



UNIVERSITY OF
**DETROIT
MERCY**

**SCHOOL PSYCHOLOGY
STUDENT HANDBOOK
2026-2027**

**4001 W. McNichols Road
Detroit, MI 48221-3038**

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School Psychology Program

<https://chass.udmercy.edu/academics/psy/school-psychology.php>

National Association of School Psychologists

www.nasponline.org

Michigan Association of School Psychologists

<https://www.maspweb.com/>

Handbook

This handbook covers the policies and procedures of the School Psychology Program for students entering in the 2026-2027 academic year. The handbook is used in conjunction with other materials including, but not limited to, the *Pre-practicum Field Experience Manual*, the *Practicum Manual*, the *University of Detroit Mercy Internship Manual*, the *University of Detroit Mercy Student Handbook* and the *University of Detroit Mercy Graduate Catalog*. Portions of the manual are subject to change and students will receive any updates or addenda from program faculty.

Program Description

The Specialist-level Program in School Psychology is part of the Department of Psychology, within the College of Humanities, Arts & Social Sciences (CHASS). The Specialist Degree in School Psychology (SSP) is a three-year, 63 credit hour program of full-time study. This includes a three-semester (i.e., September-June), 600-hour practicum during the second year, and a three-semester, full-time 1200-hour internship in a school setting completed during the third year.

Program Goals & Objectives

The Program is designed to provide a strong and broad-based knowledge of both psychology and education, and to prepare students to apply that knowledge as school psychologists within school settings. Objectives are as follows:

1. Graduates recognize the dignity and intrinsic worth of all individuals and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
 - a. Assessment of individuals as well as systems,
 - b. Intervention design, and
 - c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.
4. Graduates communicate clearly and effectively and demonstrate appropriate, respectful conduct in their professional interactions with others.
5. Graduates adhere to legal and ethical standards in their professional practice.

University of Detroit Mercy Mission Statement

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A Detroit Mercy education seeks to integrate the intellectual, spiritual, ethical and social development of our students.

The Mission of the College of Humanities & Social Sciences

The College of Humanities & Social Sciences prepares students to participate in a diverse and changing world in the Jesuit and Mercy traditions as "men and women for others." The College provides a student-centered education in an urban context which stimulates a desire for the life-long exploration of the intellectual, spiritual and ethical dimensions of what it means to be human.

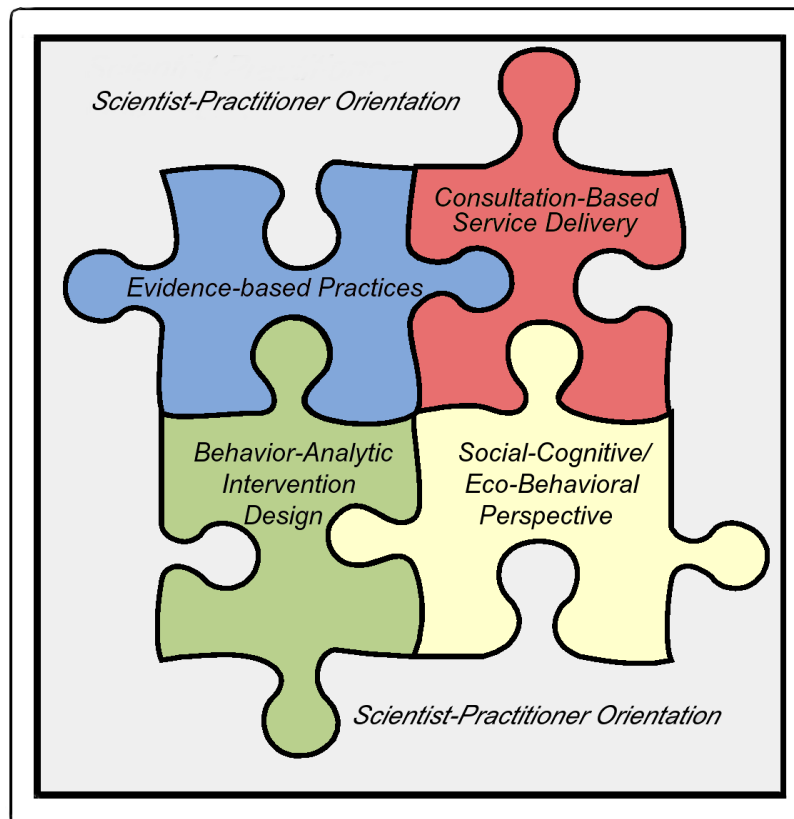
Understanding Program Expectations

Students are expected to familiarize themselves with this *Program Handbook* and ask for clarification if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Pre-practicum Field Experience Manual*, the *Practicum Manual*, the *University of Detroit Mercy Internship Manual*, the *University of Detroit Mercy Student Handbook* and the *University of Detroit Mercy Graduate Catalog*.

Program Philosophical Models

The program philosophy may be conceptualized as a foundation of several important but complementary concepts, embedded within an overall *scientist-practitioner* orientation.

1. Evidence-based practices
2. Consultation-based services
3. Behavior analytic intervention design
4. Social-cognitive/eco-behavioral orientation



Program Foundational Skills and Knowledge

The School Psychology Program at the University of Detroit Mercy is designed to prepare school psychologists who have a strong and broad-based knowledge of psychology and education, and enable them to apply that knowledge within the school setting. The nationally recognized standards for training and practice, established by the *National Association of School Psychologists*, are articulated in the *Standards for Training and Field Placement Program in School Psychology*. This document also specifies 10 domains of knowledge requisite to the practice of school psychology; these domains are further elaborated upon in *The Professional Standards of the National Association of School Psychologists* (2020). The 10 domains are summarized below:

NASP Model 10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention

- **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others

Direct and Indirect Services for Children, Families, and Schools

- **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- **Domain 4: Mental and Behavioral Health Services Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide

practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Foundations of School Psychological Service Delivery

- **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology;

multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity

In addition, the program evaluates specific professional qualities essential to success in the field. These *Professional Skills/Work Characteristics* are implicit in the above domains; however, they are explicitly articulated under a separate category for evaluation purposes.

Program-Specific Policies, Procedures, and Expectations

Program Admission and Enrollment

The Detroit Mercy School Psychology program is NASP Accredited as a face-to-face program. The program accepts only full-time students, in cohorts of approximately 6-12. The cohort system enables students to progress through the program as a unit, during which time a supportive “community” often develops. The admission rate ensures a faculty-to-student ratio of no greater than 1:12, allowing more personal interaction with the faculty.

The school psychology program is intended to lead to certification by the state board of education. Candidates who would not qualify for teacher certification should not apply; if admitted, those students will be dismissed as the program is notified of disqualifying circumstances. See the State of Michigan policy: [http://www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1535a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1535a.pdf) .

The School Psychology program accepts only full-time-only students. During the Years 1 and 2 field experiences, some daytime hours in the public schools will be required; these hours may not be regular. In addition, some courses are offered during the daytime. During Year 3, students complete an internship which is a full-time, full-school-year commitment.

Students are admitted into the School Psychology program. Students earn a Master of Arts degree after the 30 specified credits (year 1). Individuals with an existing master's degree or coursework in school psychology or a closely related field may have a modified plan of study developed, depending upon their individual transcripts, at the discretion of the program director. This modified plan may result in additional coursework being required and may increase the total number of credits for the program.

Requirements. Each prospective student must meet the minimum admission requirements of the College of Humanities & Social Sciences. The program requires a minimum GPA of 3.0. The program no longer requires the GRE exam. An undergraduate degree in psychology is not required; however, any student who does not have undergraduate coursework in child development and statistics may be required to take compensatory coursework prior to enrollment or within the first semester, as determined by the Program Director.

Transfer students. Applicants who have begun training in another program may apply for admission to the Detroit Mercy program. Such applicants must submit a letter from their current program director stating that they are currently in good standing. Application procedures and requirements are the same as for other candidates; however, transfer applicants who are accepted into the program may be eligible for a modified program. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred. Such courses must be comparable in content, and completed with at least a “B.” Courses completed more than 5 years prior to application, or coursework from non-accredited programs, are unlikely to be considered acceptable. Additional coursework may be required and may increase the total number of credits for the program.

Applicants with Graduate Coursework/Degrees. Applicants who have already completed graduate programs in related areas may apply; application procedures and requirements are the same as for other candidates although applicants who are accepted into the program may be eligible for a modified plan of study. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred. Such courses must be comparable in content, and completed with at least a “B.” It is unlikely that a substantial number of courses will meet these criteria. Courses completed more than 5 years prior to application are unlikely to be considered acceptable. Additionally, it is the position of this program (and NASP accreditation) that the practice of school psychology is a specialization requiring intensive school-based field experiences; therefore, *it is the policy of this program not to waive field experience requirements.* Additional coursework may be required and may increase the total number of credits for the program.

Deadline. The application deadline for the program is January 15. Applicants are strongly advised to submit materials to the Graduate School as early as possible to ensure their complete file has been forwarded to the Program Admissions Committee by the deadline. Late applications may be accepted at the discretion of the committee; applicants wishing to apply after the deadline must directly contact the program director in order to determine availability. It is the applicant’s responsibility to ensure that all materials have been received. Incomplete applications will not be considered. In order to be considered for the school psychology program, applicants must submit the following materials:

1. Transcripts documenting a minimum undergraduate GPA of 3.0. *If transcript does not report separate GPA for major area, please report this on resume.*
2. Graduate school application for the *Specialist Degree in School Psychology*. The application can be located at <http://www.udmercy.edu/apply>
3. Three (3) letters of recommendation, at least two of which must address the applicant’s academic potential (i.e., from a university faculty member). Applicants who have been out of a university setting for several years should submit letters from individuals who can speak to their academic, intellectual, and professional capacity.
4. Statement of purpose, which should be 2-3 pages, explaining the applicant’s interest in school psychology as a career. The statement of purpose should be typed and submitted separately to admissions as a Word document.
5. Graduate transcripts (if appropriate).
6. Professional Resume. *Note: If transcript does not report separate GPA for major area, please report this on resume.*

Criteria. When an applicant’s file is complete, it is forwarded to the School Psychology Program Committee for consideration. Those who do not meet minimum College requirements are eliminated

from the pool of candidates. To maintain program quality and be consistent with NASP standards, space is limited, and admission is competitive. Applicants are considered based on qualities associated with successful candidates:

1. Child advocacy
2. Respect for diversity in all forms and a commitment to social justice
3. Understanding of/commitment to the profession of school psychology
4. Written communication skills
5. Oral communication skills
6. Academic ability
7. Professional behavior skills
8. Relevant background experiences

The Committee will select those applicants most likely to be successful in the program; those applicants will be invited for an interview. The purpose of this interview is to determine the applicant's match with the training program and profession, and potential for successful completion of the program. The applicant may be asked to research the field by visiting a practicing school psychologist prior to the on-campus interview.

When the Committee has completed all scheduled interviews, final determinations will be made, and interviewed applicants will be notified of the Committee's admission decision by email on or around March 1st. Those offered admission will have a limited amount of time to accept or reject the offer (generally by April 15). The Committee may place applicants on a waitlist and will notify applicants of such a decision. Candidates who are offered admission and cannot accept at that time are highly encouraged to reapply the following year. Although candidates offered first round admission (e.g., not waitlist or a secondary round of admissions) may request deferred admission to the following academic year, it should be noted that deferment is only appropriate in extenuating circumstances. Those cases must be approved by program faculty and are based on program and cohort size, among other factors. Deferred admissions offers must be confirmed by February 1 the year after the initial admissions offer was made.

The primary goal of the program is to prepare students to become certified school psychologists through the Michigan Department of Education (MDE)/Nationally Certified School Psychologist (NCSP) through NASP. Occasionally, students may be interested in also pursuing a Limited License in Psychology (LLP), which is obtained via the State of Michigan Licensing and Regulatory Affairs (LARA)/Board of Psychology. Students are responsible for understanding the requirements of the LLP set by the State of Michigan and must understand that those requirements are in addition to the requirements (e.g., supervision and field experiences) for the School Psychology program and certification through MDE and NASP.

The Department of Psychology has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual preference, or handicapping condition.

Program Expectations for Professional Behavior

In order to successfully complete graduate work in the School Psychology Program at The University of Detroit Mercy all students must meet specific program and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by the National Association of School Psychologists and the American Psychological Association are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Students are evaluated on these expectations each year, and more frequently if necessary (e.g., if program faculty have concerns, or if the student has an individual Growth Plan). The purpose of the material in this section is to ensure that all students are informed of the program expectations and policies at the onset and also to inform students of their due process rights.

Understanding Course Expectations and the Program Handbook and Manual. Students are expected to read the program handbook in detail and ask questions if necessary. Additionally, students are expected to completely review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the *Program Handbook*, *Pre-practicum Field Experience Manual*, *Practicum Manual*, *Detroit Mercy Internship Manual*, and the *University of Detroit Mercy Student Handbook* and *Graduate Catalog*.

Attendance/ Punctuality. In a graduate program, all class content and discussions are critical to student success in the program, therefore students are expected to be on time and present for every class. In the event that an absence or tardy will occur, students are expected to notify program faculty in advance or as soon as possible. The student is responsible for all content that was covered and discussed during class time. Additionally, the student may be required to complete a supplemental assignment given by the instructor; for example, but not limited to, reviewing provided resources and completing a 3-5 page paper. Attendance issues and/or tardy behavior, or failure to remediate those behaviors, will result in a growth plan and will be addressed on an individual basis during annual reviews. The program is NASP-accredited as a full-time, face-to-face program. Although occasional courses or class sessions may be conducted in an online format, virtual attendance is NOT an option or alternative for face-to-face course meetings. Attendance at field sites is also a key expectation in the program and is subject to the same Attendance/Punctuality policy as graduate classes. Students are required to gain necessary field hours. It is the policy of the university and program that an absenteeism rate of more than 10% fundamentally alters the content of the course and that there are no alternatives/adjustments to required field hours. Thus, for both coursework and field experiences, if absences occur more frequently than 10% of courses/scheduled field experience days, students may be placed on a growth plan, dismissed from the program, or see a reduction in the overall course grade. Students with extenuating circumstances that may be affecting their attendance should review the leave of absence policy and consult with the Program Director, Dean's office, and Dean of Students.

Use of Personal Technology. In order to facilitate class discussion and minimize distraction to faculty and peers, please review the following expectations with regard to computers, laptops, tablets, and other mobile devices. These expectations apply to all field sites, workshops, and all professional development

activities. Failure to comply with these expectations will result in loss of course credit and will negatively impact annual reviews.

Computers. Computers (laptop, chromebook, tablet, etc.) can be beneficial to the educational process but can also detract from learning and class involvement. Any research, internet searches, or in-class projects should be done only at the direction of the professor. It is expected that students will refrain from checking email, social networking, checking calendars, or engaging in any other activity that will detract from class involvement. **Instructors reserve the right to individually determine appropriate in-class usage.**

Phones. During classes, meetings, or other professional activities, phones shall be silenced or on vibrate and either stowed away or placed face down on the table **at the discretion of the instructor.** In the event that a student must respond to an urgent message/call, he or she is expected to discreetly leave the classroom so as to minimize disruption. Additionally, if the student is anticipating a message or call, they should notify the professor beforehand. Misuse of cell phones will result in loss of course credit and negatively impact annual reviews.

Quality of Services Provided. Though school psychology students in training, the children, families, and teachers they work with still deserve high quality services. If a student's performance at any point in the program does not progress adequately or is severely lacking, he/she may be asked to retake coursework, leave a field site, and/or leave the program. The school psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty also act as gatekeepers for the field of school psychology and in this role, must guarantee the welfare of those individuals receiving services from graduates of the program. "Above all else, do no harm" is an ethical philosophy that all students must follow. Therefore, students should never practice beyond their level of training or outside of their scope of training. Additionally, students are always responsible for obtaining the necessary supervision when providing psychological services and to ensure continuity of services. Students are encouraged to be intimately familiar with ethical guidelines and standards of practice and are responsible for asking questions when unsure about these principles.

