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## Program Description

The Specialist-level Program in School Psychology is part of the Department of Psychology, within the College of Liberal Arts & Education. The Specialist Degree (SSP) is a three year, 66 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.

*Please note:*

*The School Psychology Program is NASP-approved as a full-time, face-to-face program. Although certain courses/class sessions may be offered in a hybrid or virtual format based on COVID-19 concerns, students should expect to participate in all classes in a face-to-face format. Any courses/class sessions that are offered in a synchronous virtual format should be attended in an appropriate and professional manner; for instance, through via a computer with video and audio, in a private or semi-private space where the student can participate and view all course materials (powerpoints, videos, etc). Virtual class sessions should not be attended while in a car, running errands, or while at personal appointments.*

### 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:

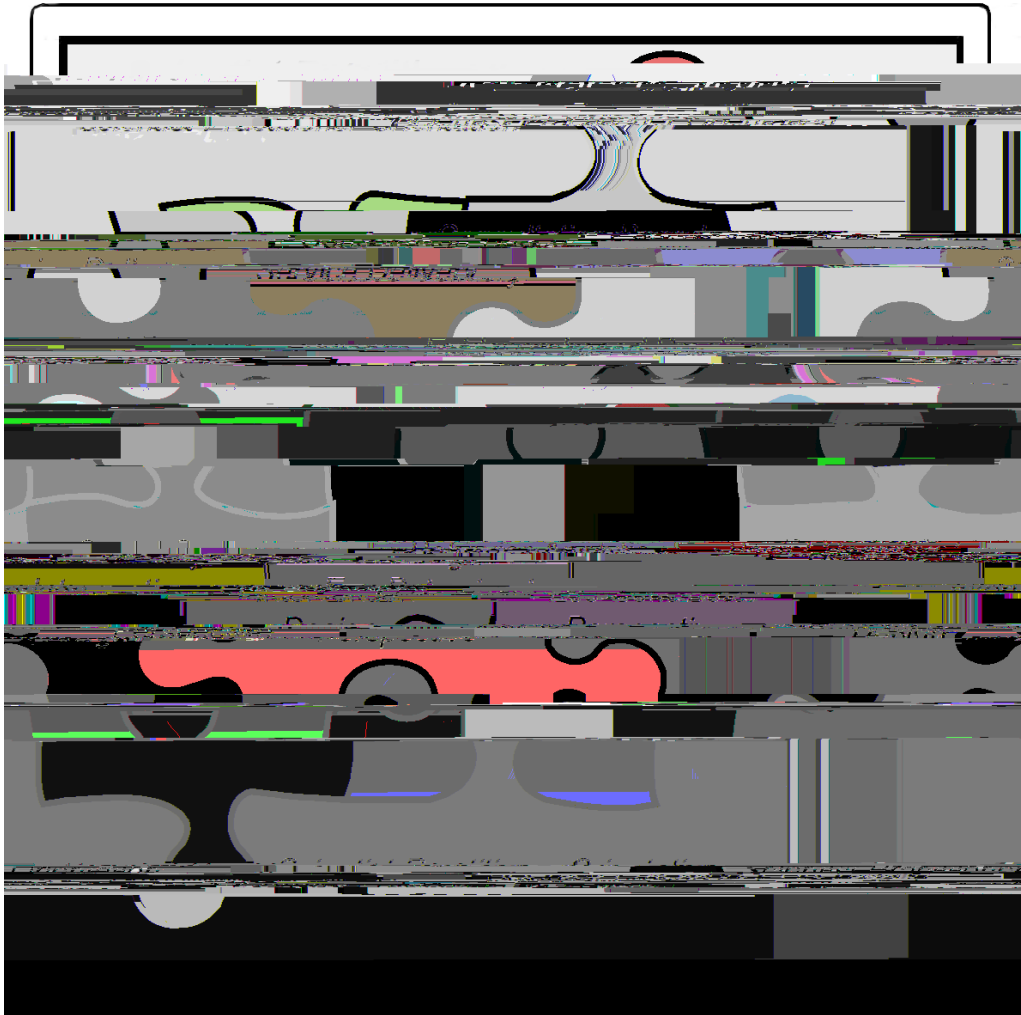
1. Graduates recognize the dignity and intrinsic worth of all individuals, and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
  - a. Assessment of individuals as well as systems,
  - b. Intervention design, and
  - c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.

