about the CPT application, please see https://international.uiowa.edu/isss/current/employment/cpt
3. **Again, it is important that students discuss the process with ISSS advisors for confirmation.**

Application Tips

1. Please remember, it is the international student's responsibility to advocate for themselves through the application process. The APPIC application system and process are not designed exclusively for internationals. Students need to be proactive and even educative to the sites where the student is applying. Explaining the international student's status is important in the very beginning to clarify any confusion (see below) and will save the student from tons of ramifications and troubles.

2. Almost a third of accredited internship sites only accept applications from U.S. citizens. Non-citizens cannot apply to any state or federal agencies, i.e., VA hospitals, prisons, and some community mental health clinics (although a few exceptions may exist if the agency receives funds from other government sources). The good news is that some school psychology internship sites and school districts are free of

this restriction. **The very first thing to do when searching is to find out whether the site requires citizenship. The site information on the APPIC directory has a specific section explaining requirements.**

3. In the very first page when completing the APPIC online application, the student needs to answer questions regarding citizenship and visas. The common confusing questions are:

- "Do you hold a visa?" Yes and "specify the types". F is the most common type.
- "Is the visa current and valid?" If on an F visa and the answer is no, the student should contact the sites of interest to explain the situation ahead of time. This can be confusing and becoming educated is important. First, visa is only a border entry document, like a concert ticket. Once the student enters the country (concert), even if the "visa (ticket)" expires, there is no need to buy another one if the student stays in the country (concert). Second, if the student does not plan to go abroad with an expired F visa, the visa does not need to be renewed. An expired F visa will not affect the student's eligibility to apply for a CPT/OPT to complete an internship. Similar statements are available from the UMN ISSS website or even DHS website. **But please check with the internship site coordinator first to see their requirements first.**
- "Does this visa permit you to work?" Per regulations, F visa holders are permitted to work only on campus at 20hr/week maximum, or with a CPT/OPT on a major-related job at 40 hours/week maximum. For the paid internship (required in the program), the student must apply for CPT to qualify. It is suggested that student's answer yes without-a-doubt (unless the student is not qualified for CPT).
- The student needs to email the sites before sending an application to explain those issues to get them ready and on board with the student's application. Some sites may even stop reviewing the student's application when the student answers no to "a valid visa", which is in the first page of the application package.

4. The student needs to be proactive and positive about the process and any immigration related issues. It is in the student's best interest to email the internship sites proactively, kindly, and firmly to advocate for themselves. Although, there may be some indication of negative experiences by some regarding internship and international students, the APPIC application is designed to be a non-discriminative process, and the systems are improving year by year. Conducting a thorough search of the sites of interest including program policies, climate, culture, demographic make-up, etc. will be helpful in identifying good matches. Previous applicants suggested that, by looking at the current intern's profiles, a student can get a sense of how the culture of the internship program welcomes diversity.

5. Students are reminded of all that the student has accomplished to date; it is how the students present themselves in the application that matters more than a simple citizen status. Use a delicate spin in materials to emphasize unique intellectual assets, such as multi-lingual skills, foreign clinical training, and native knowledge about a certain minority group. This is a good opportunity to stand out from other applicants. Plus, the Iowa school psychology program is a well-known and prestigious program in the field, which enhances students' competitiveness from the very beginning.

6. Also, the gold standard in our profession is "when in doubt, consult". The Iowa program includes strong faculty and students who can offer valuable suggestions and help. No student is alone and navigating the process with the student's advisor, who is experienced and knows the student well, facilitates the

process. **Please consult with advisors if there are any doubts about this guide, as program policies may change.**

7. Lastly, be aware of the temptation from different hiring companies encountered at conferences. Some may be risky for international students, and most do not deal with international student application issues. It is important not count on these sites, which may alleviate future financial and time challenges and peace of mind. **The best list of trusted resources is found with ISSS advisors, APPIC match newsletter, faculty and program handbooks**.

List of useful resources:
To subscribe to the MATCH-NEWS e-mail list (**strongly encouraged**), send a blank e-mail message to the following address: subscribe-match-news@lyris.appic.org

U Iowa ISSS guide for international students
https://international.uiowa.edu/isss/current/employment/cpt

Introduction and General Information about the APPIC Match http://www.appic.org/Match/About-The-APPIC-Match/Match-Overview

UW's introduction for CPT and OPT
http://iss.washington.edu/employment/f1-employment/cpt
http://iss.washington.edu/employment/f1-employment/opt

What's happening in the past few years about APPIC match
https://appic.org/Match/Match-Statistics/Comments-about-Imbalance-Page-8

APPIC training for students
http://www.appic.org/Training-Resources/For-Students

One of APA's informative articles about international students and internships
https://www.apa.org/gradpsych/2009/11/welcome.aspx