Professional Judgment. This section attempts to address the main professional issues that may arise while students are in the school psychology program; however, all possible professional issues cannot be specifically addressed in the coursework. If at any time a student is unsure about how to respond professionally in a given situation, it is the student's responsibility to obtain the appropriate supervision from his/her Program Director, instructor for the course, or site supervisor. The student is ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior, skills, and work characteristics while in the program include not only field experiences and internship, but also performance (behavioral and academic) in coursework and at other times while representing the school psychology program. Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are evaluated on their professional skills/work characteristics and potential for effective practice in the field.

Sensitivity to Diversity. While working with clients and colleagues, students must pay attention to the influence of various diversity dynamics on the services they provide. *Students are expected to demonstrate respect for others regardless of racial, cultural, ethnic, experiential, linguistic, gender, ability, sexual orientation, age, or socio-economic backgrounds.* Students must consider diversity issues

when conceptualizing cases, assessing clients or providing interventions to clients. Also, all of the student's interactions with others (e.g., other students, other professionals at field sites, and clients) should be respectful and sensitive to issues of diversity and use respectful, inclusive, person-first language

Confidentiality. One of the most important aspects of professionalism in human services is maintaining confidentiality. Confidentiality will need to be observed during the student's work in the schools and community agencies. The site supervisor will inform the student of policies relevant to the work he/she will be doing. The student may not discuss any aspect of his/her cases with individuals who are not at the field site unless given permission to do so. The site supervisor will inform the student as to the appropriate procedures for handling case materials away from the site, and the student is responsible for understanding and following these procedures.

Working with Peers, Trainers, and Other Professionals. One aspect of professional training involves developing appropriate skills in working with fellow students and with other professionals. The student's interactions with others should be completely respectful and professional. As professionals in training, students are expected to demonstrate respect and courtesy toward trainers, peers, and other professionals. There will be no tolerance for disrespectful or rude behavior, or behavior which interferes with the learning process of others. Students should become knowledgeable regarding the roles played by other professionals and respect their job responsibilities and authority. If the student feels that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the appropriate site supervisor or any faculty member before sharing this information elsewhere. A skill deficit in professional behavior or work characteristics will result in the development of a growth plan. Another important aspect of working with trainers and other professionals is communication. Students are expected to communicate clearly and professionally with trainers and supervisors, especially surrounding issues of schedules (e.g., field experience), meetings (e.g., advising meetings, supervision), and course issues (e.g., performance concerns, content questions, attendance). Students should communicate in a timely manner, as professionals in the field of school psychology are in extreme shortage and communication when workload is high is of the utmost importance.

Writing skills. It is important that school psychologists be able to express themselves clearly and concisely in writing. The "common language" used by psychologists to share information is found in the *Publication Manual of the American Psychological Association (7th Edition)*. Accordingly, students must demonstrate competence in the use of APA writing style. Students are expected to present work that is their own and to notify the instructor if and how they have used AI technology (e.g., ChatGPT) on assignments, reports, or other requirements of the program. Inappropriate use of AI or failure to disclose use of AI constitutes a violation of the academic integrity policy (see separate policy on AI below).

Research skills. School psychologists must be able to read, understand, report, and apply research in a meaningful manner. Students will be required to write several research papers demonstrating their skills in the area of research and well as completing the culminating Specialist Research Project.

Professional requirements. The faculty members of the School Psychology Program believe it is important for school psychologists to support the growth of the profession, to develop and maintain professional relationships with colleagues in the field, and to develop a practice of continuing professional development.

- New students are required to attend an orientation in the summer prior to the start of the semester.
- Current students should plan to attend an informal gathering in the fall to meet the new students
- Students are required to join NASP (\$85; <https://www.nasponline.org/membership-and-community/join-nasp>) and MASP (\$30; <http://www.maspweb.com/join>).
- Students are also required to attend at least one MASP or NASP conference during their first two years, and any other workshops or training deemed appropriate by faculty.
- Students may be asked by faculty to be available during winter/spring interviews for new student applicants. This allows the applicants to talk with current students about the program, and also allows students to provide informal feedback to faculty regarding applicants' interpersonal skills.

Financial Aid. The University offers a discounted tuition rate for graduate students in the school psychology program. See the UDM financial aid website for costs.

Policy/Guidelines on Social Media

School psychology students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook, Instagram, X), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blog), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, insensitive memes, escalating problem situations, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be addressed by the Program Director. More persistent or serious violations will result in development of a Growth Plan or dismissal.

Policy/Guidelines on Artificial Intelligence (AI)

Students are expected to learn a range of content knowledge and skills throughout the program and to apply those skills. Assignments, reports, presentations, and other forms of work must be original and the work of the student. Although SOME uses of AI may be appropriate (e.g., to generate ideas), the material generated by these programs may be inaccurate, incomplete, or otherwise problematic and use of AI may also stifle your own independent thinking, creativity, and clinical judgement. Use of AI may constitute a breach of academic integrity and conflict with the college and university policies on academic integrity. Students should follow the policies of each course/instructor, as presented in the syllabus and consult with the professor if there are questions about whether using AI would be appropriate. Note that students are held to a high ethical standard and should, at all times, accurately represent if they utilized AI for an assignment. Inappropriate use of AI or failure to disclose use of AI

constitutes a violation of the academic integrity policy and may be subject to ethics remediation/growth plan, or dismissal from the program/university. Additionally, students are subject to the academic integrity policies of the University/College.

<https://chass.udmercy.edu/current-students/policies.php>

Program-Specific Policies/Procedures

Academic Performance: Students are expected to attend classes and participate in all required learning activities as described in course syllabi. Class instruction and interactive discussions are essential to developing decision-making skills and acquiring a professional identity.

Graduate student must maintain a minimum grade point average of 3.0. Additionally, students are expected to have no lower than a B (3.0) in any course required for the School Psychology Program. Students in violation of this policy **may not proceed further in the program** until the course has been completed with a minimum of a B. The ability to retake a course and continue in the program will be based on space, enrollment, schedule, and other considerations- the student should discuss their situation and options with program faculty. Academic deficits may also result in a growth plan. Repeated performance below grade and/or GPA expectations is grounds for dismissal from the program.

Professional Skills and Work Characteristics: Students are evaluated regularly on professional behavior skills (NASP Standards for Graduate Preparation of School Psychologists, 2020). Students with skill deficits will be required to complete a Growth plan. Professional skills are vital to success in the field, and failure to progress after reasonable intervention is grounds for dismissal from the program. Repeated need for growth plans may also lead to dismissal from the program. In order to support students, information about a student's professional behavior skills may be shared with a field supervisor, and field supervisors and program faculty may be asked to evaluate those skills more frequently if needed. A comprehensive list of professional behaviors is described in the annual evaluation forms (see Appendix); overall professional behaviors are described below:

Accepting Feedback. The ability to accept constructive feedback from instructors and supervisors is **critical**, both in the program and in the field. Many of the skills required as a school psychologist (e.g., report writing) are shaped through gradual approximations, meaning that students will often not have perfect products on the first try, and should expect to receive corrective feedback once or multiple times. Students who have difficulty accepting and applying corrective feedback will hamper their training and their ability to perform effectively as a professional. Any student who does not appropriately accept feedback shall have a Growth Plan to develop these skills.

Effective Problem Solving. School psychologists are first and foremost problem solvers. These skills are embedded throughout the program and are specifically addressed in Consultation 1 and 2. Students are expected to address problems with peers and professionals in an appropriately assertive manner, using these competencies in field placements as well as in class activities. *Students should not escalate problematic situations*, whether through actions or words; rather, students are expected to deescalate situations using respectful problem solving. Students are also expected to address faculty and supervisors assertively and respectfully if questions arise regarding school or field procedures or assignments. Students who do not demonstrate effective problem-solving skills shall have a Growth Plan to address deficits.

Following appropriate protocols. Occasionally a student may have an academic concern with a particular instructor. This must always be first addressed by meeting with the instructor. If a concern

still exists, the student shall next meet with the program director, followed by the department chair. Deviating from this process is unprofessional and creates difficulties in finding solutions to problems in an efficient manner. This process mirrors the behavior expected by professionals in school settings.

Growth Plan. When student performance or professional behaviors are a concern, the program faculty may meet with the student and develop a Growth plan (see Appendix B Growth Plan forms). The purpose of the Growth Plan is to clearly identify any area(s) of concern and develop a corrective strategy. In order to maximize intervention effects, provide consistency during training, and allow feedback to University faculty, students having growth plans during Practicum or Internship should expect to share their goals with their field supervisor(s). Failure to progress after reasonable intervention, failure to comply with the agreed-upon plan, or repeated need for a growth plan may result in Programmatic Dismissal.

Personal Difficulties: In general, the school psychology program faculty will support students through a short-term crisis, and provide activities to help them recoup missed learning experiences. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's advisor will meet with the student and clarify and evaluate options. If the student so chooses, a Leave of Absence form (See Appendix D) will be completed. If the student opts to remain active in the program, a Growth Plan will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

Leave of Absence: Students may request a Leave of Absence (see Appendix D) due to illness or other extenuating circumstances. The Program Director will review the form and determine whether to approve the leave. A Leave of Absence may be granted for a period not to exceed *one calendar year*. **A student who takes a leave of absence (LOA) should notify the program director of their intent to return by February 1 for the upcoming academic year (e.g., Feb 1, 2027 for readmission in August 2027).** Financial Aid recipients with student loans should be mindful of their grace periods. Students who do not return from a Leave of Absence by the agreed upon semester 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 the new admission. A Leave of Absence that requires a modification to the plan of study will be carefully considered by program faculty. Modifications to the plan of study are unlikely but may be granted depending on factors such as cohort size, course type, faculty availability for

supervision, field placements, etc. Students are encouraged to discuss any potential Leave of Absence request with the program director as soon as possible.

Withdrawal: Students wanting to withdraw from the program may submit a Withdrawal (See Appendix D) form at any time to the program director. Students who wish to re-enroll 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 the new admission.

Policy for Students Delaying Practicum and Internship: Occasionally, students may find it necessary to delay the normal progression of their coursework due to unforeseen conditions (e.g., health reasons, extenuating personal circumstances). If a student has not registered for coursework in the year prior to their practicum or internship semester, the student must follow these procedures and additional supportive measures determined by program faculty:

- 1) Sign out one combination cognitive and assessment instrument (WJV Cognitive & WJV Achievement OR WISC-V & WIAT-4) and be sure to ask for a protocol for each kit. Please email the program director to be connected to the student assessment clinic director to set up a time to sign-out the kits.
- 2) Following a thorough review, administer the cognitive and achievement batteries to a child or adolescent volunteer. This session will need to be videorecorded so that the practicum/internship instructor can review your administration skills (please ask your volunteer and their parents to sign the assessment consent forms distributed in the PYC 6200 course).
- 3) Write and submit a report that includes assessment observations, scores, interpretation, and recommendations.
- 4) Submit the protocol, videorecording, and report to the practicum/internship supervisor
- 5) If your work is satisfactory, the program director and practicum/internship supervisor will send you written notification that you may reenter the program. If your work requires remediation, a remediation plan will be developed.

Academic Misconduct: Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating, they should consult the instructor. Examples of academic dishonesty include, but are not limited to:

- Using AI in the process of writing papers, reports, or other assignments without instructor permission and appropriate acknowledgement
- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation or citation;
- Overuse of direct quotes and/or paraphrasing that is too close to the original wording, even if properly cited
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;

- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Violations of academic misconduct will be addressed using the procedures set forth by the College and University. All students are expected to be familiar with these procedures and what constitutes academic misconduct. ***Violations of academic conduct shall result in consequences, depending upon the severity, frequency, and nature of the violation.***

Violations of Ethics or Professional Standards. If professional ethics or standards are violated, consequences AND a Growth Plan will be implemented. Consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from the site & failing the class, and/or removal from the program. ***Violations of ethical behavior shall result in consequences, depending upon the severity, frequency, & nature of the violation.***

Termination. Students can be dismissed from the Program as a result of either of two types of violations: *Institutional* or *Programmatic*:

- *Institutional dismissal* can result from violations of the student code of conduct or from poor academic performance (see *Graduate Catalogue*).
- *Programmatic dismissal* occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program. Note that a student who is asked to leave a field site (i.e., pre-practicum, practicum, internship) will receive a failing grade and will be dismissed from the program.

The school psychology program is intended to lead to certification by the state board of education. A prior criminal conviction is often the basis for questioning whether an individual has good moral character. Candidates are advised that offenses such as, but not limited to, Underage Drinking, Driving Under the Influence, Assault, Disturbing the Peace, Retail Theft, Drug Possession and Use, Embezzlement, and Prostitution may affect certification.

Candidates who would not qualify for teacher certification will be dismissed as the program is notified of disqualifying circumstances. See the State of Michigan policy:

[http://www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1535a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1535a.pdf)

Although students are allowed due process, court decisions at the state & federal level have determined that trained faculty members have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair, or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

Dismissal Appeals. If a student is being dismissed from the program after failure to complete a Growth plan, or for any other reason, the student may appeal the decision to the Dean of the College of Humanities & Social Sciences. Appeal procedures are found in the *Detroit Mercy Student Handbook*.

Technology Requirements

The NASP standards for training and the University of Detroit Mercy School Psychology Program require that students be proficient in technology. Technology skills may fall into the following categories:

- presentation skills
- computer test scoring
- graphing of data
- intervention development
- accommodations
- testing
- program management
- technology security
- scanning documents
- web conferencing (e.g., Zoom)
- using course websites (e.g., Blackboard)

Students are required to communicate frequently with trainers and peers, to join listservs, and to use scoring and presentation programs. Online classes/meetings also have minimum standards. **Therefore, it is required that all students use systems and programs to facilitate this goal.**

The following items are considered REQUIRED by the program. If there is an individual issue with obtaining any of these components, please discuss with program faculty as soon as possible.

Laptop computer: Many students prefer to bring a laptop to campus for the purposes of accessing notes, Blackboard, internet, email, library resources, etc. Students may be expected to bring a laptop to their field site as well for similar purposes. If you do so, make sure you have a security password. Regardless of the type of computer, system, or version of software you use you are responsible for seeing that files are properly conveyed to your trainers.

Programs:

Operating system: Windows 10 or higher

Browser: Compatible with University resources.

MS Office Suite including proficiency with Word, Excel, PowerPoint, and Adobe (or other .pdf software). Note: MS Office is available free of charge through the University

*** Exclusive use of google docs/sheets is NOT acceptable**

Printer/scanner: You should have access to a dependable printer and scanner. There are free phone apps that offer the ability to scan. Please note that .pdf files are generally the standard; emailing/posting .jpeg files is not appropriate.

Headset/microphone: You should have a headset and microphone in the event that classes or other meetings will take place online. These tools facilitate communication and reduce distractions, feedback, and unwanted noise.

Data Backup: Students are expected to retain hard and electronic copies of all assignments. In addition, students should use a high-quality cloud-based storage system such as OneDrive, which is available through the university's system.

Internet: High speed internet may be accessed on campus; however, it is frequently slow during peak hours so plan ahead. In addition, online classes and large attachments necessitate high speed internet. *For this reason, we require students to access high speed internet.*

Email: Faculty and supervisors communicate frequently via email. Students are expected to check email frequently – **every day, at a minimum**. Most school districts now use email as their primary mode of communication for scheduling and sharing data, so trainees must become adept at its use, and checking email must become a habit. University of Detroit Mercy provides an email address to all students and students are required to access this information. Students may opt to use a different address but must ensure that they are receiving and reviewing all University of Detroit Mercy email.

Safety: You **MUST** run safety programs. *If your computer is running slower than usual or doing something strange, run your virus and spy programs.* McAfee software is free to Detroit Mercy students when installed at the ITS HelpDesk. ITS can be reached at 313-993-1500.

