

University of Georgia School Psychology Program Handbook

Revised August 2016

Program Purpose and Philosophy

The doctoral school psychology program at UGA is designed to produce clinically skilled scientists who, whether engaged in scholarship or service, perform all of their duties in a manner consistent with accepted scientific principles and competencies. Principles of theory, science, and practice represent the three core competencies that are acquired by students during their program of study. These core competencies are developed by students through their explication in four major “content” areas: Child development & systems, abnormal psychology, appraisal, and intervention/consultation. Content area knowledge and competencies are systematically developed through participation in coursework, practica, seminars, research mentorship, and informal interactions with faculty, clients, supervisors, colleagues in other disciplines and other students.

Evidence of the achievement of this mission is seen in the career paths of our alumni and their record of scientific productivity. A study found UGA alumni contribute more research to school psychology journals than any other doctoral program in school psychology. Little (1997) observed that “...the University of Georgia had the greatest number of individuals in the top 306 authors...” and “The graduates of the University of Georgia published in the school psychology literature at a rate 26% higher than number two ranked Indiana University” (p. 24). Little, Akin-Little, and Tingstrom (2004) examined the training programs that have produced the most persons who are currently at universities in faculty roles. The School Psychology Program at the University of Georgia was ranked seventh of all training programs in the U.S.

There is a broad range of research, theoretical, and applied expertise within the school psychology faculty, the faculty of the College of Education, and other colleges of The University of Georgia. The school psychology faculty has specific expertise in social development, child psychopathology, autism, clinical and psychoeducational assessment, including with preschool populations, cognitive-behavioral interventions, and consultation.

Philosophy

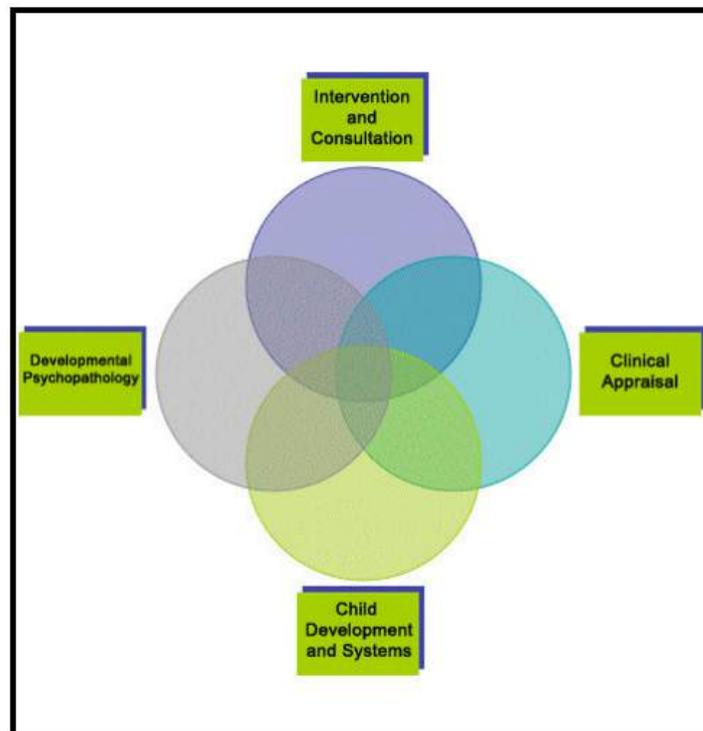
The philosophy of the faculty is to provide students with comprehensive academic coursework, a variety of experiential components which are in agreement with varied theoretical and philosophical orientations, and a degree of individualization that enhances the student’s professional goals and ultimately the professional practice of school psychology. The faculty take their responsibility to socialize students into the profession of psychology seriously. This goal is partially accomplished by frequent faculty interaction with the students, encouraging student membership in professional organizations such as the Association for Psychological Science, National Association of School Psychologists, American Psychological Association, Society for Research in Child Development, and other professional organizations, including the Georgia Association of School Psychologists, ensuring numerous opportunities to interact with

distinguished psychologists from other universities, and systematically reinforcing student research efforts by providing partial funds to allow student travel for presentations at national and international conventions. In addition, and perhaps most significantly, the program draws heavily on faculty expertise and resources in the on-campus APA approved Clinical Psychology Program, Counseling Psychology program, the Department of Educational Psychology, the Department of Psychology, the Institute for Behavioral Research, Department of Special Education, and to a lesser extent, other related departments. Students are encouraged to participate in informal seminars to discuss and synthesize their knowledge and research interests. The implicit goals which faculty reinforce are the student's identification with the field and commitment to life-long professional growth.

Training Model

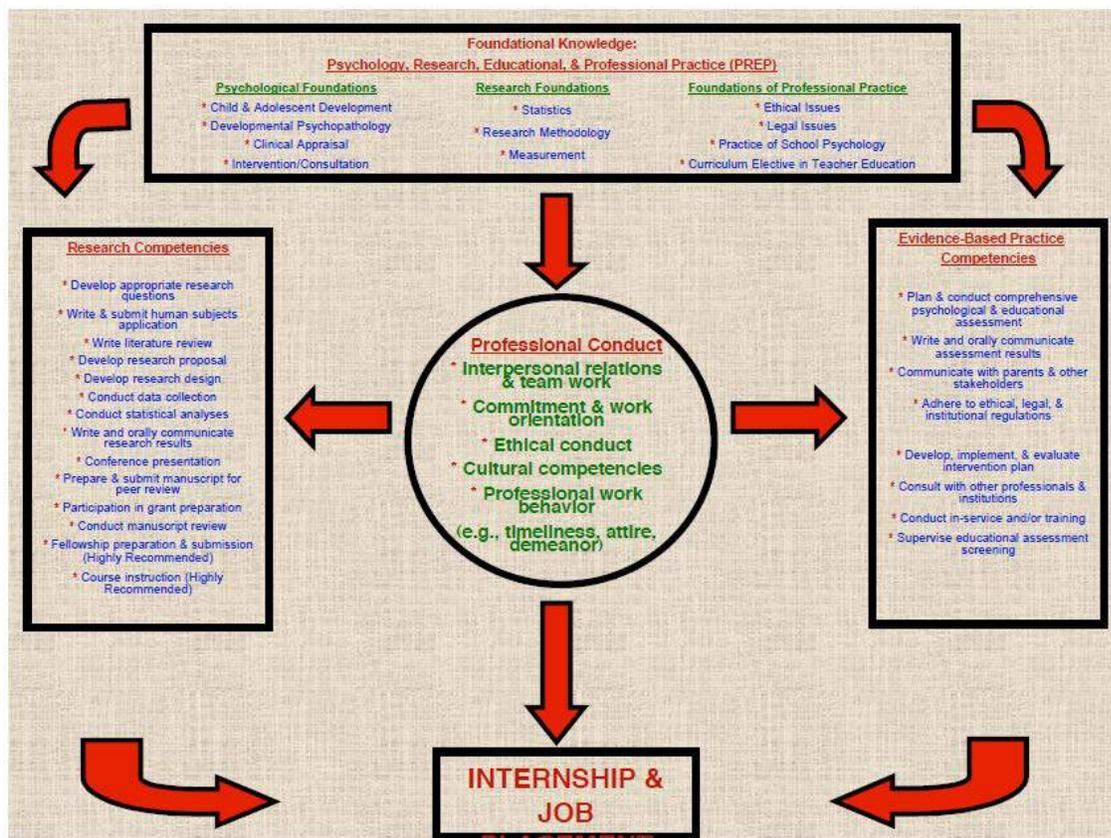
The School Psychology Program at UGA has designed a training model and curriculum that ensures graduates have well-developed practice and research competencies and are thus prepared for careers in practice- and research-based settings. Our conceptual model of training centers on the development and integration of knowledge and expertise in developmental psychopathology, child development and systems, intervention and consultation, and clinical appraisal (Figure 1).