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 *Prepracticum Field 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 support. 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*





*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 Behaviors* are implicit in the above domains; however, they are explicitly articulated under a separate category for evaluation purposes.

*School Psychology Program Contact Information:*

Erin E.C. Henze, Ph.D., NCSP, LP  
Director, School Psychology Program  
206 Reno Hall  
(313) 993-1434  
*henzeee@udmercy.edu*

## **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). Although the material included in this section may appear punitive, the purpose 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 in detail the program handbook 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, Prepracticum Field 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 as soon as possible. The student is responsible for all content that was covered and discussed during class time. Additionally, the student will 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. Tardy behavior will be addressed on an individual basis during dispositional reviews. Additionally, frequent tardies or failure to remediate tardy behavior will result in a growth plan.

*Use of Personal Technology.* In order to facilitate class discussion and minimize distraction to faculty

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 students are “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. 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 advisor, 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 while in the program includes 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 continually being observed regarding their professional behavior 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, 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 (i.e., other students, other professionals at field sites, and clients) should be respectful and sensitive to issues of diversity and include the use non-sexist and non-racist 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 will result in the development of a growth plan.

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 (7<sup>th</sup> Edition)*. Accordingly, students must demonstrate competence in the use of APA writing style.

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 nBT/F1 0 0 1 358.15 402.41 Tm1 0 0 1 3



**Required Coursework**

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	6220	3	School Psychology Assessment and Interventions III

**Master's Degree Awarded (30 credits)**

PYC	5030	3	Statistics
PYC	6030	3	Childhood Psychopathology
PYC	6120	3	Counseling for the School Psychologist
PYC	6160	3	School Psychology Consultation II
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> )
PYC	6410	3	Applied Behavior Analysis II

**Specialist Degree Awarded TOTAL 66**

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 to be admitted to the Specialist Program.** The Specialist in School Psychology is awarded upon completion of the entire program. This includes attaining a passing score ( $\geq 147$ ) on the Praxis II examination in School Psychology.

## 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 at <http://www.udmercy.edu/catalog> and <http://www.udmercy.edu/slo/office/handbook/index.htm>

Parts of the Detroit Mercy Graduate Catalogue are reproduced here:

**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 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 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



## **Program Admission and Enrollment**

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) ).

Admission occurs at two levels:

1. at the master's level, for those who have not yet attained a master's degree in school psychology;  
and
2. at the specialist level, for those who have already been granted a master's degree in school psychology from another appropriately credentialed program.

[Appendix D, Request for Course Substitution Form](#)). 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

the program. The applicant may be asked to research the field by visiting a practicing school

## **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.

Students are expected to have no lower than a B 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. In addition, the Graduate School requires an overall GPA of 3.0 at all times.

*Professional Skills:* Students are evaluated regularly on professional behavior skills. Students with skill deficits will be required to develop 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. 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.

*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

*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 the best course of action.

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 dealt with using the procedures set forth by the University. All students are expected to be familiar with these procedures and what constitutes academic misconduct.

**Field Experiences: Pre-Practicum, Practicum, and Internship**

Students are required to document actual time spent in field activities as part of their training program





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;
3. The availability and diversity of special education programs and facilities and;
4. The willingness of site

## **Procedures for Systematic Evaluation**

Goals and Objectives. Based on the *Standards for Training and Field Placement Program in School Psychology* by the NASP, 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

## **Levels of Evaluation for School Psychology Trainees**

**Evaluation  
Level**

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

1. [Y1 Midterm Student interview:](#)



## Evaluation Schedule

The timetable below lists the various evaluation instruments and at which points in the program 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	
	Year 1 Review (end of year)	<i>Evaluation of Trainee Evaluation of Trainee Performance/Professional Dispositions Portfolio Review</i>
Year 2	End of Fall semester	
	Year 2 Review (end of year)	<i>Evaluation of Trainee Performance/Professional Dispositions Portfolio Review</i>
Year 3	End of Fall semester	
	Summative Review (end of year)	<i>Summative Portfolio Evaluation Praxis II 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 children
4 Student transcripts	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	Social validity of interventions and services
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	

**Certification**

After completion of the 600 hour practicum and recommendation of the University, trainees are eligible to apply for the Preliminary S



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.

*Desktop or laptop computer:*

## DOCUMENTATION OF UNDERSTANDING

### University of Detroit Mercy School Psychology Program

By signing below, I am indicating I have read and I understand the 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. 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 dispositions 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) 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 3rd 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.