The Graduate Program at the University Level

The Specialist-level Program in School Psychology *Program Handbook* is designed to be used in conjunction with the *Detroit Mercy Graduate Catalog* and the *Detroit Mercy Student Handbook*. The *Program Handbook* is not intended to be used in place of these documents. These catalogues are available online: <http://www.udmercy.edu/catalog> and <https://www.udmercy.edu/life/>

Students will follow the same School Psychology Program Handbook throughout the three-year program, though program faculty may need to modify portions of the catalog (e.g., evaluation forms, course schedules). Any changes will be shared with students. Students will enter the program under the Detroit Mercy Graduate Catalog from the year they begin and will remain under that catalog/requirements until completing the specialist degree. Parts of the Detroit Mercy Graduate Catalog are reproduced here but students should review the complete catalog:

Conduct Code and Disciplinary Procedures *Violations of University rules or civil laws may result in disciplinary action by the University.* NOTE: Academic violations are governed by policies and procedures in each of the colleges and schools. Non-academic misconduct is governed by the policies and procedures published in the University of Detroit Mercy Student Handbook. *Students charged with major violations of academic or student conduct codes may be expelled, suspended or given a lesser sanction.*

Grade Grievances *In some instances, a student may believe that the final grade received in a particular course is unjustified. In such cases the student may choose to appeal the grade received. Each college has published written grievance procedures that must be followed. A copy of this procedure should be obtained from the dean of the college offering the course. In general, students are advised to consult with the instructor concerned prior to beginning the appeal process. All appeals should be filed within 30 days after the end of the semester in which the final grade was received. The decision of the*

college/school dean is final. Appeal to the academic vice president will be considered only on procedural grounds.

Academic Standards Graduate student academic standing is left largely to individual graduate programs which act consistently with the norms of graduate education and University academic standards. To remain in good standing, a graduate student must maintain a minimum grade point average of 3.0 computed on the basis of all courses attempted for graduate credit, including thesis/dissertation, while enrolled in a particular graduate program. The following pertain to the maintenance of good academic standing.

Academic Warning Students whose grade point average falls below 3.0 in any term will receive a warning from the college in which they are enrolled. Such warning enables students to take early corrective action concerning their academic performance.

Academic Probation Students are placed on probation when it appears that their performance places their academic objectives in jeopardy. A student whose cumulative quality point average is below 3.0 is automatically placed on academic probation. Individual programs or colleges may establish additional criteria for placing a student on probation. A student who fails to raise the cumulative average to a 3.0 or satisfy the additional program/college criteria in the following term is subject to dismissal for poor scholarship. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six additional hours in an attempt to establish the necessary 3.0 grade point average.

Academic Dismissal Students may be dismissed from the college in which they are enrolled as a result of poor academic performance. Dismissal may occur when a student has not achieved a 3.0 cumulative quality point average in the term following one in which he or she was placed on probation, when terms or conditions established for probation have not been met or when the academic record reflects poor performance.

Academic Integrity As members of the academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occurs include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly.

Academic misconduct is subject to disciplinary sanctions. These sanctions include, but are not limited to, reprimand, probation, suspension and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective dean's office or college/school Academic Policy Handbook. Students also have the responsibility to consult the University of Detroit Mercy Student Handbook for further information on other academic policies and University procedures.

Time Limits The maximum time permitted for completion of a graduate degree is seven years from the time of admission.

NOTE: Students interested in obtaining licensures or certifications that require specific program information should do so within a timely manner after degree completion. The University maintains transcripts (including course grades) and degree documentation, which may be ordered through the registrar's office. However, documentation of individual activities completed as program requirements within courses, such as intern and field experiences, are not part of the official transcript. They are archived within the department for program review purposes (approximately 3-7 years) but may not be available thereafter.

Students who apply for such licensures are responsible for supplying any material other than transcript or degree documentation. Syllabi and course descriptions within the appropriate catalogue may provide supplementary documentation for such applications.

It is recommended that students archive copies of the following materials in case of future need:

- | | |
|----------------------------|----------------------------|
| - Course Syllabi | - Program Handbook |
| - Relevant Catalogue | - Field Logs |
| - Supervisor Documentation | - Internship Documentation |

Required Coursework and Field Experiences

School Psychology Masters/Specialist Program Plan of Study

PYC	5420	3	Child & Adolescent Development
PYC	6400	3	Applied Behavior Analysis I
PYC	6300	3	Psychological Services in the Schools
PYC	6200	3	School Psych Assessment and Interventions I
PYC	6155	3	School Psychology Assessment and Interventions IB
PYC	6210	3	School Psychology Assessment and Interventions II
PYC	6150	3	School Psychology Consultation I
PYC	6201	1	Field Experience I
PYC	6211	1	Field Experience II
PYC	6221	1	Field Experience III
PYC	6340	3	Research and Writing
PYC	6030	3	Childhood Psychopathology

Master's Degree Awarded

PYC	5030	3	Statistics
PYC	6120	3	Counseling for the School Psychologist
PYC	6160	3	School Psychology Consultation II
PYC	6220	3	School Psychology Assessment and Interventions III
PYC	6330	3	Legal & Ethical Issues for the School Psychologist
PYC	6230	3	School Psychology Practicum I
PYC	6240	3	School Psychology Practicum II
PYC	6245	2	School Psychology Practicum III
PYC	6250	3	School Psychology Internship I
PYC	6260	3	School Psychology Internship II
PYC	6270	1	School Psychology Internship III
PYC	6490	3	Specialist Project (<i>one credit hour taken 3 times</i>)

Specialist Degree Awarded

Students are awarded a Master of School Psychology degree upon completion of 30 hours (end of summer, year 1). The student must complete year 1 with no outstanding work or Growth Plans in order continue to the Specialist Program. The Specialist in School Psychology is awarded upon completion of the entire program. This includes attaining a passing score (≥ 155)* on the Praxis II examination in School Psychology.

Field Experiences: Pre-Practicum, Practicum, and Internship

Students are required to document actual time spent in field activities as part of their training program. The field experiences are aligned with coursework and scaffolded so that trainees are not required to perform many new skills at once. Field experiences progress along a continuum from minimal and passive, to active and independent. Field activities may be *observation-based, assisted, supervised, or independent*. There are no alternatives to completing/substituting field experience hours.

A record of field experience hours must be maintained by the student throughout the program using the coding system provided. It is the responsibility of the student to keep an accurate and current record of hours accrued. Information regarding the Field Log and coding system may be found in Appendix C. An Excel spreadsheet has been developed for this purpose and will be provided to students. Students may also be asked by their supervisors to track hours/schedules using other methods (e.g., shared calendar); in those instances, students should receive a clear explanation of the documentation system and share it with the university supervisor.

Pre-practicum: During Year 1, students must log a minimum of 100 hours. These experiences involve mostly *observation*, but may occasionally include *assisting* the supervisor in minor tasks, depending upon the trainee's level of training. Specific activities are required during the Y1 field experience, including shadowing a school psychologist, observing school special classrooms and meetings, and assisting with systemic activities (see the *Pre-Practicum Manual* for details). Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday) and should be prepared to demonstrate flexibility and communicate clearly with supervisors regarding schedules and experiences.

Students may not enroll in the Year 2 Practicum until all Year 1 requirements are completed. *Students with a Growth Plan may be required to delay entry into the Practicum until the Growth Plan requirements are satisfied*

Practicum: The Year 2 Practicum is a three-semester, closely supervised experience in the school setting. Students are required to log a minimum of 600 hours over the practicum experience. A substantial portion of these hours will be spent on site at the school (10-20 hours weekly), with additional time spent outside of the school setting completing various assignments. Students should not expect hours may not be absolutely regular (e.g., every Monday and Tuesday) but should have clear communication with their site supervisor regarding schedule expectations and attendance. Experiences are more active than the first year, and generally range from *assisted to supervised*. Each student will be assigned 4 consultation cases to address throughout the year, and will be required to prepare written reports using a specific case study format. All cases will be Tier 3 (intensive, individualized problem-solving/intervention) except one, which will be a Tier 2, group counseling intervention. All cases must include baseline, progress monitoring, and treatment integrity data. Students will also participate in traditional evaluations and other responsibilities related to the practice of school psychology. Students may not enroll in the Internship sequence until all Year 2 requirements are completed. *Students with a Growth Plan may be required to delay entry into the Internship until the Growth plan requirements are satisfied.*

Sites and supervisors for the Practicum are assigned by the University Supervisor. Trainees may nominate sites/supervisors for their Practicum experiences. When assigning sites, the trainee's

nomination and proximity to the trainee's residence will be considered but are of lesser importance than the quality of the experience (see *Site/Supervisor Criteria*) and the appropriateness of the trainee-supervisor match.

At the conclusion of the Practicum, students are able to apply for the Preliminary School Psychologist certificate through the Michigan Department of Education, which allows them to be eligible for a paid position for the Internship. Application and approval may be delayed for students on a growth plan until the terms of the plan are met. Additional information as well as all forms and report formats are contained in the *Practicum Manual*.

Internship: The 1200-hour Internship experience is a three-semester, full school year (fall through summer); however, when translated to the University academic year, it may start slightly before the Fall term & continue through Summer I. Faculty will provide guidance on securing a quality internship, although trainees are ultimately responsible for seeking sites/supervisors for their Internship experiences, which must be approved by the University Internship Supervisor. Holding the Preliminary Certification makes the student eligible to obtain a paid position during the Internship. Students are not required to take a paid position and may find it more beneficial to seek a traditional internship or unpaid position; students should consult with program faculty to determine which route is the most appropriate for them. It is the University's position that the quality of the experience is more important than the financial arrangement.

The site must be approved in advance by the University Internship Supervisor. Faculty will provide guidance on securing a quality internship, including suggested timelines; we recommend that students secure the internship by June of the previous academic year, before school employees begin summer break and communication is less frequent. The field site must sign an agreement that will enable the intern to complete activities required by the University. Activities during Internship progress from *more* to *less* supervision across the year; by year's end, the intern is expected to be functioning independently. Internship requirements include, but are not limited to, the completion of cases representing both academic and behavior skills, at all three Tier levels. Along with the internship, interns are required to complete the Specialist-level Research Project (See Appendix E for additional information).

Students are expected to be aware of all deadlines and administrative tasks related to internship. However, if a student has any questions or concerns, they should address this with the University Internship Supervisor. In certain circumstances students may be delayed from entering internship, for instance if they have not successfully completed all pre-requisites (e.g., course work, forms) related to internship or if they are completing a Growth Plan. *Students with a Growth plan could be required to delay entry into Internship until the Growth plan requirements are satisfied.* Additional information as well as all forms and report formats are contained in the *Internship Manual*.

Students are expected to complete all program requirements, including internship, in Michigan for ease of certification and supervision and therefore are not permitted to complete internships out of state. In the case of extenuating circumstance, students should contact the internship supervisor.

Similarly, Detroit Mercy will not accept students from other training programs for the internship year except in extenuating circumstances. In these instances, students should contact the internship supervisor for requirements, including but not limited to, how to apply to Detroit Mercy's program, obtaining

Michigan certification, and responsibility for all Detroit Mercy internship requirements, over and above any requirements from their home program.

Site/Supervisor Criteria

Sites are selected based on 1) the skill/experience of the supervisor, and 2) the quality and availability of experiences at the site. The Site Supervisor must have demonstrated excellence in the field of school psychology, and must be capable of guiding the graduate trainee successfully through the required experiences. Supervisors for Y1 students should have at least 2 years of experience as a school psychologist; Y2 and Y3 Supervisors must have at least 3 years of experience. All supervisors must hold degrees in school psychology and be appropriately credentialed by the state. Preference in all categories will be given to those who have professional credentialing and affiliations, have obtained current and appropriate professional development in the field, & whose practice is consistent with the Detroit Mercy program philosophy.

Site characteristics include:

1. A supervising psychologist who is appropriately certified in School Psychology, has a minimum of 2-3 years of experience as a School Psychologist, and with respect to internship, who is responsible for not more than two interns at any given time.
2. Intern supervisors must have been at their site for at least 3 years; practicum supervisors, at least 2 years. Exceptions to this policy must be approved by the program director and/or practicum/internship supervisor.
3. The availability and diversity of special education programs and facilities
4. The willingness of site personnel to accommodate the training needs of the student.

Specialist Project

The Specialist Project is the culminating research paper that each student must complete in order to be eligible to graduate. This final research project allows you to synthesize your learning, demonstrate scholarly competencies, and contribute meaningfully to the field of school psychology. The project is completed across three semesters of the program: Year 3 Fall, Winter, and Summer I semesters (may be modified to Year 2 Summer I, Year 3 Fall, Year 3 Winter if needed)

Each student will work with a faculty advisor on the specialist project. If possible, students' projects will be matched with faculty members with corresponding areas of interest. **Faculty advisors will communicate specific due dates with consideration of the project.** Students should note the key deadlines of April (e.g., Draft due to advisor, poster to be presented at Celebration of Scholarly Achievement) and June (final paper due). **Students should work backward from these deadlines in order to ensure timely completion of IRB paperwork (if needed), data collection, or other relevant project requirements.**

Ideally, by the end of the third semester of the practicum the student will have identified the type of research project that will comprise the basis of the specialist project so that they can begin gathering background information and reading relevant research. During the internship year, the student will work on developing all aspects of the project with the faculty supervisor, which may include planning, data

collection, analysis, and presentation. Options for projects generally include an original research project, systematic literature review, or practitioner application piece.

Option 1: Original Research

In this option, you will develop a plausible research project to conduct in your school setting. Potential topics could include, but are not limited to, an individual or group intervention (academic, behavioral, social emotional), program evaluation, systems-level project, or analysis of district data. You will be responsible for developing a literature review and proposed methods, obtaining IRB approval and following district procedures for conducting research, conducting the project and analysis, and analyzing and reporting the results in a full paper.

Option 2: Systematic or In-Depth Literature Review

In this option, you will conduct a systematic or in-depth literature review on a topic relevant to school psychology (e.g., intervention effectiveness, assessment practices, systems-level consultation, cultural responsiveness). Your review should identify, analyze, and synthesize peer-reviewed research using a transparent and replicable method for locating and selecting studies. The goal is to summarize the current state of the evidence, highlight gaps in the literature, and offer implications for practice and/or future research.

Option 3: Practitioners Application Project

In this option, you will design a practice-oriented project that addresses a real-world issue in school psychology. This will include writing a paper that may be utilized by a school psychologist, teacher, administrator, or other relevant practitioner or parent audience (e.g., intervention manual or research-based recommendations guide). The project must be grounded in current research with a thorough literature review and demonstrate relevance to school-based practice.

Project Proposal

All students, regardless of option chosen, must submit or agree to a brief project proposal (1-2 pages) prior to beginning their work. This proposal should outline their selected option, topic or area of focus, and a drafted plan for completing the project.

Final Paper and Optional Poster Presentation

Regardless of the option chosen, students will submit a final written project (15-25 pages long, APA Style, 10-15+ peer-reviewed article sources) and may develop a poster presentation. Students are encouraged to present their research as a poster presentation at the University of Detroit Mercy Celebration of Scholarly Achievement event in April. A poster presentation should summarize your work, findings, and implications for the field. The final written paper will be due during the Summer I term

Approval for Research Involving Human Subjects

The following information has been taken from the University of Detroit Mercy Graduate Catalog. *All research which involves human subjects must be submitted to the Institutional Review Board before research can begin. Information about regulations governing research involving human subjects may be obtained from the Office of Academic*

Additional general guidelines can be found below.

Proofreading

Proofreading is the responsibility of the student at all stages of the project. Papers with excessive errors will be returned to the student for re-editing and must be re-submitted in accordance with all deadlines. The research project in final form should be carefully proofread and corrected before it is submitted to the faculty advisor. **APA format should be used throughout the paper.**

General Format

Title page – sample shown below

Table of Contents

List of Tables

Text

The text is the main body of the project. In it the problem is stated; the methods described; the results of the investigation presented, analyzed and discussed; and the findings are summarized and interpreted. Only major divisions or chapters should begin with a new page, and every effort should be made to avoid having partially filled pages except at the end of a chapter. Even the last page of a chapter should have more than a single line of text.