Figure 1. Conceptual Model of Training



Our conceptual model is further operationalized into a training model that incorporates the foundational knowledge, research competencies, and ethical and professional behavior required to accomplish the goal of producing clinically skilled scientists who, whether engaged in scholarship or service, perform all of their duties in a manner consistent with accepted scientific principles and competencies. Our training model requires that doctoral students gain Foundational Knowledge in three core domains: Psychological Foundations, Research Foundations, and Foundations of Professional Practice (PREP; see Figure 2). Within and across content domains, emphasis is placed on the integration and application of knowledge in scientific and professional practice. Further, students are expected to acquire competencies in scientific and professional domains while adhering to ethical and legal standards and attending to issues related to individual differences and diversity. Our annual review process is organized to assess and to provide feedback on each area of the Program Training Model.

Figure 2. Training Model



Program of Study

Outline of Events for Doctoral Students

1. *Register for the first semester of study:* When you were admitted to your doctoral program, you were assigned a temporary advisor. Familiarize yourself with the curriculum information in this handbook and then contact your advisor to select courses for your first semester of study. Your advisor will then clear you to register. Aim to register for first semester classes as soon as you can. Students typically are allowed to register for courses once their final transcript has arrived at UGA. Consult with the department's graduate programs office to address any barriers to registration such as immunization records, verification of residency, etc.
2. *Sign up for an account with the Georgia Professional Standards Commission. (myPSC)* Be sure to claim the University of Georgia as your institution. In the state of Georgia, all candidates for Initial Certification in Educator Preparation Programs leading to initial certification must obtain a passing score on the GACE (Georgia Assessment for the Certification of Educators) Program Admissions Assessment, or exempt the [Program Admissions Assessment](#) with one of the following:
 1. Combined minimum SAT score of 1000 (Verbal and Math scores)
 2. Combined minimum ACT score of 43 (English and Math scores)
 3. Combined GRE Verbal and Quantitative minimum score of 1030 (prior to Fall 2011) OR a combined score of 297 (Fall 2011 and beyond).

With rare exception, students accepted to the UGA School Psychology Program should qualify for exemption from this assessment requirement.

And,

Submit the Verification of Lawful Presence form that is required by the Professional Standards Commission. You will need documents to support this form and they must not be expired. For example, a driver's license or passport can be used to verify you are lawfully in the US. You cannot use your UGA ID. Be sure the notary public positions their stamp next to the date on the form and not on top of the date, the PSC will reject the form if they cannot read the date. Currently, you can access notary services for free in the Department of Educational Psychology. Give your form to the Program Coordinator, who will submit it to College Certification Officer on your behalf.

3. *Select a Thesis Committee:* During your first year, begin to map out your initial program of study and think about with whom you want to work and who will serve as your thesis committee chair/major professor. A non-program faculty member may serve as your co-major professor upon agreement of the School Psychology Area of Emphasis Coordinator. You also will need to identify other faculty to serve on your thesis committee. Once you have settled on a major professor, you should file a Preliminary Program of Study, which will include the members of your thesis committee. This should be submitted to the Graduate Coordinator. Your thesis committee will consist of a major professor and at least two additional members, for a total of three members. At least two members of the thesis committee must have Graduate Faculty Status and at least one member must be a part of the School Psychology Program Faculty. If you choose to have co-chairs, you must include a fourth committee member and three of four members must have Graduate Faculty Status. Once you have settled on the members of your committee, file an Advisory Committee form with the Graduate Coordinator, who will forward it to the Graduate School. Please note that the department's Graduate Coordinate will also need to submit a supplementary letter to the Graduate School noting you are graduating with the master's degree but will be continuing on with the doctoral degree. The Graduate Coordinator's office will also help you submit a program of study document for the master's degree which must accompany your paperwork to sit for the master's thesis defense. Finally, you will also need to submit an application for graduation to receive the master's degree.

4. *Complete and Defend the Master's Thesis:* The School Psychology Faculty views the master's thesis as the first piece of first-authored, potentially publishable research that a student will complete as part of his or her doctoral program of study. Thus, the master's thesis should be written in a format that is suitable (or nearly so) for submission to a peer-reviewed journal within a few weeks of the oral defense. (Of course, the master's thesis must also adhere to Graduate School guidelines for submission to the Graduate School.)

5. *Sit for the Written and Oral Comprehensive Examination:* You must plan for and take written and oral comprehensive examinations on course content (see the Comprehensive Exam section of this Handbook for more information). Written comprehensive examinations will be administered at the end of the summer prior to the start of your 3rd year of doctoral study. Re-takes, if necessary, will be administered in January of the same academic year. Once the written comprehensive examination and thesis are completed, students will sit for the oral examination with at least 3 of the School Psychology Faculty. The Faculty will schedule oral examination dates during the semester that you pass the examination. The

Graduate Coordinator must be informed of the oral examination date at least three weeks prior to the date the exam will occur. The Graduate School will send the appropriate form for recording the results of your written and oral examination to the Department's Student Affairs Professional. After the School Psychology Faculty has recorded the results, the form must be returned to the Student Affairs Professional who will forward it to the Graduate School. Because you are likely completing the master's degree program along the way to the doctoral degree, please check regularly with the Graduate Coordinator to ensure the correct advisory committee form for the doctoral degree is filed before applying for the oral comprehensive examination.