Many courses are offered only one time per year, meaning one missed course can potentially delay my progress by one year.

Much of the correspondence between candidates and faculty will occur via e-mail. I understand I will need to designate an account for correspondence with faculty and check it frequently.

## **APPENDIX A: Portfolio Guide**



**Required Portfolio Materials (by year)**

Materials to be included:	Year 1	Year 2	Summative
Title Page & table of contents	X	X	X

**Sample Title Page**

Formative 1 Portfolio

(Change as appropriate)

Presented by

(Your Name)

(Date submitted)

School Psychology Program

Department of Psychology

College of Liberal Arts & Education

University of Detroit Mercy

This certifies that this portfolio is current, acceptable, and was presented in a professional and organized manner by the above-named student.

Faculty Signature\_\_\_\_\_

Date\_\_\_\_\_

Faculty Signature\_\_\_\_\_

Date\_\_\_\_\_

Faculty Signature\_\_\_\_\_

Date\_\_\_\_\_

## **Portfolio Table of Contents**

- Section 1:* Current Resume
- Section 2:* Description of Intern Experience
- Section 3:* Competency Domains Practice Documentation
- Section 4:* Field Experience Logs
- Section 5:* Specialist Project
- Section 6:* Specialty Test in School Psychology (Praxis II) Results
- Section 7:* Professional Documentation (memberships, insurance)
- Section 8:* Transcripts and Approved Plans of Study
- Section 9:* University Evaluations
- Section 10:* Supervisor Evaluations
- Section 11:* Appendices documenting competency domains
- Section 12:* Portfolio Evaluations





**Domain 2.2: Consultation and Collaboration**  
**Competency:**

**Domain 2.4: Mental and Behavioral Health Services and Interventions**

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

**Specific skills**

- a. Demonstrates knowledge of appropriate behavior, affective, & adaptive goals
- b. Demonstrates knowledge of human development
- c. Demonstrates knowledge of behavior management
- d. Demonstrates knowledge & use of counseling techniques
- e. Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors
- f. Demonstrates knowledge of assessing the classroom environment
- g. Links assessment results to interventions

### **Domain 2.6 Services to Promote Safe and Supportive Schools**

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

#### **Specific skills**

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

#### **Possible practice documentation**

Presentations or projects from Consultation II or III  
 Course paper  
 Intervention presentation  
 Internship supervisor evaluations

### **Domain 2.7 Family, School, and Community Collaboration**

**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**

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

#### **Possible practice documentation**

Internship evaluations  
 Exams  
 Presentations or projects from Consultation II or III  
 Projects or papers

**Domain 2.8 Equitable Practices for Diverse Student Populations**

**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**

- a. Demonstrates knowledge of differences & its effect on learning & development
- b. Demonstrates knowledge of individual differences when designing & implementing interventions
- c.

- b. Demonstrates knowledge of service models
- c. Demonstrates knowledge of public policy development
- d. Demonstrates knowledge and application of ethical & legal practice
- e. Exhibits involvement in professional organizations
- f. Demonstrates a commitment to career-long development of skills

**Possible practice documentation**

Exams  
Scholarly paper  
Legal and ethical vignette journal  
Legal case study

## Introduction of Skills for Portfolio Purposes

a

Y1	Y2	sum
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Y1	Y2	sum
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a Demonstrates knowledge of regular education

**Portfolio Evaluation Form**

Y1      Y2      Summative      Name\_\_\_\_\_

	a	Dems. knowledge & application of approp. Cognitive/academic assessment		
	b	Demonstrates knowledge of effective instructional techniques		
	c	Assists students in becoming self-regulated learners		
	d	Demonstrates knowledge of learning theory & cognitive strategies		
	e	Develops appropriate goals for students based on individual needs		
	f	Develops, implements, & monitors interventions		
	g	Assesses treatment integrity of interventions		
	a	Demonstrates knowledge of appropriate behavior, affective, & adaptive goals		
	b	Demonstrates knowledge of human development		
	c	Demonstrates knowledge of behavior management		
	d	Demonstrates knowledge & use of counseling techniques		





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

Faculty rating codes: = meets requirement;

Review Date: \_\_\_\_\_ Y 1 Y 2 Summative



**APPENDIX B: Evaluation Forms**

Year 1 Review Forms

Year 2 Review Forms

Year 3 Review Forms

Growth Plan Forms

Program Evaluation Meeting











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

**Trainee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Semester:** [ ]Fall [ ]Winter [ ]Summer

*Please rate the trainee using the following criteria:*

0= Needs Development, 1 = Novice, 2= Proficient, 3= Exceptional.