References

TITLE OF SPECIALIST PROJECT
(ALL IN CAPS, SINGLE-SPACED IF MORE THAN ONE LINE)

by

JANE DOE

SPECIALIST PROJECT

Submitted to the School Psychology Program

of the University of Detroit Mercy,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

(Specialist in School Psychology)

(Year)

PROGRAM: SCHOOL PSYCHOLOGY

Approved by:

Thesis Director

Date: _____

Procedures for Systematic Evaluation

Goals and Objectives. Based on NASP *Standards for Graduate Preparation of School Psychologists-Supervised Field Experiences in School Psychology (2020)*, school psychology candidates must demonstrate entry-level competency in each of the domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings and techniques in the 10 domains. School psychology programs ensure that candidates demonstrate the professional skills necessary to develop effective services that result in positive outcomes in each domain. Programs should ensure that they can document how the program addresses and assesses students' skills in each domain and how they determine candidates/graduates have attained acceptable competence in each domain. As a result, the goal of evaluating the University of Detroit Mercy School Psychology students is to ensure that students graduate from the program with the knowledge, skills, and competence necessary for an entry-level school psychology position. The objectives are to:

1. Provide feedback to students via an evaluation plan that includes formative and summative evaluation.
2. Utilize multiple methods for assessment of students' knowledge, skills, and competence in order to ensure fairness when evaluating students.
3. Provide ongoing evaluation of students in order to maximize student retention and to intervene quickly if a student is not making adequate progress at any point during the program.

Addressing & Assessing Competencies. Within the University of Detroit Mercy School Psychology Program, knowledge and skills are addressed through a combination of coursework and field experiences. Each course in the program provides preparation in one or more of the domains of professional practice as noted by NASP. Furthermore, competencies in the domains are assessed and monitored through a variety of methods, including:

- Written work, exams, assignments, group projects
- Direct observation of skills (e.g., assessment, consultation, role-play activities)
- Field experiences
- Feedback and evaluation from field site supervisors
- Feedback and evaluation from program faculty
- Case studies
- Observations of work
- Formal and informal interaction with faculty
- Specialist-level research project
- PRAXIS test results

Levels of Evaluation for School Psychology Trainees

Evaluation Level	Quality	Indicator
Level 1: Admission	Child advocacy	Interview Resume Personal Statement
	Understanding of/commitment to profession	Interview Personal Statement
	Written communication skills	Personal Statement Transcripts Letters of recommendation
	Oral communication	Interview Interaction with current students
	Academic ability/Test-taking skills	Transcripts Letters of recommendation
	Professional behavior skills	Letters of recommendation Interview
	Relevant experiences	Resume Personal Statement Letters of Recommendation
Level 2: Formative	Progress toward mastery of program content	Grades Key Assignments
	Professional skills development	Instructor ratings Supervisor ratings
Level 3: Summative	Attainment of skills necessary for practice	Successful completion of all degree requirements PRAXIS scores

The evaluation of students begins when a student applies for admission to the program. Potential applicants are asked to submit materials (see *Admissions*) and are rated by the School Psychology Program Committee. Based on these ratings, selected applicants are invited for interviews. The interview provides the Program faculty an opportunity to assess a student's fit with the Program and field, as well as his/her technology proficiency, diversity experiences, and knowledge of school psychology. This also allows faculty to observe the student's communication and interpersonal skills.

During the new student orientation each spring/summer, incoming students receive information about the program, including how to begin documenting their progress towards attainment of competency in the domains of school psychology through the portfolio. *If a concern arises at any point during the student's training, the faculty may meet with the student to complete an evaluation and develop a Growth Plan, rather than waiting until the year end meeting.*

Year 1 Evaluations. In addition to coursework evaluations, Year 1 students are evaluated as follows:

1. [Y1 Midterm Student interview](#): During the first semester (e.g., mid-October), a midterm review is conducted with each student. This review accomplishes several purposes:
 - a) The student is asked to present documentation that s/he has completed a plan of study, joined NASP and MASP, and any other required actions.
 - b) The student and faculty review the *Y1 Evaluation of Trainee Performance and Professional Skills/Work Characteristics*; faculty may make suggestions regarding development of skills in this area.
 - c) An informal interview is conducted to determine that the student is still comfortable with enrollment decisions and is developing supportive affiliations with other students
 - d) An opportunity is provided for the student to ask questions or seek clarification regarding the program or program-related issues.

2. [Y1 Annual Review Checklist](#): By the end of Year 1, the student meets with program faculty for a review of the first-year experience or is provided with written evaluative feedback. There are three components to this review.
 - a) The *Y1 Site Supervisor's Evaluation of Trainee* forms are reviewed. During the first-year field experience, the student is required to complete 100 hours of on-site observation and exposure to the school setting and school psychology activities. The emphasis of this form is on professional skills such as promptness, dependability, and communication.
 - b) The *Y1 Evaluation of Trainee Performance and Professional Skills/Work Characteristics* is completed. This allows the faculty to provide feedback regarding the student's progression through the program as well as the student's professional behavior.
 - c) The *Portfolio* is reviewed, and recommendations are made regarding ways to document areas or other improvements. The purpose of this Year 1 portfolio review is twofold: it requires students to begin developing a professional portfolio and it allows faculty to provide additional feedback to students

If there are any areas of concern, a Growth Plan may be developed or additional monitoring/evaluation may occur. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. Failure to meet terms of the Growth plan is grounds for dismissal from the program.

Year 2 Evaluations. During the second year of the program students are evaluated using as follows:

1. [Y2 Site Supervisor's Evaluation of Trainee](#): This rating scale, completed jointly by the trainee and the supervisor at the end of the fall and summer semesters (more frequently if needed), addresses school psychologist practice and professional competencies.

2. [Y2 Annual Review Checklist](#): By the end of Year 2, the student meets with the program faculty for a review of the year 2 experience or is provided with written evaluative feedback.
 - a. Feedback from site supervisor is reviewed via the [Y2 Site Supervisor's Evaluation of Trainee](#) form.

- b. The [Y2 Evaluation of Trainee Performance and Professional Skills/Work Characteristics](#) is completed.
- c. Progress toward the portfolio is reviewed and recommendations are made regarding documentation or other improvements.
- d. Completion of all practicum requirements, including paperwork; additional information is provided in the *Practicum Manual*.

If there are any areas of concern, a Growth Plan may be developed or additional monitoring/evaluation may occur. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. Failure to meet terms of the Growth plan, or repeated need for a growth plan, is grounds for dismissal from the program.

Year 3 Evaluations. During Year 3 of the program, students are evaluated as follows:

1. [Y3 Site Supervisor's Evaluation of Trainee](#) and additional means as described in the Internship manual. This rating scale, completed jointly by the trainee and the supervisor at the end of the fall and summer semesters (more frequently if needed), addresses school psychologist practice and professional competencies.
1. [Y3 Annual Review Checklist](#) : At the end of Year 3, the students meet with program faculty for a cumulative review.
 - a. [Y3 Site Supervisor's Evaluation of Trainee](#)
 - b. Students present their Specialist Project
 - c. PRAXIS scores are reviewed
 - d. Completion of all internship requirements, including paperwork; additional information is provided in the *Internship Manual*.
 - e. Students share their professional portfolio and the *Summative Portfolio Review* is completed.

If there are any areas of concern, a Growth Plan may be developed or additional monitoring/evaluation may occur. The plan identifies the specific behavior which must be addressed, method of remediation, and a review date. Failure to meet terms of the Growth plan, or repeated need for a growth plan, is grounds for dismissal from the program.

All program requirements including specialist projects and PRAXIS must be completed before students may be recommended for graduation and full certification.

Evaluation Schedule

The timetable below lists the various evaluation instruments and points in the program during which they occur. Please note that additional or more frequent evaluations may be conducted as needed. (Course embedded evaluations are not included below, but may be found in the course syllabi.)

	Time	Instrument
Year 1	Mid-Fall semester	<i>Year1 Midterm Student Interview form</i>
	End of Fall semester	<i>Site Supervisor's Evaluation of Trainee</i>
	Year 1 Review (end of year)	<i>Site Supervisor's Evaluation of Trainee Evaluation of Trainee Performance and Professional Skills/Work Characteristics</i>
Year 2	End of Fall semester	<i>Site Supervisor's Evaluation of Trainee</i>
	End of Winter semester (if needed)	<i>Site Supervisor's Evaluation of Trainee</i>
	Year 2 Review (end of year)	<i>Site Supervisor's Evaluation of Trainee Evaluation of Trainee Performance/ Professional Skills/Work Characteristics Portfolio Review</i>
Year 3	End of Fall semester	<i>Site Supervisor's Evaluation of Trainee</i>
	Summative Review (end of year)	<i>Site Supervisor's Evaluation of Trainee Portfolio Review PRAXIS Specialist Project</i>

School Psychology Program Evaluation

Progress toward our aspiration of program excellence is evaluated through frequent review of a number of indicators. At the end of each semester, program faculty meet to review this information, consider implications, and develop action plans. Previously developed plans are also reviewed and evaluated in terms of progress, and revised if necessary. The following measures of program effectiveness are collected, evaluated, and archived:

<i>Indicator</i>	<i>Quality</i>
1 Individual PRAXIS II exam results	Content mastery
2 Case studies (average Goal Attainment Scale)	Quality of services for children
3 Student field logs	Experience with diverse populations
4 Student transcripts/grades	Academic achievement
5 Student Portfolios (formative & summative)	Broad representative samples of work
6 Student performance evaluations (by site supervisors)	Quality of field work
7 Consumer ratings of intern performance	Feedback forms (for intervention cases)
8 Evaluations (by students) of sites/supervisors	Effectiveness of specific sites & supervisors
9 Course evaluations	Student perception of quality of instruction
10 Applications for admission	Total # & diversity of applicants
11 Alumni & Employer surveys	Employment rate Career success of graduates

Certification and Graduation

Certification

After completion of the 600-hour practicum and recommendation of the University, trainees are eligible to apply for the Preliminary School Psychologist Certificate. Those working under this type of certification must be supervised by a fully certified school psychologist for a *minimum* of two hours per week. This certification must be obtained before the trainee begins internship. In order to obtain this certificate, trainees must complete the online application: <https://mdoe.state.mi.us/MOECS/Login.aspx>. Students must also complete the *Program Application for Preliminary School Psychologist Certification* (see [Appendix D](#)).

Upon successful completion of all degree requirements and recommendation of the University, the student is eligible to apply for (1) the full School Psychologist Certification through the State of Michigan and (2) the Nationally Certified School Psychologist (NCSP) credential through National Association of School Psychologists.

- To obtain the full School Psychologist Certification, students should complete the online application through MOECS and submit the *Work Experience Report Form for Full Certification* (see [Appendix D](#)), which requires the signature of the **university internship supervisor** and **internship site supervisor**. NOTE: Even if students delay applying for Full Certification, the *Program Application for Full Certification* must be completed and kept on file <https://mdoe.state.mi.us/MOECS/Login.aspx>
- To obtain the NCSP, students should apply online, at which point they will need to get signatures on two forms: the Program Verification form (**to be signed by program director**) and the Internship Verification form (**to be signed by the university internship supervisor and internship site supervisor**)
<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

Graduation and Application for Graduation

Students completing the Masters degree should apply as soon as possible after the Fall terms has concluded (December-January of Year 1). Students completing the Specialist Degree should apply for graduation by December 1 of their final year. Graduation applications can be completed using the application found in the student portal.

Students are not awarded a degree until ALL program requirements have been met. However, students may participate in the May commencement (Year 1 for the MA; Year 3 for the Specialist Degree) if they are on-track to complete all program requirements by the conclusion of the Summer I semester (i.e., June). Students are responsible for completing required University paperwork (e.g., application for graduation) and ensuring they do not have holds that would prevent them from participating.

DOCUMENTATION OF UNDERSTANDING

University of Detroit Mercy School Psychology Program

By signing below, I am indicating I have read and I understand this program and policy handbook for the School Psychology Program at Detroit Mercy. I know I am responsible for reviewing and knowing all handbook information throughout the program. I am also indicating I clearly understand the following:

- The program is designed to be three years in length and courses may be a mix of day and evening obligations.
- The program is a full-time, face-to-face program and I am expected to attend courses in person.
- Throughout the Detroit Mercy school psychology program, I will be challenged to explore my own thoughts, feelings, beliefs, and attitudes about persons from diverse backgrounds and about issues associated with various aspects of human diversity. Areas of diversity to which I will be exposed and about which I will be challenged to learn and expand my zone of comfort and understanding will include but are not limited to race, ethnicity, gender and gender expression, sexual orientation, class, religion/spirituality, age, and physical and mental ability/disability. Furthermore, I will be expected to build competence in my ability to work in a sensitive, effective, and responsive manner with persons from diverse backgrounds. Opportunities to build this competence outside of coursework include the required field experiences.
- I understand that professional work characteristics are equally important as academic performance, and I will be evaluated on these skills.
- I understand that inadequate progress in a skill (either academic or professional characteristic) shall result in a growth plan; participation in the plan is **not** optional, and may require sharing the plan with field supervisor(s). I understand that refusal to participate in a recommended growth plan may result in termination from the program.
- I will need to reduce other work obligations throughout the program.
- The third year of training is the internship year (a full-time work and training commitment). Detroit Mercy school psychology faculty members cannot guarantee I will be able to secure an internship placement in the immediate vicinity of Detroit Mercy, nor is a paid internship guaranteed.
- I must obtain a B or better in all coursework. Many courses are offered only one time per year, meaning one missed course or grade below a B can potentially delay my progress by one year.
- Much of the correspondence between students and faculty/field supervisors will occur via e-mail. I understand I will need to designate an account for correspondence with faculty and check it frequently.
- I must maintain NASP and MASP student membership throughout my entire tenure in the school psychology program.
- I will meet with my advisor as required throughout the program to review my progress and discuss any additional questions that I may have.
- I understand that a criminal conviction may prevent certification or employment as a school psychologist in Michigan and many other states.
- I have had my questions answered about these requirements. I understand this signed form will be collected at the orientation meeting and placed in my candidate file.

Student's Printed Name

Student Signature

Date

APPENDIX A: Portfolio Guide

Required Portfolio Materials

Students will develop a professional portfolio that documents their development and demonstrates the knowledge, skills, and professional qualities required of school psychologists. Throughout the program, candidates collect, reflect upon, and organize artifacts that, along with program assessment, provide evidence of competency. Portfolio artifacts include course assignments, field evaluations, ratings of professional dispositions, log sheets, etc. The portfolio is designed to promote ongoing professional reflection and growth as students progress in the program and begin to articulate how their experiences have contributed to their professional identity as school psychologists. Faculty review portfolio submissions at designated program milestones to evaluate candidate progress, provide formative feedback, and verify attainment of program competencies.

Materials to be included:	Year 1	Year 2	Summative
Title Page & table of contents	X	X	X
Resume	X	X	X
Competency domains documentation	X	X	X
Professional documentation — <i>MASP</i> membership	X	X	X
Professional documentation — <i>NASP</i> membership	X	X	X
Current transcript	X	X	X
Plan of Study	X	X	X
Mid-semester and annual evaluations	X	X	X
Site supervisor evaluations of trainee	X	X	X
Field logs	X	X	X
Specialist project			X
Copy of Praxis results			X
Due date for review	June Y1	June Y2	June Y3

Sample Title Page

Portfolio

(Change as appropriate)

Presented by

(Your Name)

(Date submitted)

School Psychology Program

Department of Psychology

College of Humanities & Social Sciences

University of Detroit Mercy

Portfolio Table of Contents

- Section 1:* Current Resume
- Section 2:* Competency Domains Documentation
Domain 1: Data-Based Decision Making
Domain 2: Consultation and Collaboration
Domain 3: Academic Interventions and Instructional Supports
Domain 4: Mental and Behavioral Health Services and Interventions
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Services to Support Safe and Supportive Schools
Domain 7: Family, School, and Community Collaboration
Domain 8: Equitable Practices for Diverse Student Populations
Domain 9: Research and Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practice
- Section 3:* Professional Documentation
MASP membership documentation
NASP membership documentation
Preliminary certification
- Section 4:* Academic History
Plan of Study
Transcript
- Section 5:* Evaluations
University mid-semester and annual evaluations
Field Supervisor evaluations
- Section 6:* Field Experience Logs
- Section 7:* Specialist Project
- Section 8:* Specialty Test in School Psychology (Praxis II) Results

NOTE: Program Faculty will provide template for electronic portfolio using OneDrive.