6. *Select a Doctoral Committee:* Your doctoral committee will consist of a major professor or two co-major professors, plus additional members so your committee is comprised of at least four members. At least three members of the advisory committee must have Graduate Faculty Status, at least one member must be a part of the School Psychology Program Faculty, and at least one member's primary affiliation must be from outside of the School Psychology Program. If you choose to have co-chairs, all four members must have graduate faculty status. Once you have settled on the members of your doctoral committee, file the Doctoral Advisory Committee form (which may differ slightly from the form you filed to sit for the oral comprehensive examination) with the Graduate Coordinator, who will forward it to the Graduate School. After your doctoral committee is developed, you should construct a Final Program of Study of all relevant course work (including internship or clinic hours, etc.) which has been or will be taken to satisfy degree requirements. After committee approval, the Final Program of Study must be submitted to the Graduate Coordinator to be forwarded to the Graduate School.

Along the way, you may need to make changes to your thesis and/or doctoral committee. These must be reflected in a revised Doctoral Advisory Committee form turned in to the Graduate Coordinator and forwarded to the Graduate School. It is recommended that you speak with a committee member when you have decided to remove him/her from your committee, but you are *required* to notify that person in writing, at a minimum. Should you need to change your major professor/advisor, you are responsible for selecting a new major professor and informing your former one about the change. Inform the Program Coordinator when you have changed advisors.

7. *Defend the Dissertation Prospectus:* After all requirements have been completed, you must prepare and defend a dissertation prospectus. Once your prospectus has been

satisfactorily defended, committee approval must be filed with the Department. You may be admitted as a doctoral candidate only after satisfactory defense of your prospectus. You must file the Admission to Candidacy form to the Graduate Coordinator to be forwarded to the Graduate School.

8. *Apply for Internship:* In addition to being a student with good standing in the doctoral program, students admitted in Fall 2003 or later must defend their dissertation prospectus before they may apply for internship (see the Practicum and Internship section of this Handbook for details). For students applying for internship through APPIC, the prospectus must be defended by October 15th, in advance of internship application deadlines.
 - *Sit for the GACE.* Beginning in 2014-15, all students must take and pass the Georgia Assessments for the Certification of Educators (GACE) in school psychology prior to leaving for internship. Submit your score report to the School Psychology Program Coordinator. Other forms required by the College and Professional Standards Commission may be required to be submitted at this time. Students are strongly encouraged to sit for the Praxis in order to become a Nationally Certified School Psychologist (NCSP). Refer to the National Association of School Psychologists for additional information.
9. *Defend the Dissertation:* You must schedule a dissertation defense at least three weeks prior to the desired defense date with the Graduate School through the Graduate Coordinator. At this time you must also verify the membership of your doctoral committee to ensure that it is correctly recorded with the Graduate School. You are responsible for submitting verification of a satisfactory dissertation defense on the Approval Form for Doctoral Dissertation and Final Defense to the Graduate School once the appropriate signatures have been obtained. Final revisions must be approved by your major professor before your dissertation is submitted to the Graduate School. Revisions on your dissertation must be completed by the deadlines posted by the Graduate School to complete the requirements necessary for graduation by the end of the desired semester. Additionally, the dissertation must be defended and the approval page must be signed by your major professor before the document is presented to the Graduate School for approval.
10. *Graduate!* Consult the Graduate School's documented deadlines for applying for graduation the semester before you intend to graduate. The deadline for completing the application for graduation fluctuates but is always quite early in the semester. Failure to

apply by the specific deadline for the specific semester in which you would like to graduate might result in an imposed fine by the Graduate School.

Entering the Program with an Earned Master's Degree

Most of the steps are the same as those listed for students who enter at the Bachelor's level. However, after you register for classes and sign up for the PSC account, you should meet with your advisor to discuss master's coursework and thesis. If your master's program required the completion of an empirical thesis, this thesis is typically accepted as satisfying the program requirement for thesis completion. If your master's program did not require an empirical thesis project, you have the option of completing a research paper (pre-dissertation project) in collaboration with your advisor in lieu of a formal thesis. You may also elect to complete another master's in the program (refer to Outline of Doctoral Events above).

Students entering with an earned master's degree in educational psychology or closely related field may be able to complete the program in 4 years rather than 5, depending on their progress and personal career goals. You should discuss this option with your advisor to determine the best course of action for your individual situation.

Background Checks

The College of Education at the University of Georgia requires that a background check is completed on any student that will participate in a field experience. Given the nature of school psychological service delivery, we require that a background check is completed annually in the School Psychology Program. The University of Georgia uses a system called www.mystudentcheck.com. More information may be found at <http://coe.uga.edu/assets/files/oss/field-experience-background-check.pdf>. The Program Coordinator and Director of Clinical Training collect this information at the start of every academic year.