1	Systematically collects information to identify the problem, & determine strengths & needs	0	1	2	3
2	Utilizes data to evaluate the outcomes of services	0	1	2	3
3	Develops culturally sensitive interventions	0	1	2	3
4	Establishes collaborative relationships	0	1	2	3
5	Communicates effectively with school & community personnel	0	1	2	3
6	Communicates effectively with families	0	1	2	3
7	Communicates effectively with children and youth	0	1	2	3
8	Shows concern, respect, & sensitivity to others	0	1	2	3
9	Facilitates home-school communication & collaboration	0	1	2	3
10	Utilizes appropriate assessment strategies to assess learning difficulties	0	1	2	3
11	Properly administers assessment strategies	0	1	2	3
12	Appropriately analyzes & interprets assessment data	0	1	2	3



## Year 2 Evaluation of Trainee Performance and Professional Dispositions

### University of Detroit Mercy School Psychology Program

*Please rate the student using the following criteria: 1 = needs development 2 = acceptable 3 = Exceptional*

1	<b>Communication:</b> Sensitive to nonverbal communication; reflective listening; shows interest in others; avoids divisive statements/actions; responsible and respectful use of email & social media; communication is appropriately assertive; seeks information appropriately	1	2	3
2	<b>Dependability:</b> Follows through w/commitments; good time management; prepared; consistent; Completing assigned tasks/ forms in timely manner; makes/keeps appointments; has successfully completed expected coursework & field hours	1	2	3
3	<b>Appropriate use of supervision and professional judgment:</b> Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations	1	2	3
4				

## Year 2 Annual Review Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ 600 Field hours satisfactorily completed

\_\_\_\_\_ Y2 \_\_\_\_\_ completed/reviewed

\_\_\_\_\_ Y2 *Evaluation of Trainee Performance and Professional Dispositions* 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.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student

Program Faculty





**Professional Behavior Skills**

34 **Communication:** *Sensitive to nonverbal communication; reflective listening; shows*

## 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. \_\_\_\_\_ 5. \_\_\_\_\_

**INTERNSHIP:**

Location(s) \_\_\_\_\_ urban    suburban    rural

Supervisor(s) \_\_\_\_\_ Total hours \_\_\_\_\_

Cases - Goal Attainment Scaling Score:

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**PRAXIS II SCORES**

Summary Score \_\_\_\_\_

Subscales: (x correct out of x possible)

I. \_\_\_\_\_/\_\_\_\_\_

II. \_\_\_\_\_/\_\_\_\_\_

III. \_\_\_\_\_/\_\_\_\_\_

IV. \_\_\_\_\_/\_\_\_\_\_





## Growth Plan Form

Student name \_\_\_\_\_ Initial date \_\_\_\_\_

A) Identification of the problem area: \_\_\_\_\_

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B) Objective(s) for improvement \_\_\_\_\_

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C) Plan for meeting objectives: \_\_\_\_\_

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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

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Modifications, if necessary

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

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

.....

Review # \_\_\_\_\_ Date \_\_\_\_\_

Progress \_\_\_\_\_

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Modifications, if necessary

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

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

## 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    Spring    Academic Year \_\_\_\_\_                      Date of Meeting: \_\_\_\_\_

Faculty in Attendance: \_\_\_\_\_

Data Reviewed:

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

**Action Plan(s)**

Goal	Activities/Tasks	Person(s) responsible	Projected Review Date

## **APPENDIX C: Field Experience Log**

### *Directions for Field Log Form*

1. Download the Excel Spreadsheet from [www.schoolpsyched.com](http://www.schoolpsyched.com) under the *Materials* tab.
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 5<sup>th</sup> 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 <b>mm/dd/yyyy</b> 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, <i>(When working with small groups, you may have more than one student per entry; you may have more 2 or 3 in a column)</i>
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



**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 includes.

### ***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 6410 (3) Applied Behavior Analysis II***

Continuation of the of applied behavior analytical techniques initiated in PYC 6400: ABA I. This course builds upon foundational knowledge of ABA and provides a more in-depth examination of ABA principles.