Competency Domains Documentation

Directions: For each competency domain, listed are examples of possible practice documentation and the specific skills. You must provide **AT LEAST** one example of practice documentation for each specific skill. You may use the same practice documentation for more than one domain but faculty may request that you diversify practice documentation in annual summative evaluation meetings.

Domain 1: Data-Based Decision-Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Competency: Graduates will understand and use a systematic problem-solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

Specific skills:

- Demonstrates use of systematic problem-solving process.
- Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).
- Demonstrates ability to develop interventions based on data collected.
- Demonstrated ability to monitor & evaluate interventions outcomes.
- Demonstrates ability to make empirically based educational decisions

Possible practice documentation:

- PYC 6340: Research & Writing. Research Project Development Assignment
- PYC 6200: Assessment I. Assessment report(s)
- PYC 6210: Assessment II. Academic Assessment Report
- PYC 6210: Assessment II. Intervention project.
- Other documentation/assignments with faculty approval

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others

Competency: Graduates will be able to collaborate effectively with school persons and families in order to provide the best services for children. Collaboration includes the use of positive interpersonal skills, listening skills, and communication skills.

Specific skills:

- Listens attentively to others.
- Asks appropriate questions.
- Demonstrates patience in difficult situations.
- Demonstrates understanding & application of consultation model
- Addresses consultee resistance appropriately
- Collaborates effectively with teachers, parents, & other school staff

Possible practice documentation:

- PYC 6150: Consultation I. Practice Consultation Case Report
- PYC 6150: Consultation I. Multicultural Issues in Consultation Paper
- PYC 6160: Consultation II. Systems Change Project Report
- PYC 6230/6240/6245: Practicum. Practicum case report with evaluation forms
- Other documentation/assignments with faculty approval

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Competency: Graduates will be able to evaluate student cognitive functioning and academic skills, develop appropriate goals based on individual student needs, and monitor and evaluate progress towards these goals.

Specific skills:

- Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment
- Demonstrates knowledge of effective instructional techniques
- Assists students in becoming self-regulated learners
- Demonstrates knowledge of learning theory & cognitive strategies
- Develops appropriate goals for students based on individual needs
- Develops, implements, & monitors interventions
- Assesses treatment integrity of interventions

Possible practice documentation:

- PYC 6210: Assessment II. Academic Assessment Report
- PYC 6210: Assessment II. Intervention Project
- PYC 5420: Child Development. Application paper
- PYC 6230/6240/6245: Practicum. Practicum case report- academic
- PYC 6250/6260/6270: Internship. Internship academic intervention case study
- PYC 6490: Specialist Project.
- Other documentation/assignments with faculty approval

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Competency: Graduates will be able to evaluate student behavior, affective, or adaptive goals, develop appropriate goals based on individual student needs, and monitor and evaluate progress towards these goals.

Specific skills

- Demonstrates knowledge of appropriate behavior, affective, & adaptive goals
- Demonstrates knowledge of human development
- Demonstrates knowledge of behavior management
- Demonstrates knowledge & use of counseling techniques
- Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors
- Demonstrates knowledge of assessing the classroom environment
- Links assessment results to interventions

Possible practice documentation

- PYC 6120: Counseling. Counseling SEL program paper/presentation
- PYC 6210: Assessment II Intervention presentation
- PYC 6030: Child Psychopathology. Final Paper
- PYC 6230/6240/6245: Practicum. Practicum case report- behavior or group counseling
- PYC 6400: ABA I. Concepts in ABA project
- PYC 6250/6260/6270: Internship. Internship behavior intervention case project
- PYC 6490: Specialist Project
- Other documentation/assignments with faculty approval

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Competency: Graduates will understand educational structure of schools and schools as systems and work to facilitate policy and practices that create safe and effective learning environments for children

Specific skills

- Demonstrates knowledge of regular education
- Demonstrates knowledge of special education
- Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships.

- Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities

Possible practice documentation

- PYC 6160: Systems Change project
- PYC 6160: Supporting Tier 1 services presentations
- PYC 6250/6260/6270: Internship. Internship tier 1 intervention case
- PYC 6490: Specialist project
- Other documentation/assignments with faculty approval

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Competency: Graduates will understand child development and psychopathology and be able to develop and implement prevention and intervention programs that promote the mental health and safety for children.

Specific skills

- Demonstrates knowledge of child development
- Demonstrates knowledge of developmental psychopathology
- Demonstrates knowledge of crisis intervention
- Demonstrate knowledge of prevention strategies
- Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties
- Collaborate with other professionals to promote good health for children

Possible practice documentation

- PYC 6160: Systems Change project
- PYC 6160: Crisis Simulation and Action Plan
- PYC 6120: Counseling: Analysis of school suicide assessment and intervention plan paper
- PYC 6030: Child Psychopathology. Final paper
- PYC 6250/6260/6270: Internship. Internship behavior intervention case project
- PYC 6400 ABA I. Presentations and papers.
- PYC 6490: Specialist project
- Other documentation/assignments with faculty approval

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and

mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Competency: Graduates will understand family systems and how they influence student development, learning, and behavior and will use methods to involve families and work effectively with families to improve outcomes for children.

Specific skills

- Demonstrates knowledge of family systems & impact on students
- Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children
- Establishes relationships with families & involves them in instructional decision-making processes for the child
- Promote & provide comprehensive services for the child

Possible practice documentation

- PYC 6230/6240/6245: Practicum. Practicum case report and consultation forms
- PYC 6030: Child Psychopathology. Final paper
- PYC 6150. Building Family, School, Community Partnerships project
- Other documentation/assignments with faculty approval

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Competency: Graduates will be cognizant of and appreciate individuals from different racial, cultural, ethnic, and linguistic backgrounds and will demonstrate sensitivity and skills when working individuals of diverse characteristics and when developing, monitoring, implementing, and evaluating interventions.

Specific skills

- Demonstrates knowledge of differences & its effect on learning & development
- Demonstrates knowledge of individual differences when designing & implementing interventions
- Demonstrates sensitivity when working with individuals of diverse characteristics

- Recognizes own biases & how this may influence their decision making

Possible practice documentation

- PYC 6220: Assessment III. Reflection papers, presentations.
- PYC 6150: Consultation 1. Multicultural issues in consultation paper
- PYC 6150: Consultation 1. Building Family, School, Community Partnerships
- PYC 6030: Child Psychopathology. Final paper
- PYC 6230/6240/6245: Practicum. Practicum case report and consultation forms; assessment report
- PYC 6490: Specialist Project.
- Other documentation/assignments with faculty approval

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Competency: Graduates will understand research, statistics, and evaluation methods to the degree that they are able to be successful producers (conduct investigations), consumers (read and apply research), and evaluators (evaluate outcomes for improvement of services).

Specific skills

- Exhibits best practice as a producer of research
- Exhibits best practice as an evaluator of research
- Exhibits best practice as a consumer of research

Possible practice documentation

- PYC 5030: Statistics. Exams, assignments, data set analysis
- PYC 6340: Research and Writing. Article analysis, research design project
- PYC 6490: Specialist Project
- Other documentation/assignments with faculty approval

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity

Competency: Graduates will understand the history and foundations of their profession and will continue to develop their skills and practice in ways that uphold ethical and legal guidelines.

Specific skills

- Demonstrates knowledge of history & foundations of school psychology
- Demonstrates knowledge of service models
- Demonstrates knowledge of public policy development
- Demonstrates knowledge and application of ethical & legal practice
- Exhibits involvement in professional organizations
- Demonstrates a commitment to career-long development of skills

Possible practice documentation

- PYC 6330: Legal and Ethical Issues. Exams, case reports
 - PYC 6300: Psych Services in the Schools final exam
 - PYC 6300: Psych Services in the Schools literature review paper
 - PYC 6201/ 6212/6221: Field Experience 1-3: Interview reflections with school professionals
- Other documentation/assignments with faculty approval

Portfolio Review and Evaluation Form

Review Date: _____ Y 1 Y 2 Summative

NA= Item(s) not expected to be included

0 = Item(s) problematic (e.g., missing item or item needs significant revision)

1 = Item(s) incomplete or need minor revision

2 = Item(s) present and complete

<u>Rating</u>	<u>Item</u>	<u>Rating</u>	<u>Item</u>
_____	Cover/Title Page	_____	Preliminary Certification
_____	Table of Contents	_____	Plan of Study
_____	Current Resume	_____	Transcript (recent)
_____	Competency Domains documentation	_____	Y1 midterm interview
_____	Domain 1: Data-Based Decision Making	_____	Y1 Professional skills eval
_____	Domain 2: Consultation and Collaboration	_____	Y1 Site supervisor eval
_____	Domain 3: Academic Interventions and Instructional Supports	_____	Y2 Prac Field Supervisor eval
_____	Domain 4: Mental and Behavioral Health Services/Interventions	_____	Y2 Prac Field Supervisor eval (final)
_____	Domain 5: School-Wide Practices to Promote Learning	_____	Y2 Professional Skills eval
_____	Domain 6: Services to Support Safe and Supportive School	_____	Y3 Intern Supervisor eval
_____	Domain 7: Family, School, and Community Collaboration	_____	Y3 Intern Supervisor eval (final)
_____	Domain 8: Equitable Practices for Diverse Student Populations	_____	Field Experience Logs
_____	Domain 9: Research and Evidence-Based Practice	_____	Specialist Project
_____	Domain 10: Legal, Ethical, and Professional Practice	_____	Copy of Praxis II results
_____	Membership in MASP	_____	Y1 Portfolio eval form
_____	Membership in NASP	_____	Y2 Portfolio eval form
		_____	Y3 Summative portfolio form
		_____	Grades of B or better in all courses

Portfolio Score _____ Accepted _____ Not Accepted _____

Comments/Recommendations:

Faculty Signature _____

APPENDIX B: Evaluation Forms

Year 1 Review Forms
Year 2 Review Forms
Year 3 Review Forms
Growth Plan Forms
Program Evaluation Meeting Form

Year 1 Midterm Student Interview
University of Detroit Mercy School Psychology Program

Student:

Date Completed:

	✓ / +/-	Comments
Class attendance		
Attended appointments		
Attended new student orientation		
Completed plan of study		
Member of NASP		
Member of MASP		
View of training program		
View of the field of school psychology		
View of field experience		
Interactions with school psychology peers		
Openness to feedback		

Questions/Concerns/Comments shared by student:

Faculty Completing the Review _____

Shared with student on: _____

Year 1 Evaluation of Trainee Performance and Professional Skills/Work Characteristics
University of Detroit Mercy School Psychology Program

Student: _____

_____ Midterm _____ Annual

Please rate the student using the following criteria:

NA	No opportunity to observe
1	Does not meet expectations; needs development in this area
2	Partially meets expectations; demonstrates behavior inconsistently
3	Meets expectations; demonstrates behavior with a few exceptions
4	Exceeds expectations; demonstrates behavior with consistency
5	Excellent; demonstrates consistently strong behavior in this area

1	Adaptability. Copes well with the unexpected; resourceful; accepts new challenges; flexible	NA	1	2	3	4	5
2	Appropriate use of supervision and professional judgment. Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations	NA	1	2	3	4	5
3	Appropriate use of technology. Follows all program, course, and field site policies pertaining to appropriate technology; successfully uses technology as needed; responsible use of social media	NA	1	2	3	4	5
4	Communication. Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email; communication is appropriately assertive; seeks information appropriately	NA	1	2	3	4	5
5	Conflict resolution. Handles potential conflicts professionally; seeks to resolve/deescalate conflict; avoids inflammatory behavior	NA	1	2	3	4	5
6	Demonstrates respect for and sensitivity to human diversity. Recognizes bias; avoids group/class attributions	NA	1	2	3	4	5
7	Dependability. Follows through w/commitments; good time management; prepared; consistent; completes assigned tasks/ forms in timely manner; makes/keeps appointments	NA	1	2	3	4	5
8	Enthusiasm. Demonstrates enthusiasm and initiative for the field of school psychology and school psychology practice	NA	1	2	3	4	5
9	Ethical behavior/academic integrity. Respects confidentiality; identifies potential ethical dilemmas; practices in range of competence	NA	1	2	3	4	5
10	Feedback. Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately to others	NA	1	2	3	4	5
11	Follows site policies. Adheres to district procedures (e.g., appropriate dress); follows site procedures; respectful of local norms; properly completes site forms; adheres to policies and employee procedures	NA	1	2	3	4	5
12	Initiative in child advocacy: Is an advocate for individual children as well as children as a class	NA	1	2	3	4	5
13	Participation. In field sites/courses, participates appropriately; balanced amount of talking; comments are insightful & reflect content from readings/experiences; comments reflect higher order thinking skills of application & integration.	NA	1	2	3	4	5
14	Punctuality and Attendance: Is punctual and present for field experiences, courses, workshops, and other related duties	NA	1	2	3	4	5

15	Working with peers, trainers, and other professionals: Recognizes and appreciates skills of others; respects others' time and roles; respects and accepts authority; actively seeks resolution; follows supervisory protocol	NA	1	2	3	4	5
Additional comments:							

 Program Faculty

 Student

Date:

Year 1 Site Supervisor Evaluation of Trainee
University of Detroit Mercy School Psychology Program

Student: _____

Supervisor: _____

Site: _____

_____ Midterm _____ Annual

Please rate the student using the following criteria:

- NA** No opportunity to observe
1 Does not meet expectations; needs development in this area
2 Partially meets expectations; demonstrates behavior inconsistently
3 Meets expectations; demonstrates behavior with a few exceptions
4 Exceeds expectations; demonstrates behavior with consistency
5 Excellent; demonstrates consistently strong behavior in this area

1	Adaptability. Copes well with the unexpected; resourceful; accepts new challenges; flexible	NA	1	2	3	4	5
2	Appropriate use of supervision and professional judgment. Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations	NA	1	2	3	4	5
3	Appropriate use of technology. Follows all program, course, and field site policies pertaining to appropriate technology; successfully uses technology as needed; responsible use of social media	NA	1	2	3	4	5
4	Communication. Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email; communication is appropriately assertive; seeks information appropriately	NA	1	2	3	4	5
5	Conflict resolution. Handles potential conflicts professionally; seeks to resolve/deescalate conflict; avoids inflammatory behavior	NA	1	2	3	4	5
6	Demonstrates respect for and sensitivity to human diversity. Recognizes bias; avoids group/class attributions	NA	1	2	3	4	5
7	Dependability. Follows through w/commitments; good time management; prepared; consistent; completes assigned tasks/ forms in timely manner; makes/keeps appointments	NA	1	2	3	4	5
8	Enthusiasm. Demonstrates enthusiasm and initiative for the field of school psychology and school psychology practice	NA	1	2	3	4	5
9	Ethical behavior/academic integrity. Respects confidentiality; identifies potential ethical dilemmas; practices in range of competence	NA	1	2	3	4	5
10	Feedback. Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately to others	NA	1	2	3	4	5
11	Follows site policies. Adheres to district procedures (e.g., appropriate dress); follows site procedures; respectful of local norms; properly completes site forms; adheres to policies and employee procedures	NA	1	2	3	4	5
12	Initiative in child advocacy: Is an advocate for individual children as well as children as a class	NA	1	2	3	4	5

13	Participation. In field sites/courses, participates appropriately; balanced amount of talking; comments are insightful & reflect content from readings/experiences; comments reflect higher order thinking skills of application & integration.	NA	1	2	3	4	5
14	Punctuality and Attendance: Is punctual and present for field experiences, courses, workshops, and other related duties	NA	1	2	3	4	5
15	Working with peers, trainers, and other professionals: Recognizes and appreciates skills of others; respects others' time and roles; respects and accepts authority; actively seeks resolution; follows supervisory protocol	NA	1	2	3	4	5
Additional comments:							

Site Supervisor

Student
Date:

Year 1 Annual Review Checklist

Name: _____ Date: _____

- _____ Year 1 Midterm Student Interview
- _____ 100 Field hours satisfactorily completed
- _____ Y1 *Site Supervisor's Evaluation of Trainee* reviewed
- _____ Y1 *Evaluation of Trainee Performance and Professional Skills/Work Characteristics* completed and reviewed
- _____ Portfolio reviewed & feedback given
- _____ All paperwork/documentation complete and submitted

Comments:

The student has satisfactorily completed all requirements of Year 1 of the *Detroit Mercy School Psychology Program* and is recommended to advance to Year 2 of the program.