Curriculum

Year	Fall	Spring	Summer
1st	<p>EPSY 6300 – Introduction to School Psychology (3) ¹</p> <p>EPSY 6720 - Master's Practicum In School Psychology (1 credit; tied to EPSY 6300)</p> <p>EPSY 8140 – Developmental Psychopathology and Schooling (3) ¹</p> <p>ERSH 8310 – Applied Analysis of Variance Methods in Education (3) ¹</p> <p>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3) (Varied)</p> <p>EPSY 7100 – Individual Assessment of Development (3) ¹</p> <p>EPSY 6720 – Master’s practicum (tied to EPSY 7100)</p>	<p>EPSY 7200 – Diagnosis of Social/Emotional Behavior in Education (3) ¹EPSY 7000 (Master’s Research) or 7300 (Master’s Thesis) (1-3)</p> <p>EPSY 6720 - Master's Practicum In School Psychology (1-3)</p> <p>ERSH 8320 – Applied Correlation and Regression Methods in Education (3) ¹</p> <p>HFDS 6100, Theories and Issues in Human Development (3) OR EPSY 8030, Development Across the Lifespan for Educators and School Psychologists</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course (3)</p> <p>EPSY 7000 (Master’s Research) or 7300 (Master’s Thesis) (1-3)</p> <p>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3) (Varied)</p>	<p>EPSY 8720-Practicum in School Psychology [School Psychology Clinic] ¹ (3)</p> <p>EPSY 7720 Practicum in Psychoeducational Assessment (2)</p> <p>EPSY 7000 (Master’s Research) or 7300 (Master’s Thesis) (1-3)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p>
2nd	<p>EPSY 7720 –Practicum in Psychoeducational Assessment [School Psychology Clinic] ¹ (6)</p> <p>ERSH 8610 – Educational Measurement Theory (3)</p> <p>EPSY 7330 – Individual</p>	<p>EPSY 7720 –Practicum in Psychoeducational Assessment [School Psychology Clinic] ¹ (6)</p> <p>** EPSY 7310 – Consultation Processes in Educational Settings (3) or</p> <p>EPSY 7320 – Individual</p>	<p>EPSY 8720 –Practicum in School Psychology [School Psychology Clinic] ¹ (1)</p> <p>EPSY 7720 Practicum in Psychoeducational Assessment (6)</p> <p>EPSY 7000 (Master’s</p>

	<p>Academic Interventions (3)</p> <p>EPSY 7000 (Master's Research) or 7300 (Master's Thesis) (1-3)</p> <p>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3) (Varied)</p>	<p>Psychoeducational Intervention (3)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p> <p>EPSY 7000 (Master's Research) or 7300 (Master's Thesis) (1-3)</p> <p>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3) (Varied)</p>	<p>Research) or 7300 (Master's Thesis) (1-3)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p>
3rd	<p>EPSY 8720 –Practicum in School Psychology – External practicum (3-6)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p> <p>EPSY 7000 (Master's Research) or 7300 (Master's Thesis) or EPSY 9000 (Doctoral Research) or EPSY 9300 (Doctoral Dissertation) (1-3)</p> <p>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3) (Varied)</p>	<p>EPSY 8720 –Practicum in School Psychology – External practicum (3-6)</p> <p>** EPSY 7310 –Consultation Processes in Educational Settings (3) or EPSY 7320 – Individual Psychoeducational Intervention (3)</p> <p>EPSY 7000 (Master's Research) or 7300 (Master's Thesis) or EPSY 9000 (Doctoral Research) or EPSY 9300 (Doctoral Dissertation) (1-3)</p> <p>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3) (Varied)</p>	<p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p> <p>EPSY 7000 (Master's Research) or 7300 (Master's Thesis) or EPSY 9000 (Doctoral Research) or EPSY 9300 (Doctoral Dissertation) (1-9)</p>
4th	<p>EPSY 9000 (Doctoral Research) or EPSY 9300 (Doctoral Dissertation) (1-9)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p>	<p>EPSY 9000 (Doctoral Research) or EPSY 9300 (Doctoral Dissertation) (1-9)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p>	<p>EPSY 9000 (Doctoral Research) or EPSY 9300 (Doctoral Dissertation) (1-9)</p> <p># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics (3)</p>

			EPSY 9720 Advanced Internship in School Psychology (2) ²
5th	EPSY 9720 Advanced Internship in School Psychology (2) ²	EPSY 9720 Advanced Internship in School Psychology (2) ²	EPSY 9720 Advanced Internship in School Psychology (3) ²

Notes:

¹ Must be taken in semesters indicated.

² You must sign up for 9 hrs total of EPSY 9720 *during your internship year*.

You must take 2 credit hours of 9720 the summer before you start (i.e., most internships will have a start date that falls before the beginning of the Fall semester) as well as 3 credit hours of 9720 during the following summer to ensure that you are a registered student at UGA all terms during which you are on internship. You must also register for 2 hours of 9720 during the Fall term of the internship year and 2 hours the Spring term of the internship year.

** – These are required courses that will be offered every other year. EPSY 7330 and HFDS 6100 should be completed in Year 1 and Year 2. EPSY 7320 and EPSY 7310 should be completed in Year 2 and Year 3.

– Minor coursework requirement:

Three-course sequence of study in student’s declared minor concentration area.

– Additional required courses to be completed prior to internship:

1. EPSY 6800 – Foundations of Cognition for Education (3 hrs)
2. PSYC 6180 – History of Psychology or equivalent (3 hrs)
3. PSYC 6130 – Biological Foundations of Behavior (3 hrs) or ECHD 8610 Fundamentals Of Behavioral Neuroscience
4. EDAP 7040 – School Law (3 hrs)
5. A fourth research and methodology course, such as ERSY 8350 (Multivariate Methods in Education), ERSY 8740 (Exploratory Factor Analysis), ERSY 8750 (Introduction to Structural Equation Modeling) or SPED 8370 (Single-subject Research Methodology in Special Education).

Note about statistics and measurement coursework:

ERSH courses 8310, 8320, and 8610 are prerequisites for many other ERSY courses. Therefore, students are encouraged to take all 3 courses during their first three semesters of study.

Minor Concentration

All students are required to take a three course minor concentration. The specific coursework is flexible, but must be approved by your major professor. Possible minors include statistics and measurement, counseling, special education, developmental disabilities, pediatric psychology, and early childhood education, among others.

Examples:

Statistics and Measurement

Multivariate methods
Exploratory and confirmatory factor analysis
Structural equation modeling

Pediatric Psychology

Perinatal influences on child behavior and achievement
Pediatric psychology and schooling
Problems of children with chronic disease

Early Childhood Education

Foundations of early intervention with children birth to age three
Seminar in child and family development
Infant and preschool assessment

Board Certified Behavior Analyst (BCBA)

Students electing to complete the BCBA option may use BCBA courses not already required by the School Psychology Program to satisfy their minor concentration area.

Autism Spectrum Disorders

Autism Spectrum Disorders Seminar
Autism Spectrum Disorders Practicum
Instructing Children with Autism Spectrum Disorders

THE UNIVERSITY OF GEORGIA

*Department of Educational Psychology
Area of Emphasis: School Psychology (SPY)*

GRADUATE COURSEWORK FOR DOCTOR OF PHILOSOPHY (PhD) DEGREE

Name: _____ Phone #: _____
UGA Email: _____ 1st Semester/Year: _____ Expected Graduation: _____

This is a guide to be used for advising purposes for the MA/PhDⁱ program in School Psychologyⁱⁱ. The actual program of study may vary based on a student's goals and background. The doctoral committee in consultation with the student decides the student's actual program of study. Only graduate level courses (course numbers 6000 and above) may be used toward the earning of a graduate degree. Online courses will have an "E" after the number on the schedule (ex. EPSY 7110E). Some courses listed below require additional prerequisite courses. Individual course descriptions may be found on the UGA Bulletin webpage, <http://www.bulletin.uga.edu/>.