### ***PYC 6120 (3) Counseling for the School Psychologist***

Overview of theories of counseling, emphasizing reflective listening skills. Includes cognitive behavioral counseling for groups, & crisis intervention.

### ***PYC 6150 (3) School Psychology Consultation I***

An introduction to the process of consultation, the skills required & the uses of consultation in schools.

### ***PYC 6160 (3) School Psychology Consultation II***

Advanced theory & practice in consultation. Emphasis on system-level techniques for developing and sustaining home, community, and school collaboration. Includes study of prevention programs for promoting student academic success.

### ***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/ PYC 6211 (1) Field Experience II/ PYC 6221 (1) Field Experience III***

On site observation of school psychology and schools as systems.



**School Psychology Masters/Specialist Program Plan of Study**

Student:







## **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.

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 2.d





## 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/MOECES/Login.aspx>
2. Complete the Work Experience Report (below). The Work Experience Report must be signed by your employer.
- 3.
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.

This is to verify that

\_\_\_\_\_ ,  
Last Name,

\_\_\_\_\_ ,  
First,

\_\_\_\_\_ ,  
Middle

\_\_\_\_\_ ,  
Maiden



## **College of Liberal Arts and Education Requirements:**

### **Application for Graduation:**

Applications for Graduation must be filed in the College of Liberal Arts and Education by the dates established by the Academic Calendar for the year in which students intend to complete degree requirements. In general, applications for a degree should be filed by **October 1<sup>st</sup>** for December graduation; and **December 1<sup>st</sup>** for May

**By Holiday Break:** Students should complete any edits to their proposal and submit it, along with all relevant IRB paperwork to both their faculty advisor and in accordance with the IRB guidelines.

**By March 15<sup>th</sup>:** Students should submit their completed specialist projects to their faculty advisor. The completed project should include the introduction and background information, literature review, and methodology sections, as well as an analysis of the data, and discussion of the results. Finally, each project should include a reference list at the end.

**By April 15<sup>th</sup>:** Students should incorporate any final changes or feedback and submit their



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: \_\_\_\_\_

**APPENDIX F: Program Material**







**I: PROFESSIONAL PRACTICES, PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY**  
**B: CONSULTATION AND COLLABORATION**

- PYC 5030 Statistics 1
- PYC 6400 ABA 1 & PYC 6410 ABA 2
- PYC 5420 Child & Adolescent dev
- PYC 6030 Dev. Psychopathology
- PYC 6120 Counseling for Sch Psych







### III: SYSTEMS-LEVEL SERVICES

PYC 5030 Statistics I
PYC 6400 ABA 1 & PYC 6410 ABA 2
PYC 5420 Child & Adolescent dev
PYC 6030 Dev. Psychopathology
PYC 6120 Counseling for Sch Psych
PYC 6150 Consultation I
PYC 6160 Consultation II
PYC 6200 Psychoed IA & 6155 1B
PYC 6210 Psychoed II



**IV: FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY**  
**C. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE**

PYC 5030 Statistics I
PYC 6400 ABA 1 & PYC 6410 ABA 2
PYC 5420 Child & Adolescent dev
PYC 6030 Dev. Psychopathology
PYC 6120 Counseling for Sch Psych
PYC 6150 Consultation I
PYC 6160 Consultation II
PYC 6200 Psychoed IA & 6155 1B
PYC 6210 Psychoed II
PYC 6220 Psychoed III
PYC 6201, 6211, 6221 Field exp/preprac
PYC 6230, 6240, 6245 Practicum I,II,III
PYC 6250, 6260, 6270 Intern I,II,III
PYC 6300 Psych. Services in Sch.
PYC 6330 Legal & Ethical issues
PYC 6340 Educ research & writing
PYC 6490 Specialist Project



## 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    Spring    Academic Year\_\_\_\_\_                      Date of Meeting:  
\_\_\_\_\_

Faculty in Attendance:

\_\_\_\_\_

Data Reviewed:

## School Psychology Program Meeting Form

University of Detroit Mercy

*Purpose:*

To document meeting notes, concerns, and other program-and student- related tasks

Academic Year/Semester \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Faculty in Attendance:

\_\_\_\_\_

Data Reviewed:

Notes:

**Action Plan Item(s)**

Goal	Activities/Tasks	Person(s) responsible	Projected Review Date
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