Program Faculty

Student

Year 2 Practicum Site Supervisor's Evaluation of Trainee
University of Detroit Mercy School Psychology Program

Trainee: _____
Supervisor: _____
Site: _____

Semester: ____ **Fall** ____ **Winter** ____ **Summer**

Part I: Practice Skills

Detroit Mercy Practicum students (trainees) should demonstrate growth in the areas of school psychology practice throughout their practicum experience. The ability to function independently, indicated by a score of 5, is usually not achieved until internship. It is not expected that practicum students will have all the experiences described below. NASP training standards emphasize specific domains for practicum; however, we have included items across all domains to gain knowledge about student performance over time and across experiences (practicum and internship).

How would you assess the practicum student's development in the following areas, as applicable to their performance in the practicum setting?

For each domain, evaluate the student using the following standards:

- NA- **No opportunity to observe.** Skills in this area have not been observed frequently enough to accurately judge the student's performance.
- 1- **Novice.** Skills not observed when there was opportunity, or failed to perform task adequately; needs substantial additional practice or development
 - 2- **Advanced Beginner.** Student is in the early stage of skill development and will require more training, practice, and instruction; plans should be made to ensure additional practice in this skill area prior to completion of program
 - 3- **Satisfactory.** Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary.
 - 4- **Proficient.** Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary.
 - 5- **Independent.** Student is functioning independently in this area

At the completion of the School Psychology Practicum, students are expected to be rated at Level 3 or higher on approximately 80% (77% - 85%) of the performance indicators associated with each standard. Areas rated as a 1 or 2 will be addressed with the site and university supervisor and may lead to a growth plan.

Domain 1. Data-based decision making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

1	Selects appropriate assessment instruments based on the presenting concern(s).	NA	1	2	3	4	5
2	Administers and scores norm-referenced assessments correctly	NA	1	2	3	4	5
3	Administers and scores curriculum-based assessments correctly	NA	1	2	3	4	5
4	Appropriately analyzes & interprets assessment data	NA	1	2	3	4	5
5	Conducts accurate observations of testing, classroom, and school environments.	NA	1	2	3	4	5
6	Integrates school records, observations, interviews, and developmental history into interpretation of assessment results	NA	1	2	3	4	5
7	Includes appropriate recommendations in written reports and verbal communications	NA	1	2	3	4	5
8	Communicates assessment information in written and oral contexts in a manner that is clear, accurate, and concise	NA	1	2	3	4	5
9	Systematically collects information to identify the problem, determine strengths & needs	NA	1	2	3	4	5
10	Utilizes data to evaluate the outcomes of services (interventions, strategies, supports)	NA	1	2	3	4	5
11	Monitors student progress through a variety of different techniques	NA	1	2	3	4	5
12	Evaluates the outcomes of programs and services by evaluating data and using appropriate research design (e.g., SCD)	NA	1	2	3	4	5
Additional Comments:							

Domain 2. Consultation and collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

13	Establishes effective consultative relationships with school personnel/families	NA	1	2	3	4	5
14	Demonstrates effective communication skills with school personnel/families	NA	1	2	3	4	5
15	Communicates effectively and establishes rapport with children and youth	NA	1	2	3	4	5
16	Participates actively in collaborative problem-solving processes.	NA	1	2	3	4	5
17	Solicits and integrates the views of others when engaging in formal problem-solving processes	NA	1	2	3	4	5
18	Assesses acceptability/social validity of intervention ideas	NA	1	2	3	4	5
19	Evaluates the effectiveness of consultation efforts.	NA	1	2	3	4	5
20	Consults and collaborates on individual level	NA	1	2	3	4	5
21	Consults and collaborates on group or systems level	NA	1	2	3	4	5
22	Presents information in a clear and useful manner for intended audience	NA	1	2	3	4	5
23	Written communication is clear, grammatically correct, edited for errors, and free of jargon	NA	1	2	3	4	5

Additional Comments:

Domain 3. Academic interventions and instructional supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children

24	Demonstrates knowledge of biological, developmental, cultural, and social influences on student learning, cognitive development, and academic skills	NA	1	2	3	4	5
25	Uses assessment and other data collection methods to evaluate academic skill development	NA	1	2	3	4	5
26	Links assessment data to development of instructional interventions	NA	1	2	3	4	5
27	Develops appropriate academic goals for students and monitors progress toward those goals	NA	1	2	3	4	5
28	Directly or indirectly implements evidence-based instructional methods/interventions	NA	1	2	3	4	5
29	Uses assessment and other data collection methods to evaluate instruction/intervention	NA	1	2	3	4	5
30	Assesses acceptability/social validity of intervention ideas	NA	1	2	3	4	5
31	Assesses treatment integrity	NA	1	2	3	4	5

Additional Comments:

Domain 4. Mental and behavioral health services and interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

32	Demonstrates knowledge of biological, developmental, cultural, and social influences on student behavior and mental health	NA	1	2	3	4	5
33	Uses assessment and other data collection methods to evaluate socialization, behavior, and mental health	NA	1	2	3	4	5
34	Links assessment data to development of behavioral/mental health interventions	NA	1	2	3	4	5
35	Develops appropriate behavioral goals for students and monitors progress toward those goals	NA	1	2	3	4	5
36	Directly or indirectly implements evidence-based instructional methods/interventions	NA	1	2	3	4	5
37	Uses assessment and other data collection methods to evaluate intervention	NA	1	2	3	4	5
38	Assesses acceptability/social validity of intervention	NA	1	2	3	4	5
39	Assesses treatment integrity	NA	1	2	3	4	5

Additional Comments:

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Domain 5. School-wide practices to promote learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

40	Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, school improvement activities, program evaluation, discipline policies)	NA	1	2	3	4	5
41	Demonstrates knowledge of evidence-based prevention and intervention programs that can be implemented across group, classroom, or school settings	NA	1	2	3	4	5
42	Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs	NA	1	2	3	4	5
43	Demonstrates awareness of and considers school climate/culture when making individual and school wide recommendations	NA	1	2	3	4	5
44	Analyzes systems-level problems and identifies factors that influence learning and behavior	NA	1	2	3	4	5
45	Participates in the development or maintenance of a multitiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals	NA	1	2	3	4	5
46	Participates in design, implementation, or use of universal screening in academics or social/emotional areas to identify the need for additional academic or behavioral support services.	NA	1	2	3	4	5
Additional Comments:							

Domain 6. Services to promote safe and supportive schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

47	Is knowledgeable about current research on psychopathology, stressors, & crises in schools	NA	1	2	3	4	5
48	Demonstrates awareness of risk and resilience factors in learning, behavior, and mental health	NA	1	2	3	4	5
49	Assists in the development, implementation &/or evaluation of safe school programs (e.g., participates in crisis team planning)	NA	1	2	3	4	5

Additional Comments:

Domain 7. Family, school, and community collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

50	Promotes family-school collaboration	NA	1	2	3	4	5
51	Works to create/strengthen ties to the community and its resources	NA	1	2	3	4	5
52	Promotes family involvement through frequent communication, consultation, and/or parent training activities	NA	1	2	3	4	5

Additional Comments:

Domain 8. Equitable practices for diverse student populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

53	Is aware of how culture, family, biology, developmental processes, and the environment impact learning	NA	1	2	3	4	5
54	Has awareness of own cultural background and its impact upon practice	NA	1	2	3	4	5
55	Uses culturally responsive approaches with diverse students/families	NA	1	2	3	4	5
56	Develops culturally sensitive interventions	NA	1	2	3	4	5
57	Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities	NA	1	2	3	4	5
58	Integrates principles of advocacy and social justice into service delivery	NA	1	2	3	4	5
59	Advocates for the needs of individuals with diverse backgrounds	NA	1	2	3	4	5

Additional Comments:

Domain 9. Research and evidence-based practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

60	Critically evaluates and uses current research in the selection of assessment & intervention strategies	NA	1	2	3	4	5
61	Evaluates and applies research to data collection, measurement, and analysis	NA	1	2	3	4	5
62	Utilizes single-subject research designs in the evaluation of interventions	NA	1	2	3	4	5
63	Uses technology effectively in day-to-day practice (e.g., email, scoring assessment results, graphing data, report writing, use of school-wide data systems)	NA	1	2	3	4	5
Additional Comments:							

Domain 10. Legal, ethical, and professional practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

64	Is knowledgeable of general education, special education, and other educational & related services	NA	1	2	3	4	5
65	Practices in accordance with state and federal laws as they relate to special education, student/parent rights, and educational practice	NA	1	2	3	4	5
66	Behaves in ways consistent with professional ethical codes	NA	1	2	3	4	5
67	Engages in responsive ethical and professional decision making	NA	1	2	3	4	5
68	Demonstrates familiarity with computer scoring and IEP programs and uses them appropriately	NA	1	2	3	4	5
69	Uses technology to enhance communication, collaboration, and service delivery	NA	1	2	3	4	5

Additional Comments:

Part II: Professional Skills/Work Characteristics

How would you assess the student's professional behavior in the practicum setting? For each of the characteristics below, please rate the student using the following standards:

NA- No opportunity to observe

- 1- **Does not meet expectations;** needs development in this area
- 2- **Partially meets expectations;** demonstrates behavior inconsistently
- 3- **Meets expectations;** demonstrates behavior with a few exceptions
- 4- **Exceeds expectations;** demonstrates behavior with consistency
- 5- **Excellent;** demonstrates consistently strong behavior in this area

At the completion of the School Psychology Practicum, students are expected to be rated at a 3 or higher on approximately 80% (77% - 85%) of the professional work characteristics. Areas rated as a 1 or 2 may be addressed with the site and university supervisor and may lead to a growth plan.

1	Adaptability. Copes well with the unexpected; resourceful; accepts new challenges; flexible	NA	1	2	3	4	5
2	Appropriate use of supervision and professional judgment. Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations	NA	1	2	3	4	5
3	Appropriate use of technology. Follows all program, course, and field site policies pertaining to appropriate technology; successfully uses technology as needed; responsible use of social media	NA	1	2	3	4	5
4	Communication. Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email; communication is appropriately assertive; seeks information appropriately	NA	1	2	3	4	5
5	Conflict resolution. Handles potential conflicts professionally; seeks to resolve/deescalate conflict; avoids inflammatory behavior	NA	1	2	3	4	5
6	Demonstrates respect for and sensitivity to human diversity. Recognizes bias; avoids group/class attributions	NA	1	2	3	4	5
7	Dependability. Follows through w/commitments; good time management; prepared; consistent; completes assigned tasks/ forms in timely manner; makes/keeps appointments	NA	1	2	3	4	5
8	Enthusiasm. Demonstrates enthusiasm and initiative for school psychology practice	NA	1	2	3	4	5
9	Ethical behavior/academic integrity. Respects confidentiality; identifies potential ethical dilemmas; practices in range of competence	NA	1	2	3	4	5
10	Feedback. Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately to others	NA	1	2	3	4	5
11	Follows site policies. Adheres to district procedures (e.g., appropriate dress); follows site procedures; respectful of local norms; properly completes site forms; adheres to policies and employee procedures	NA	1	2	3	4	5
12	Initiative in child advocacy: Is an advocate for individual children as well as children as a class	NA	1	2	3	4	5

13	Participation. In field sites, participates appropriately; balanced amount of talking; comments are insightful & reflect content from readings/experiences; comments reflect higher order thinking skills of application & integration.	NA	1	2	3	4	5
14	Punctuality and Attendance: Is punctual and present for field experiences, workshops, and other related duties	NA	1	2	3	4	5
15	Working with peers, trainers, and other professionals: Recognizes and appreciates skills of others; respects others' time and roles; respects and accepts authority; actively seeks resolution; follows supervisory protocol	NA	1	2	3	4	5
Additional Comments:							

Overall, is the student prepared for Internship? Please provide any additional comments regarding the student's strengths and weaknesses. For weaknesses, include any suggestions for strengthening those areas.	Yes	No
Comments:		

Site Supervisor

University Supervisor

Date: _____

Date: _____

To be completed by University Supervisor:

	Number of areas rated ≥ 3	Number of areas rated	Percentage	Average rating
Performance Indicators				
Domain 1				
Domain 2				
Domain 3				
Domain 4				
Domain 5				
Domain 6				
Domain 7				

Domain 8				
Domain 9				
Domain 10				
Professional Characteristics				

Year 2 Evaluation of Trainee Performance and Professional Skills/Work Characteristics
University of Detroit Mercy School Psychology Program

Student: _____

Date: _____

Please rate the student using the following criteria:

NA- No opportunity to observe

- 1- **Does not meet expectations;** needs development in this area
- 2- **Partially meets expectations;** demonstrates behavior inconsistently
- 3- **Meets expectations;** demonstrates behavior with a few exceptions
- 4- **Exceeds expectations;** demonstrates behavior with consistency
- 5- **Excellent;** demonstrates consistently strong behavior in this area

1	Adaptability. Copes well with the unexpected; resourceful; accepts new challenges; flexible	NA	1	2	3	4	5
2	Appropriate use of supervision and professional judgment. Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations	NA	1	2	3	4	5
3	Appropriate use of technology. Follows all program, course, and field site policies pertaining to appropriate technology; successfully uses technology as needed; responsible use of social media	NA	1	2	3	4	5
4	Communication. Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email; communication is appropriately assertive; seeks information appropriately	NA	1	2	3	4	5
5	Conflict resolution. Handles potential conflicts professionally; seeks to resolve/deescalate conflict; avoids inflammatory behavior	NA	1	2	3	4	5
6	Demonstrates respect for and sensitivity to human diversity. Recognizes bias; avoids group/class attributions	NA	1	2	3	4	5
7	Dependability. Follows through w/commitments; good time management; prepared; consistent; completes assigned tasks/ forms in timely manner; makes/keeps appointments	NA	1	2	3	4	5
8	Enthusiasm. Demonstrates enthusiasm and initiative for school psychology practice	NA	1	2	3	4	5
9	Ethical behavior/academic integrity. Respects confidentiality; identifies potential ethical dilemmas; practices in range of competence	NA	1	2	3	4	5
10	Feedback. Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately to others	NA	1	2	3	4	5
11	Follows site policies. Adheres to district procedures (e.g., appropriate dress); follows site procedures; respectful of local norms; properly completes site forms; adheres to policies and employee procedures	NA	1	2	3	4	5
12	Initiative in child advocacy: Is an advocate for individual children as well as children as a class	NA	1	2	3	4	5
13	Participation. In field sites, participates appropriately; balanced amount of talking; comments are insightful & reflect content from readings/experiences; comments reflect higher order thinking skills of application & integration.	NA	1	2	3	4	5
14	Punctuality and Attendance: Is punctual and present for field experiences, workshops, and other related duties	NA	1	2	3	4	5

15	Working with peers, trainers, and other professionals: Recognizes and appreciates skills of others; respects others' time and roles; respects and accepts authority; actively seeks resolution; follows supervisory protocol	NA	1	2	3	4	5
Additional Comments:							

 Program Faculty

 Student

Date:

Year 2 Annual Review Checklist

Name: _____ Date: _____

- _____ 600 Field hours satisfactorily completed
- _____ Y2 *Practicum Site Supervisor's Evaluation of Trainee* completed/reviewed
- _____ Y2 *Evaluation of Trainee Performance and Professional Skills/Work Characteristics*
completed/reviewed
- _____ Portfolio reviewed & feedback given
- _____ Internship plan complete and approved
- _____ All Paperwork/documentation complete and submitted

Comments:

The student has satisfactorily completed all requirements of Year 2 of the *Detroit Mercy School Psychology Program* and is recommended to advance to Year 3 of the program.