Students must be enrolled in at least 2-of-3 semesters in an academic year (fall, spring, summer). Students may take a minimum of 3 credit hours and a maximum of 18 credit hours per semester.

Advising Checklist				
Area Emphasis	Course No.	Course Title	Term	Grade
School Psychology Core (All) ⁱⁱⁱ	EDAP 7040	School Law		
	EPSY 6300	Introduction to School Psychology and School-Based Services		
	EPSY 6800	Foundations of Cognition for Education		
	EPSY 7100	Individual Assessment of Development		
	EPSY 7200	Diagnosis of Social-Emotional Behavior in Education		
	EPSY 7310	Consultation Processes in Educational Settings		
	EPSY 7330	Individual Academic Interventions		
	EPSY 8140	Developmental Psychopathology and Schooling		
Social Psychology Core	PSYC 6200	Advanced Social Psychology		
Intervention (1 course)	EPSY 7320	Individual Psychoeducational Intervention		
	PSYC 8510	Child Behavior Therapy		
Statistics/Measurement Core (All)	ERSH 8310	Applied Analysis of Variance Methods in Education		
	ERSH 8320	Applied Correlation and Regression Methods in Education		
	ERSH 8610	Theories of Educational Measurement		
Statistics/Measurement Elective (1 course)	ERSH 8350	Multivariate Methods in Education		
	ERSH 8740	Exploratory Factor Analysis		
	ERSH 8750	Introduction to Structural Equation Modeling		
	SPED 8370	Single-Subject Research Methodology in Special Education		
	Other ^{iv}			
History of Psychology (1 course)	ECHD 8010	History of Psychology and the Evolution of Contemporary Practice		
	PSYC 6180	History of Psychology		
Behavior (1 course)	ECHD 8610	Fundamentals of Behavioral Neuroscience		
	PSYC 6130	Biological Foundations of Behavior		
Development (1 course)	EPSY 8030	Development Across the Lifespan for Educators and School Psychologists		
	HDFS 6100	Theories of Human Development and Family Science		
Seminar (min. 2 sections)	EPSY 8990	Doctoral Seminar in Educational Psychology		

Advising Checklist					
Area Emphasis		Course No.	Course Title	Term	Grade
Minor Area (3 course sequence)		EPSY 8990	Doctoral Seminar in Educational Psychology		
Practicum and Internship	6000 Level (min. of 6 credits)	EPSY 6720	Master's Practicum in School Psychology		
		EPSY 6720	Master's Practicum in School Psychology		
	7000 Level (min. of 21 credits)	EPSY 7720	Practicum in Psychoeducational Assessment		
		EPSY 7720	Practicum in Psychoeducational Assessment		
		EPSY 7720	Practicum in Psychoeducational Assessment		
		EPSY 7720	Practicum in Psychoeducational Assessment		
		EPSY 7720	Practicum in Psychoeducational Assessment		
		EPSY 7720	Practicum in Psychoeducational Assessment		
		EPSY 7720	Practicum in Psychoeducational Assessment		
	8000 Level (min. of 12 credits)	EPSY 8720	Practicum in School Psychology		
		EPSY 8720	Practicum in School Psychology		
		EPSY 8720	Practicum in School Psychology		
		EPSY 8720	Practicum in School Psychology		
	9000 Level (min. of 8 credits)	EPSY 9720	Advanced Internship in School Psychology (min. of 3 credits)		
		EPSY 9720	Advanced Internship in School Psychology (min. of 3 credits)		
		EPSY 9720	Advanced Internship in School Psychology (min. of 1 credit) ^v		
EPSY 9720		Advanced Internship in School Psychology (min. of 1 credit)			
Master's Thesis (min. 3 credits, max. 15 credits)		EPSY 7300	Master's Thesis		
		EPSY 7300	Master's Thesis		
		EPSY 7300	Master's Thesis		
Dissertation (min. 3 credits, max. 45 credits)		EPSY 9300	Doctoral Dissertation		
		EPSY 9300	Doctoral Dissertation		
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		EPSY 9300	Doctoral Dissertation		
		EPSY 9300	Doctoral Dissertation		

MA Program Major Events Checklist	
Date	Event
	Advisory Committee for Master of Arts and Master of Science Candidates form submitted to the Graduate School
	Program of Study for Master of Arts and Master of Science Candidates form submitted to the Graduate School
	Draft of Thesis submitted to Graduate School for Format Check
	Approval Form for Master's Thesis and Final Oral Examination, Master of Arts and Master of Science Candidates form submitted to the Graduate School
	Electronic Thesis and Dissertation (ETD) Submission Approval for submitted to the Graduate School
	Final Thesis submitted to the Graduate School
	Application for Graduation through Athena

PhD Program Major Event Checklist	
Date	Event
	Advisory Committee for Doctoral Candidates form submitted to Graduate School
	Final Doctoral Program of Study submitted to the Graduate School
	Written Comprehensive Exam
	Oral Comprehensive Exam Announcement submitted to the Graduate School (must be submitted by the Graduate Coordinator's Office at least two weeks before Exam)
	Oral Comprehensive Exam
	Prospectus Meeting
	Application for Admission to Candidacy for Doctoral Degrees form submitted to the Graduate School
	Dissertation Defense Announcement submitted to the Graduate School (must be submitted by the Graduate Coordinator's Office at least two weeks before Defense)
	Draft of Dissertation submitted to the Graduate School for Format Check
	Approval Form for Doctoral Dissertation and Final Oral Examination form submitted to the Graduate School
	Electronic Thesis and Dissertation (ETD) Submission Approval form submitted to the Graduate School
	Final Dissertation submitted to the Graduate School
	Application for Graduation through Athena

ⁱ For an MA degree, the University of Georgia Graduate School requires at least 30 graduate credit hours, with at least 21 hours of coursework and 9 hours of EPSY 7000: Master's Research, EPSY 7300: Master's Thesis, or other related graduate courses. 12 of the 21 hours of MA coursework must be from courses that are only open to graduate students. A PhD degree requires a minimum of 30 graduate hours with 12 hours at the 8000/9000 coursework level exclusive of EPSY 9000: Doctoral Research and EPSY 9300: Doctoral Dissertation. A minimum of 3 hours of EPSY 9300 are required.