Program Faculty

Student

Year 2 Internship Plan

Name:

Date:

--

Program Faculty

Student

Year 3 Internship Supervisor's Evaluation of Trainee

University of Detroit Mercy School Psychology Program

Trainee: _____ Date: _____

Site: _____

Site Supervisor: _____

Semester: _____ Fall _____ Winter _____ Summer

Part I: Practice Skills

Detroit Mercy Interns should demonstrate growth in the areas of school psychology practice throughout their internship experience. The ability to function independently, indicated by a score of 5, is usually not achieved until internship (typical scores for practicum students range from 2-3).

How would you assess the student's development in the following areas, as applicable to their performance in the internship setting? For each domain, evaluate the student using the following standards:

- NA- **No opportunity to observe.** Skills in this area have not been observed frequently enough to accurately judge the student's performance.
- 1- **Novice.** Skills not observed when there was opportunity, or failed to perform task adequately; needs substantial additional practice or development
 - 2- **Advanced Beginner.** Student is in the early stage of skill development and will require more training, practice, and instruction; plans should be made to ensure additional practice in this skill area prior to completion of program
 - 3- **Satisfactory.** Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary.
 - 4- **Proficient.** Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary.
 - 5- **Independent.** Student is functioning independently in this area

At the completion of the School Psychology Internship, students are expected to be rated at Level 3 or higher on 100% of performance indicators AND a Level 4 or higher on approximately 80% (77% - 85%) of the performance indicators associated with each standard. Areas rated as a 3 or below will be addressed with the site and university supervisor and may lead to a growth plan.

Domain 1. Data-based decision making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

1	Selects appropriate assessment instruments based on the presenting concern(s).	NA	1	2	3	4	5
2	Administers and scores norm-referenced assessments correctly	NA	1	2	3	4	5
3	Administers and scores curriculum-based assessments correctly	NA	1	2	3	4	5
4	Appropriately analyzes & interprets assessment data	NA	1	2	3	4	5
5	Conducts accurate observations of testing, classroom, and school environments.	NA	1	2	3	4	5
6	Integrates school records, observations, interviews, and developmental history into interpretation of assessment results	NA	1	2	3	4	5
7	Includes appropriate recommendations in written reports and verbal communications	NA	1	2	3	4	5
8	Communicates assessment information in written and oral contexts in a manner that is clear, accurate, and concise	NA	1	2	3	4	5
9	Systematically collects information to identify the problem, determine strengths & needs	NA	1	2	3	4	5
10	Utilizes data to evaluate the outcomes of services (interventions, strategies, supports)	NA	1	2	3	4	5
11	Monitors student progress through a variety of different techniques	NA	1	2	3	4	5
12	Evaluates the outcomes of programs and services by evaluating data and using appropriate research design (e.g., SCD)	NA	1	2	3	4	5

Doman 2. Consultation and collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

13	Establishes effective consultative relationships with school personnel/families	NA	1	2	3	4	5
14	Demonstrates effective communication skills with school personnel/families	NA	1	2	3	4	5
15	Communicates effectively and establishes rapport with children and youth	NA	1	2	3	4	5
16	Participates actively in collaborative problem-solving processes.	NA	1	2	3	4	5
17	Solicits and integrates the views of others when engaging in formal problem-solving processes	NA	1	2	3	4	5
18	Assesses acceptability/social validity of intervention ideas	NA	1	2	3	4	5
19	Evaluates the effectiveness of consultation efforts.	NA	1	2	3	4	5
20	Consults and collaborates on individual level	NA	1	2	3	4	5
21	Consults and collaborates on group or systems level	NA	1	2	3	4	5
22	Presents information in a clear and useful manner for intended audience	NA	1	2	3	4	5
23	Written communication is clear, grammatically correct, edited for errors, and free of jargon	NA	1	2	3	4	5
Additional Comments:							

Domain 3. Academic interventions and instructional supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children

24	Demonstrates knowledge of biological, developmental, cultural, and social influences on student learning, cognitive development, and academic skills	NA	1	2	3	4	5
25	Uses assessment and other data collection methods to evaluate academic skill development	NA	1	2	3	4	5
26	Links assessment data to development of instructional interventions	NA	1	2	3	4	5
27	Develops appropriate academic goals for students and monitors progress toward those goals	NA	1	2	3	4	5
28	Directly or indirectly implements evidence-based instructional methods/interventions	NA	1	2	3	4	5
29	Uses assessment and other data collection methods to evaluate instruction/intervention	NA	1	2	3	4	5
30	Assesses acceptability/social validity of intervention ideas	NA	1	2	3	4	5
31	Assesses treatment integrity	NA	1	2	3	4	5
Additional Comments:							

Domain 4. Mental and behavioral health services and interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

32	Demonstrates knowledge of biological, developmental, cultural, and social influences on student behavior and mental health	NA	1	2	3	4	5
33	Uses assessment and other data collection methods to evaluate socialization, behavior, and mental health	NA	1	2	3	4	5
34	Links assessment data to development of behavioral/mental health interventions	NA	1	2	3	4	5
35	Develops appropriate behavioral goals for students and monitors progress toward those goals	NA	1	2	3	4	5
36	Directly or indirectly implements evidence-based instructional methods/interventions	NA	1	2	3	4	5
37	Uses assessment and other data collection methods to evaluate intervention	NA	1	2	3	4	5
38	Assesses acceptability/social validity of intervention	NA	1	2	3	4	5
39	Assesses treatment integrity	NA	1	2	3	4	5
Additional Comments:							

Domain 5. School-wide practices to promote learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

40	Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, school improvement activities, program evaluation, discipline policies)	NA	1	2	3	4	5
41	Demonstrates knowledge of evidence-based prevention and intervention programs that can be implemented across group, classroom, or school settings	NA	1	2	3	4	5
42	Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs	NA	1	2	3	4	5
43	Demonstrates awareness of and considers school climate/culture when making individual and school wide recommendations	NA	1	2	3	4	5
44	Analyzes systems-level problems and identifies factors that influence learning and behavior	NA	1	2	3	4	5
45	Participates in the development or maintenance of a multitiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals	NA	1	2	3	4	5
46	Participates in design, implementation, or use of universal screening in academics or social/emotional areas to identify the need for additional academic or behavioral support services.	NA	1	2	3	4	5
Additional Comments:							

Domain 6. Services to promote safe and supportive schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

47	Is knowledgeable about current research on psychopathology, stressors, & crises in schools	NA	1	2	3	4	5
48	Demonstrates awareness of risk and resilience factors in learning, behavior, and mental health	NA	1	2	3	4	5
49	Assists in the development, implementation &/or evaluation of safe school programs (e.g., participates in crisis team planning)	NA	1	2	3	4	5
Additional Comments:							

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8. Equitable practices for diverse student populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

53	Is aware of how culture, family, biology, developmental processes, and the environment impact learning	NA	1	2	3	4	5
54	Has awareness of own cultural background and its impact upon practice	NA	1	2	3	4	5
55	Uses culturally responsive approaches with diverse students/families	NA	1	2	3	4	5
56	Develops culturally sensitive interventions	NA	1	2	3	4	5
57	Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities	NA	1	2	3	4	5
58	Integrates principles of advocacy and social justice into service delivery	NA	1	2	3	4	5
59	Advocates for the needs of individuals with diverse backgrounds	NA	1	2	3	4	5
Additional Comments:							

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10. Legal, ethical, and professional practice

64	Is knowledgeable of general education, special education, and other educational & related services	NA	1	2	3	4	5
65	Practices in accordance with state and federal laws as they relate to special education, student/parent rights, and educational practice	NA	1	2	3	4	5
66	Behaves in ways consistent with professional ethical codes	NA	1	2	3	4	5
67	Engages in responsive ethical and professional decision making	NA	1	2	3	4	5
68	Demonstrates familiarity with computer scoring and IEP programs and uses them appropriately	NA	1	2	3	4	5
69	Uses technology to enhance communication, collaboration, and service delivery	NA	1	2	3	4	5
Additional Comments:							

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Part II: Professional Work Characteristics

How would you assess the student's professional behavior in the internship setting? For each of the characteristics below, please rate the student using the following standards:

NA- No opportunity to observe

- 1- **Does not meet expectations**; needs development in this area
- 2- **Partially meets expectations**; demonstrates behavior inconsistently
- 3- **Meets expectations**; demonstrates behavior with a few exceptions
- 4- **Exceeds expectations**; demonstrates behavior with consistency
- 5- **Excellent**; demonstrates consistently strong behavior in this area

At the completion of the School Psychology Internship, students are expected to be rated at a 4 or higher on approximately 80% (77% - 85%) of professional work characteristics. Areas rated as a1 or 2 may be addressed with the site and university supervisor and may lead to a growth plan.

1	Adaptability. Copes well with the unexpected; resourceful; accepts new challenges; flexible	NA	1	2	3	4	5
2	Appropriate use of supervision and professional judgment. Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations	NA	1	2	3	4	5
3	Appropriate use of technology. Follows all program, course, and field site policies pertaining to appropriate technology; successfully uses technology as needed; responsible use of social media	NA	1	2	3	4	5
4	Communication. Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email; communication is appropriately assertive; seeks information appropriately	NA	1	2	3	4	5
5	Conflict resolution. Handles potential conflicts professionally; seeks to resolve/deescalate conflict; avoids inflammatory behavior	NA	1	2	3	4	5
6	Demonstrates respect for and sensitivity to human diversity. Recognizes bias; avoids group/class attributions	NA	1	2	3	4	5
7	Dependability. Follows through w/commitments; good time management; prepared; consistent; completes assigned tasks/ forms in timely manner; makes/keeps appointments	NA	1	2	3	4	5
8	Enthusiasm. Demonstrates enthusiasm and initiative for school psychology practice	NA	1	2	3	4	5
9	Ethical behavior/academic integrity. Respects confidentiality; identifies potential ethical dilemmas; practices in range of competence	NA	1	2	3	4	5
10	Feedback. Accepts feedback from faculty and supervisors; uses feedback appropriately; takes responsibility; provides feedback appropriately to others	NA	1	2	3	4	5
11	Follows site policies. Adheres to district procedures (e.g., appropriate dress); follows site procedures; respectful of local norms; properly completes site forms; adheres to policies and employee procedures	NA	1	2	3	4	5
12	Initiative in child advocacy: Is an advocate for individual children as well as children as a class	NA	1	2	3	4	5
13	Participation. In field sites, participates appropriately; balanced amount of talking; comments are insightful & reflect content from readings/experiences; comments reflect higher order thinking skills of application & integration.	NA	1	2	3	4	5
14	Punctuality and Attendance: Is punctual and present for field experiences, workshops, and other related duties	NA	1	2	3	4	5

15	Working with peers, trainers, and other professionals: Recognizes and appreciates skills of others; respects others' time and roles; respects and accepts authority; actively seeks resolution; follows supervisory protocol	NA	1	2	3	4	5
Additional Comments:							

Overall, is the student prepared to function independently as a school psychologist? Please provide any additional comments regarding the student's strengths and weaknesses. For weaknesses, include any suggestions for strengthening those areas.	Yes	No
Comments:		

Site Supervisor

University Supervisor

Date: _____

Date: _____

To be completed by University Supervisor:

	Percentage of areas rated <u>≥</u> 3	Percentage of areas rated <u>≥</u> 4	Average rating
Performance Indicators			
Domain 1			
Domain 2			
Domain 3			
Domain 4			
Domain 5			
Domain 6			
Domain 7			
Domain 8			
Domain 9			

Domain 10			
Professional Characteristics			

Experience and Case Summary Sheet

NAME: _____

PREPRACTICUM :

Location(s) _____ urban suburban rural

Supervisor(s) _____ Total hours _____

PRACTICUM:

Location(s) _____ urban suburban rural

Supervisor(s) _____ Total hours _____

Cases - Goal Attainment Scaling Score:

1: _____ 2: _____ 3: _____ 4*: _____

INTERNSHIP:

Location(s) _____ urban suburban rural

Supervisor(s) _____ Total hours _____

Cases - Goal Attainment Scaling Score:

1: _____ 2: _____ 3: _____

PRAXIS II SCORES

Summary Score _____

Subscales: (x correct out of x possible)

I. _____/_____

II. _____/_____

III. ____/____

IV. ____/____

Year 3 Summative Review Form/Certification Documentation

Name: _____ Date: _____

____ Specialist Project complete and presented

____ Praxis II scores submitted ____ Score (passing ≥ 155)

____ All Paperwork/documentation complete and submitted

____ Portfolio presented & approved

____ Experience and Case summary sheet

Comments:

The student has satisfactorily completed all requirements of the Detroit Mercy School Psychology Program and is recommended for graduation and certification.

 Student

Program Faculty

Growth Plan Form

Student: _____ Initial Date: _____

Summary and Student Strengths

A) Identification of the problem area(s)/NASP Domains associated with problem area(s):

B) Objective(s) for improvement

C) Plan for meeting objectives:

D) Planned formative review dates: _____

E) Planned completion date: _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

.....
Date of Mastery _____

Student Signature _____ Advisor _____

Growth Plan Review Form

Name _____

Review # _____ Date _____

Progress

Modifications, if necessary

Student Signature _____ Date _____

Advisor Signature _____ Date _____

.....

Review # _____ Date _____

Progress _____

Modifications, if necessary

Student Signature _____ Date _____

Advisor Signature _____ Date _____

APPENDIX C: Field Experience Log

Directions for Field Log Form

1. Download the Excel Spreadsheet from course website (e.g., Blackboard; *Contents* section)
2. Save the spreadsheet to your computer; rename it as *Yourlastname_log_acadyear*
3. Edit the *Header* to display your info.
4. The Excel spreadsheet has a default setting of 5 pages, plus the summary page. The last row of the 5th page calculates your totals. Do not delete or write over the *total* Row. Do not delete the summary rows.
5. To add rows, select several empty rows, then select *Home>Insert>InsertSheetRows* Do this as many times as necessary. You may also delete excess rows, as long as you retain the Total row.
6. Use one spreadsheet per academic year.
7. **Back up your file on a flash drive, and print it out frequently.**
8. Use the coding system on the next page to categorize activities.
9. The columns are organized as follows:

Date	Use mm/dd/yyyy format; TIP- to enter current date, press <i>ctrl + semicolon</i>
Sex & Diversity	Place a 1 in correct column M=Male; F=Female AfAm, white, Hispanic, Asian, other, large mixed group or systemic
Disability	Place a 1 if student has a disability
Income	Place a 1 if student is free/reduced lunch
Age	Put a 1 in correct column for age of targeted student or population: Pre= preschool Elem = elementary HS = High school, (When working with small groups, you may have more than one student per entry; you may have more 2 or 3 in a column)
Lg mixed group	For systemic interventions
Code	Put amount of time rounded to nearest quarter hour, using decimal format: 15 min = .25, 30 min = .50, 45 min = .75. Use attached coding system
Notes	Enter location (S = site; H= home; O = other) and brief description of activity; Use initials to ID students

Field Log Coding

1.0 Consultation		
1.1	Individual: School personnel	Consultees are school employees. Includes teacher interviews, or training teacher to do intervention
1.2	Individual: Parent/family	Primary caretakers/family. Includes parent interview
1.3	Individual: Team	School personnel plus parent/family
1.4	Individual: other	Consultee(s) is/are non school personnel, such as social worker, physician, clinician, peer consultee
1.5	Systemic	Consultation to benefit a group or population, e.g. an entire grade or school. Includes providing professional development
2.0 Assessment		
2.1	Nontraditional	Administration and scoring of DIBELS, CBM, observations, behavioral methods, etc.; record review for REED; report writing as appropriate
2.2	Traditional	Administration and scoring of cognitive tests, standardized achievement, adaptive behavior, rating scale, other norm-referenced tests; report writing as appropriate
3.0 Special Ed Meeting (Evaluation or MET/IEP related)		
3.1	Meeting- Parent	Evaluation-related meeting with parent/family: REED, sharing results, etc.
3.2	Meeting- Teacher/Staff	Planning, sharing results, sharing data
3.3	Meeting- Team	Evaluation-related meetings with the team, including parent: reeval, initial, IEP, MET, etc.
3.4	Meeting- Other	MDR
4.0 Direct service		
4.1	Group intervention	Group counseling (cog. Behavioral)
4.2	Individual intervention	Non-counseling intervention for individual
4.3	Group Counseling	Group counseling (cog. Behavioral)
4.4	Individual Counseling	Counseling with individual student
5.0 Service preparation		
5.2	Research & Preparation	Activities to support consultation, intervention, and assessment activities: organized research activities, lit reviews, research data collection/analysis, professional readings, library research, preparing intervention materials, special education paperwork, reviewing assessments
5.3	Organization & School climate	Logging activities, attending school informational meetings/staff meetings, other Misc. record-keeping or paperwork (university paperwork, evaluation forms)
6.0 Professional Growth & Development		

6.2	Professional meetings	Training, workshops, professional association meetings
6.3	Orientation to schools or site	Passive observation (such as in the prepracticum) or activities for learning about new site
7.0 Supervision Regularly scheduled, face-to-face supervision with specific intent of overseeing the psychological services rendered by the trainee (with university supervisor or site supervisor). A majority of supervision should be individual		
7.1	Site- Individual	
7.2	University-Individual	
7.3	Group Supervision	

APPENDIX D: Curriculum & Certification

Course Descriptions

PYC 5030 (3) Statistics I

Designed to introduce students to some of the statistical methods available for the examination & analysis of the data relevant to the behavioral & health sciences. It is aimed at an intermediate level of understanding which should make statistics & the reasoning behind their use understandable to the student; requires SPSS.

PYC 5420 (3) Child & Adolescent Development

Fundamental theories, principles of development & research trends as they apply to child & adolescent development.

PYC 6030 (3) Developmental Psychopathology in the School-Aged Child

An in-depth analysis of children with learning & behavior difficulties. Theories of causation, assessment strategies, and alternative interventions strategies included.

PYC 6400 (3) Applied Behavior Analysis I

Provides intensive introduction and practice in applied behavior analysis procedures and their use in developing individual and classroom intervention strategies.

PYC 6120 (3) Counseling for the School Psychologist

Overview of theories of counseling, emphasizing reflective listening skills. Includes cognitive behavioral counseling for groups, & suicide prevention/intervention. This course is normally offered in the Fall semester.

PYC 6150 (3) School Psychology Consultation I

An introduction to the process of consultation, the skills required & the uses of consultation in schools. Includes techniques for developing and sustaining home, community, and school collaboration. This course is normally offered in the Winter semester.

PYC 6160 (3) School Psychology Consultation II

Advanced theory & practice in consultation. Emphasis on system-level practices that promote student learning. Includes study of preventative services and crisis intervention/prevention. This course is normally offered in the Winter semester.

PYC 6200 (3) School Psychology Assessment & Interventions IA

Traditional assessment procedures for cognitive, academic, and **personality** functioning of school-age children, and the interpretation of results. Standards of testing are also addressed

PYC 6155 (3) School Psychology Assessment & Interventions IB

This course is meant to complement Assessment IB. This course emphasizes assessment of academic achievement. Adaptive and Social/Emotional Behavior assessment, interpretation, and report writing continue to be a central focus of the course as well.

PYC 6210 (3) School Psychology Assessment & Interventions II

Low-inference assessment methods for academic and social problems in the school setting, and appropriate intervention design.

PYC 6201 (1) Field Experience I

On-site observation of school psychology & schools as systems.

PYC 6211 (1) Field Experience II

On site observation of school psychology and schools as systems.

PYC 6221 (1) Field Experience III

On site observation of school psychology and schools as systems. Designed as a continuation of PYC 6210 and 6211 and reflects field hours and supervision completed in the spring/summer months.

PYC 6340 (3) Research and Writing

This course focuses on single-subject research design to identify and evaluate evidence-based practices that address psychoeducational problems in the school setting.

PYC 6220 (3) School Psychology Assessment & Interventions III

Identification & evaluation of learners who significantly deviate from the norm mentally, physically & behaviorally. Preschool evaluation & functional assessment included.

PYC 6230 (3) School Psychology Practicum I

Closely supervised practice in consultation, individual evaluation, assessment and intervention design with school age children. Occurs during fall semester and corresponds with September-December of the public school calendar.

PYC 6240 (3) School Psychology Practicum II

Closely supervised practice in consultation, individual evaluation, assessment and intervention design with school age children. Occurs during winter semester and corresponds with January-April of the public school calendar.

PYC 6245 (2) School Psychology Practicum III

Closely supervised practice in consultation, individual evaluation, assessment and intervention. Occurs May-June of the public school calendar.

PYC 6250 (3) School Psychology Internship I

Academic year on-the-job experience in a school supervised by a school psychologist with further supervision by the university. Broad range of assessment, consultation and counseling experiences are emphasized. Occurs in the fall semester and corresponds with September-December of the public school calendar.

PYC 6260 (3) School Psychology Internship II

Academic year on-the-job experience in a school supervised by a school psychologist with further supervision by the university. Broad range of assessment, consultation and counseling experiences are emphasized. Internship II occurs in the Winter term and corresponds with January through April of public school calendar

PYC 6270 (1) School Psychology Internship III

Academic year on-the-job experience in a school supervised by a school psychologist with further supervision by the university. Broad range of assessment, consultation and counseling experiences are emphasized. Internship III occurs in Summer Session I, and corresponds with May through June of the public school calendar.

PYC 6330 (3) Legal & Ethical Issues for the School Psychologist Covers the ethical standards and legal regulation in school psychology and special education

PYC 6300 (3) Psychological Services in the Schools

The roles & functions of the psychologist in the schools. Educational & psychological assessment, consultation, ethical standards, problems & issues.

PYC 6490 (3) Specialist Project

Students should consult the department for requirements & format

School Psychology Program Plan of Study

Student:

Last

First

MI

DOB

Plan Date:

T Number:

Course	Cr	Title	Substitutions/Notes
PYC 5420	3	Child & Adolescent Development	
PYC 6400	3	Applied Behavior Analysis I	
PYC 6300	3	Psychological Services in the Schools	
PYC 6200	3	School Psych Assessment & Interventions I	
PYC 6155	3	School Psychology Assessment IB	
PYC 6210	3	School Psych Assessment & Interventions II	
PYC 6150	3	School Psychology Consultation I	
PYC 6201	1	Field Experience I	
PYC 6211	1	Field Experience II	
PYC 6221	1	Field Experience III	
PYC 6030	3	Developmental Psychopathology	
PYC 6340	3	Research & Writing for Sch Psych	
30 hours - Master's Degree Awarded			Date:
PYC 5030	3	Statistics I	
PYC 6120	3	Counseling for the School Psychologist	
PYC 6160	3	School Psychology Consultation II	
PYC 6220	3	School Psych Assessment & Interventions III	
PYC 6230	3	School Psychology Practicum I	
PYC 6240	3	School Psychology Practicum II	
PYC 6245	2	School Psychology Practicum III	
PYC 6250	3	School Psychology Internship I	
PYC 6260	3	School Psychology Internship II	
PYC 6270	1	School Psychology Internship III	
PYC 6330	3	Legal & Ethical Issues for the School Psychologist	
PYC 6490	3	Specialist Project (<i>one hour course taken 3x</i>)	
63 hours - Specialist Degree Awarded			

Specialist sequence 33 hours Praxis Score _____
 (≥155)

Program total: 63 hours

 Advisor

 Student

Tentative Cohort Schedule 2026-2029

Note: this is a tentative outline of courses only. Changes may be necessary based on faculty, university, and cohort considerations.

Year 1								
FALL	Credits	Day/Time	Winter	Credits	Day/Time	Summer	Credits	Day/Time
PYC 6300 Psych Services	3	Tues 10.00	PYC 6150 Consultation I	3	Tues 10.00	PYC 6340 Res & Writing	3	T&R 9.00
*PYC 6400 ABA	3	Thurs 10.00	PYC 6211 Field Exp II	1	TBD	PYC 6221 Field Exp III	1	TBD
*PYC 6200 Assessment IA	3	Thurs 2.00	*PYC 6210 Assessment II	3	Thurs 10.00	*PYC 6030 Child Psychpath	3	T&R 12.00
PYC 6201 Field Exp I	1	TBD	PYC 6155 Assessment IB	3	Tues 2.00			
*PYC 5420 Child Dvlpmt	3	Tues 4.30						
Year 2								
FALL			Winter			Summer		
PYC 6120 Counseling	3	Tues 2.00	PYC 6240 Prac II	3	Tues 10.00	PYC 6245 Prac III	2	TBD
PYC 5030 Statistics	3	TBD	PYC 6330 Legal & Ethical	3	Tues 4:30			
PYC 6230 Prac I	3	Thurs 10.00	PYC 6160 Consult II	3	Tues 2:00			
PYC 6220 Assessment III	3	TBD						
Year 3								
FALL			Winter			Summer		
PYC 6250 Internship I	3	TBD	PYC 6260 Internship II	3	TBD	PYC 6270 Internship III	1	TBD
PYC 6490 Specialist Project	1	TBD	PYC 6490 Specialist Project	1	TBD	PYC 6490 Specialist Project	1	TBD

Leave of Absence/Withdrawal Form

University of Detroit Mercy School Psychology Program

Leave of Absence: Students may request a Leave of Absence due to illness or other extenuating circumstances. The Program Director will review the form and determine whether to approve the leave. A Leave of Absence may be granted for a period not to exceed *one calendar year*. Approval of a Leave of Absence does not extend the deadline for completion of course work or other course requirements. Financial Aid recipients with student loans should be mindful of their grace periods. Students who do not return from a Leave of Absence by the agreed upon semester 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 the new admission. Students seeking a Leave of Absence may also need to consult with the College (CHASS) and/or the Dean of Students.

Withdrawal: Students may submit a Withdrawal form 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 the new admission.

Name: _____ Student T#: _____

Date submitted: _____ My Last Date of Attendance will be: ____ / ____ / ____

I am permanently withdrawing _____

I am requesting a leave of absence _____ for the following semesters:

_____ 20____ Term _____ 20____ Term _____ 20____ Term _____
year year year year

My Return Term will be: _____ 20____
Term year

Reason for requesting leave: _____

Student Signature: _____ Date: _____

Leave Recommended _____

Leave NOT recommended _____

Comments/ Requirements: _____

Signature _____

Program Director

Program Application for Preliminary School Psychologist Certification

University of Detroit Mercy School Psychology Program

Directions:

1. Complete the online application form at <https://mdoe.state.mi.us/MOECS/Login.aspx>
2. Complete the Practicum Report (below). The Practicum Report must be signed by your supervising school psychologist.
3. Attach a copy of your supervisor's certification.
4. Return to: **Dr. Erin Henze, Department of Psychology.**

Practicum Report for Preliminary Certification

Last Name	First	Middle	Previous/ Maiden name
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T Number: _____

_____ Yes The trainee has completed a ≥ 600 -clock-hour supervised
 _____ No practicum with school-age students and met all requirements as
 outlined in the Manual

From _____ To _____
 Month/Day/Year Month/Day/Year

 Signature of supervising fully-certificated school psychologist

 Date

 Print name of supervising school psychologist

 School District

 Telephone number

 Address

 Approval/Signature of University Supervisor

 Date

Application for Full School Psychologist Certification
University of Detroit Mercy School Psychology Program

Directions:

1. Complete the online application form at <https://mdoe.state.mi.us/MOECS/Login.aspx>
2. Complete the Work Experience Report (below). The Work Experience Report must be signed by your employer.
3. Attach a copy of your supervisor's certification.
4. Attach a copy of your preliminary certification.
5. Attach a copy of your completed and signed summative review form.
6. Return to: **Dr. Erin Henze, Department of Psychology.**

Work Experience Report Form for School Psychologist Certification

Instructions: This form is for verification of work experience required for a school psychologist certificate. Please have the superintendent or designee of the employing school district complete this form.

 Trainee Name

 Previous/ Maiden name

 T Number

The trainee has completed one successful year of work experience under the supervision of a fully-certificated school psychologist, and met all requirements as outlined in the Manual

From _____
 Month/Day/Year

To _____
 Month/Day/Year

 Superintendent or designee's signature

 Date

 Print or type name of superintendent or designee

 School District

 Telephone number

 Address

 Approval/Signature of University Supervisor

 Date

APPENDIX F: Program Material

Coursework and NASP Domains

Std	Domain	PYC 5030 Statistics I	PYC 6300 Psych Services in the Schools	PYC 5420 Child & Adolescent Development	PYC 6030 Developmental Psychopathology	PYC 6120 Counseling for School Psych	PYC 6150 Consultation I	PYC 6160 Consultation II	PYC 6200 Assessment & Intervention IA	PYC 6155 Assessment & Intervention IB ¹	PYC 6210 Assessment & Intervention II	PYC 6220 Assessment & Intervention III	PYC 6400 & 6410 Applied Behavior Analysis I	PYC 6201, 6211, 6221 Field Experience I, II, III	PYC 6230, 6240, 6245 School Psych Practicum I, II, III	PYC 6250, 6260, 6270 School Psych Internship I, II, III	PYC 6340 Research and Writing	PYC 6330 Legal & Ethical issues	PYC 6490 Specialist Project
2	1 Data-Based Decision-Making	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	2 Consultation and Collaboration		X	X	X		X	X			X			X	X	X	X	X	X
2	3 Academic Interventions and Instructional Supports		X				X		x		X	X	X	X	X	X	X		X
2	4 Mental and Behavioral Health Services and Interventions		X	X	X	X	X	X	X		X	X	X	X	X	X	X		X
2	5 School-Wide Practices to Promote Learning		x	x		X	X	X			X	X	X	X	X	X	X		X
2	6 Services to Promote Safe and Supportive Schools		X		X	X		X						X	X	X			X
2	7 Family, School, and Community Collaboration		X	X	x		X	X	x					X	X	X			X
2	8 Equitable Practices for Diverse Student Populations		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
2	9 Research and Evidence-Based Practice	X	X				X		X		x		X		X	X	X		X
2	10 Legal, Ethical, and Professional Practice	X	X			X		X	X				X	X	X	X	X	X	X

¹ Although it is not listed as being specifically aligned to a NASP standard, Assessment & Intervention IB is a direct continuation of Assessment & Intervention IA and thus assesses the same standard.

School Psychology Program Evaluation Meeting Form

University of Detroit Mercy

Purpose:

To review evaluation information, consider implications, & develop action plans to improve program.

Semester: Fall: _____ Winter: _____ Summer: _____

Academic Year: _____

Date of Meeting _____

Faculty in Attendance:

Data Reviewed:

_____ PRAXIS II exam results _____ Intern case studies (GAS) _____ Student field logs _____ Student transcripts _____ Student Portfolios-formative/summative _____ Student evaluations (by site supervisors)	_____ Consumer ratings of intern performance _____ Evaluations (by students) of sites _____ Course evaluations _____ Applications for admission _____ Alumni & Employer surveys _____ Other
--	---

Action Plan(s):