ⁱⁱ A Program of Study must be submitted for each degree, which must contain a unique list of courses used toward the earning of each degree. The exact same course may not be listed on both Programs of Study.

ⁱⁱⁱ An equivalent course can be used to replace a required course with the consent of the degree committee.

^{iv} Requires major professor approval.

^v Students must enroll in a minimum of 3 credits in order to use any University resource or service, including dissertation defense or graduation.

A Note about the School Psychology Area of Emphasis

Please log into Athena and make sure that School Psychology is listed as your Area of Emphasis; your degree will be a PhD in Educational Psychology with an Area of Emphasis in School Psychology.

Students in the Program are required to take *every course* listed in the Program Checklist whereas the Area of Emphasis is a designation from the University of Georgia Graduate School. You must complete the following courses in order for the Area of Emphasis in School Psychology to appear on your transcript. Please note that this is not the full list of courses required to complete the APA School Psychology Program. The Area of Emphasis courses are not sufficient for credentialing or licensure.

EPSY 6300 (3 credits): Introduction to School Psychology
EPSY 8140 (3 credits): Developmental Psychopathology
EPSY 7330 (3 credits): Individual Academic Interventions
EPSY 7100 (3 credits): Individual Assessment of Development
EPSY 7200 (3 credits): Diagnosis of Social/Emotional Behavior in Education
EPSY 7310 (3 credits): Consultation Processes in Educational Settings
EDAP 7040 (3 credits): School Law
ERSH 8610 (3 credits): Educational Measurement Theory
PSYC 6180 (3 credits): History of Psychology or equivalent
One of the two: Psych 6130 Biological Foundations of Behavior *or* ECHD 8610 Fundamentals of Human Neuroscience.

Practicum:

EPSY 6720 (total of 6 credits): Master's Practicum in School Psychology
EPSY 7720 (total of 21 credits): Practicum in Psychoeducational Assessment
EPSY 8720 (minimum of 12 credits): Practicum in School Psychology
EPSY 9720 (minimum of 8 credits): Advanced Internship in School Psychology

In the event that faculty approve an alternative course in place of one of the above approved Area of Emphasis courses, written authorization must be provided to the Department's Student Affairs Professional, the Program Coordinator, and a copy retained by the student.

Practica and Internships

Four of the required six practica must be taken through the in-house School Psychology Clinic. Students are encouraged to take additional practica in settings congruent with their career objectives. Although a single faculty member will be designated as the primary instructor for a practicum, students will have access to all faculty for supervision and consultation as needed. The practicum taken during the summer of the first year is designed to prepare new students for the following year of clinical work. Students will serve as assistants in the clinic where they will be mentored in clinic operations, and they are expected to acquire some beginning testing competencies. Students then perform the second year practicum duties on a full year basis thus creating a “real world” work schedule. In addition, they will respond to emergencies or client requests during holidays and vacation periods as needed. The SPY Clinic has close working relationships with schools, which ensures that students develop a strong understanding of the nature of psychological services for school aged children.

Local Training Opportunities

A partial list of sites where students have obtained practicum experience prior to seeking their full year predoctoral internship follows. Numerous other professional settings that serve as training sites are not listed. **Students must clear their plans and proposed sites/supervisors with the Program’s Practicum/Internship Coordinator prior to contacting the site.** A Memorandum of Understanding (MOU) must be completed one week prior to commencing practicum/internship placements.

Emory Autism Center

Emory University School of Medicine

Department of Psychiatry

Nadine Kaslow, Ph.D.

Practicum opportunities are available as part of a variety of research programs associated with Emory University affiliated hospitals and clinics. Experiences with neonatal intensive care, sickle cell, outpatient mental health, childhood leukemia, and numerous other presenting problems are available.

Gwinnett County Public Schools

Tom Owen, Ed.S.

Practicum and internship opportunities are available through the Gwinnett County Public Schools. GCPS, the 14th largest school district in the U.S., offers a wide range of services and has a diverse population of students and families.

Jackson County Public Schools

Dr. Shayne Abelkop

Practicum opportunities may be available through the Jackson County Public Schools. Jackson County is adjacent to Athens-Clarke County.

Madison County Public Schools

Dr. Mary Lovelace

Practicum opportunities may be available through the Madison County Public Schools. Madison County is adjacent to Athens-Clarke County.

Neuropsychological Assessment and Intervention Practica

Department of Neuropsychology

Children's Healthcare of Atlanta

Jacqueline Kiefel, PhD

Through a collaborative arrangement with the Department of Neuropsychology at Children's Healthcare of Atlanta, students may participate in advance practica opportunities. In the Department of Neuropsychology, there are three neuropsychologists, one psychometrist, and two post-doctoral associates. The assessment practicum can be arranged in one of three rotations. The first rotation is outpatient, in which the student can assess children with a variety of neurological and developmental disorders. The second rotation is in Rehabilitation, which can be inpatient or partial-hospitalization. The inpatient component offers training in working with children with brain injury in a hospital unit setting. The partial-hospitalization setting, or Day Rehabilitation Program, offers experience with children with a variety of acquired brain injuries, such as traumatic brain injury, brain tumor and infectious diseases, who are well enough to be discharged from the hospital but not ready to return to school. Finally, there is a combination

epilepsy/outpatient rotation, in which the student can work with inpatients and outpatients who have epilepsy. These patients may be preparing for epilepsy surgery or having their epilepsy monitored as inpatients. If the student completes an assessment practicum and would like therapy experience, there are opportunities to complete a therapy practicum with teenagers with brain injuries. The focus is on cognitive and affective treatment of issues that arise as a result of brain injury. The practicum offers both individual and group treatment opportunities. This practicum is reserved for those students who first complete the assessment practicum.

Marcus Autism Center
Children's Healthcare of Atlanta

Nathan Call, Ph.D., BCBA, Director, Behavior Treatment Clinics

David Jaquess, Ph.D., Director, Pediatric Feeding Disorders

Alice Shillingsburg, Ph.D., Program Coordinator, Language and Learning Clinic

Through an ongoing collaboration with the Marcus Autism Center, students may participate in advanced practica with students with autism spectrum disorders, developmental disorders and children with feeding problems. Students have completed practicum rotations within the Behavior Treatment Clinic, Pediatric Feeding Disorder Clinic, and Language and Learning Clinic at the Marcus Autism Center. See www.marcus.org for more information about supervising faculty and services.

University of Georgia Autism Clinic
Dr. Kevin Ayers, Ph.D. BCBA, Director

Practicum opportunities may be available through the UGA Autism Clinic for those actively pursuing their BCBA.

Internship Requirements

Students are encouraged to pursue internships through APPIC. If a student elects to pursue a school-based non-APA/APPIC internship, it must be in an accredited school setting and should conform to the CDSPP internship guidelines

(<https://sites.google.com/site/cdsp/home/2012guidelines>). Regardless of internship type, the University of Georgia School Psychology Program requires the following:

1) In order to be eligible to apply for internship, students must be in good standing with the School Psychology Program. This includes completion of all required coursework, removal of any probationary statuses, and being judged by the faculty as having appropriate professional conduct. Your intention to apply must be formally approved by the Director of Clinical Training.

2) Students must have the dissertation prospectus completed prior to applying for any type of internship. For students going through the APPIC process, the prospectus meeting must be scheduled prior to October 15 and defended prior to November 1.

2) We require 2,000 internship hours. All students, regardless of whether completing APA/APPIC or other program-approved internship, must spend a minimum of 1000 hours in an accredited school setting; 500 hours must be in direct patient service or considered face-to-face hours

3) Supervision for the 2000 hour internship must be provided by a psychologist licensed at the individual level by the State Board of Psychology.

4) Supervision of school-based hours must be completed by a doctoral psychologist licensed at the individual-level (from the respective State Board of Psychology) and as a school psychologist (with an active credential from the State Department of Education or agency that credentials school psychologists).

5) Students must register for at least 9 hours total of EPSY 9720 during the internship year and be registered each semester in which you are on internship. For a one-year full-time internship, internship credits should be distributed as follows:

1-2credit hours of 9720 the summer before you start (i.e., most internships will have a start date that falls before the beginning of the Fall semester) as well as 1-2credit hours of 9720 during the following summer to ensure that you are a registered student at UGA all terms during which you

are on internship. You must also register for 3 hours of 9720 during the Fall term of the internship year and 3 hours the Spring term of the internship year. Please note, students must be registered for at least 3 credits in the semester in which they wish to graduate (regardless of when internship is completed).

Additional notes:

Students may elect to complete a full-time internship over 12-months or a half-time internship over 2 years.

Practicum and Internship Evaluation

Students are required to submit completed Practicum/Internship Supervisor Rating Forms at the end of the Fall semester (by December 1st), Spring semester (by May 1st), and Summer semester (by July 15th), as applicable, of their clinical training experiences. Students must also complete Student Ratings of Practicum/Internship to provide program faculty with feedback regarding their training experiences. For students enrolled in 12-month internship training, Fall, Spring, and Summer rating forms should be submitted to the Director of Clinical Training. These forms may be found in the appendix.

Comprehensive Examinations

Written comprehensive examinations are one way the Program Faculty assess student competence with the Training Model (see Figure 1). For students entering in Fall 2015, the Comprehensive Examination policies and procedures are as follows:

A. Major Written Comprehensive Examination

1. Students will sit for written comprehensive examinations during the week prior to the start of classes in their third year of doctoral study**.

Any deviation from this schedule (i.e., taking early in the case of a student entering with an earned master's degree or late due to a family/personal/or medical situation) must be submitted in writing and approved by the Program Faculty.

2. Written comprehensive examinations will cover the four areas of our conceptual model: Developmental Psychopathology, Intervention & Consultation, Clinical Appraisal, and Child Development and Systems.
3. Students are allowed 1.5 hours per exam question. Students will be given 1 question in each area. The examination is to be completed independently without the use of books, notes, internet, or any other supplemental material, unless approved by the Program Faculty. Laptop computers are checked out from the College for each individual student's use.
4. Every question will be read and evaluated by at least two faculty members, although most questions will be evaluated by more than two faculty members. In the case that only two faculty members initially evaluate a question, and there is a split decision, the question will be read by an additional faculty member in order to determine the outcome.
5. Scoring of questions is on a pass/fail basis. The following criteria have been developed to give guidance to students taking the examination. The nature of responses will be evaluated on the basis of the following criteria:
 - The response should be relevant to the question
 - There should be detail and depth in the response.
 - Ideas should be logically developed
 - Statements and ideas shall be supported by scientific theory, scholarly research, and professional standards.
 - Writing should be scholarly in paragraph development, grammar, spelling, and clarity.

6. The student must pass all areas of the examination, as the faculty considers each area tested to be a core competency for graduates of our program.
7. Failure or Partial Failure of the Comprehensive Examination
 - a. Students who fail any area on the examination will be required to sit for a retake prior to the start of classes in January. Students will only be required to re-take the area(s) that they did not pass on the first administration.
 - b. If, following the second administration of exams, a student has not passed an area, program faculty will convene to discuss a course of action, including whether the student shall remain enrolled in the program. Examples of potential outcomes from the meeting include: (a) dismissal from the program, (b) repeating relevant coursework, (c) completing additional coursework, or (d) writing a paper covering relevant content in the failed area.
 - c. A student must attempt to answer each question on the first administration.

B. Oral Comprehensive Examination

1. After the written preliminary examination is passed, the oral comprehensive examination is given. School Psychology Faculty will hold an oral examination date for eligible students during the Fall and Spring semesters. The Program Coordinator will work with the Graduate Coordinator to ensure that the Graduate School is notified of the time and place of the examination at least three weeks prior to the date of the examination. Typically, the examination will be scheduled within the same semester in which the student has been notified of their successful completion of the written preliminary examination.
2. The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School.
3. The oral examination will be directed toward discussion of the content of the written preliminary examination and is to include the student's entire field of study and may include discussion of the dissertation prospectus.
4. Each member of the advisory committee [comprised of School Psychology Faculty] will cast a written vote of "pass" or "fail". At least three positive votes are required to pass.

5. The results will be reported by the Program Coordinator to the Graduate Coordinator who will forward a formal report to the Graduate School.
6. A student who fails the oral comprehensive examination may be scheduled for re-examination one-time only.

Annual Student Evaluations

On an annual basis, the faculty of the School Psychology Program is required by the American Psychological Association to provide feedback to students regarding their development as a professional psychologist.

The specific language from the APA regarding our responsibility as faculty is as follows:

[The faculty has]...professional, ethical, and potentially legal obligations to assess all elements of student competence. Executing these obligations is an essential aspect of assuring quality and protecting the public. These elements include not only student-trainees' knowledge and skills, but also their emotional stability and well-being, interpersonal competence, professional development, and personal fitness for practice. Through such student assessment, accredited programs can ensure – insofar as possible – that their graduates are competent to manage relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. This capacity for managing relationships represents one of the competencies that define professional expertise.

(APA, Implementing Regulations;

<https://www.apa.org/ed/accreditation/about/policies/implementing-guidelines.pdf>)

Therefore, our annual evaluation process is designed to evaluate student progress in the foundational aspects of our training model: Foundational Knowledge, Research Competencies, Evidence-Based Practice Competencies, and Professional Conduct. With respect to professional conduct, students should be aware that faculty, staff, and supervisors have a professional and ethical obligation to specifically evaluate professional conduct of students. Our policy regarding the evaluation of professional conduct closely follows the model policy (Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs) developed by the Council of Chairs of Training Councils. As such, professional conduct includes: (a) emotional stability, well being, interpersonal skills, professional development, and potential fitness for practice; and (b) ethical and responsible management of relationships (e.g., client, collegial, public, professional). We strive not to advance or recommend graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, ethical) that may interfere with professional competence to other programs, profession, employers, or the public at large. Evaluation of professional conduct is a continuous process based on our professional judgment. If concerns arise they may be addressed in the annual review process or, if the concern is severe, endangers others, or involves a violation of ethics codes, an immediate remediation process will be triggered for review by the School Psychology Faculty. Additional information about the evaluation of Professional Conduct may be found at the end of this section.

As part of the annual evaluation process, we require students to complete three documents and turn these in to the Program Coordinator by the first Monday in May. The three documents

include: 1) *Vita*, 2) *Self-Statement*, and 3) *Cumulative Summary of Progress Sheet*. Specifically, the **Curriculum Vita** should include, where relevant, educational history; awards and honors; scholarly activities, including research group activities; practicum experiences and activities; teaching activities; grant and fellowship activities; service activities; and professional affiliations. The **Self-Statement** is a narrative summary of accomplishments in the past year and goals for the future in four domains, consistent with the program's Training Model: Foundational Knowledge, Research Competencies, Evidence-Based Practice Competencies, and Professional Conduct. Finally, the **Cumulative Summary of Progress Sheet** mirrors the Training Model and is a system for tracking and reporting your accomplishments throughout your graduate career. *The student is responsible for retaining a copy of his or her own Cumulative Progress Sheet from year to year.* When the student graduates, they are asked to submit the final version of the Cumulative Progress Sheet to the Program Coordinator, along with a Curriculum Vita that portrays the student's record at the time of graduation. A copy of the Cumulative Summary of Progress Sheet may be found in the appendix.

To aid us in completing the annual report for APA, please make sure to include the following information in your Self-Statement:

- During the last year, indicate whether you have
 - (held a membership in a professional or research society,
 - authored or co-authored papers or workshops at professional meetings,
 - authored or co-authored an article in a professional or scientific journal,
 - been involved in grant-supported research,
 - been involved in teaching, and
 - been involved in part-time delivery of professional services on or off campus.

- If you applied for internship, please list your practicum hours per category, as defined by the APPIC Application for Psychology Internship (AAPI):(a) Total Intervention and Assessment Hours, (b) Total Support Hours, and (c) Total Supervision Hours

In May of each year, the School Psychology Faculty meets to discuss the progress of each student in the program. Prior to this meeting, we also contact teaching and research supervisors outside of the program and invite them to provide feedback about the student under their supervision. Following the annual student evaluation faculty meeting, the student's advisor writes a feedback letter that takes into account issues raised in the materials submitted by the student, impressions of strengths and/or weaknesses raised during the faculty meeting, and comments submitted by research and teaching supervisors (where appropriate). The feedback letter is organized into the four areas specified in the Training Model: Foundational Knowledge, Research Competencies, Evidence-Based Practice Competencies, and Professional Conduct. Whereas the evaluation letter is written by the advisor and reflects his/her opinions about your progress in these areas, these opinions are, in part, a reflection of the opinions of the entire faculty in school psychology. However, discretion is given to the major advisor to synthesize these opinions and to add their personal opinions about a student's progress.

Satisfactory Progress

Most students are making appropriate progress. Although students may seek individualized feedback in specific areas, the faculty will typically simply note that the progress has been “appropriate” or “fine.” No specific connotation is intended in such cases, and the feedback will tend to be brief. The student should pay most attention to those areas in which the adviser has provided more extended feedback.

Satisfactory progress is evaluated, in part, based on satisfactory completion of the following:

- Receiving a grade of a “B-” or above in the following School Psychology Area of Emphasis and other required courses: EPSY 6300, EPSY 8140, EPSY 7330, EPSY 7100, EPSY 7200, EPSY 7310, EDAP 7040; ERSY 8310, ERSY 8320, ERSY 8610; PSYC 6180/ECHD 8010; PSYC 6130/ECHD 8610 and be in good standing with the UGA Graduate School.
- Satisfactory performance in the 2nd Year SPY Clinic sequence and external practicum and internship placements (EPSY 6720, EPSY 7720, EPSY 8720, EPSY 9720);
- Satisfactory defense of the master’s thesis by the end of the 3rd year;
- Satisfactory performance on written and oral comprehensive exams. Students sit for the exam as a cohort in the third year. A student may petition the faculty in the event of extenuating circumstances for a modification of this timeline.
- Satisfactory defense of the dissertation prospectus. Students are encouraged to apply for internships through APPIC. The prospectus must be defended by October 15 of the application year in order to apply for APPIC. Students choosing to complete an internship through a school district must defend their prospectus prior to applying. It is highly recommended that the prospectus be defended during the 4th year of study.
- Earning a passing score on the GACE; the report must be submitted to the Program Coordinator.
- Satisfactory development and comportment in terms of Professional Conduct.

Unsatisfactory Progress

In the case that a student is determined to be making unsatisfactory progress towards their degree objective, the School Psychology Faculty will send a probationary letter to the student (carboned to the Graduate School) that outlines a course of action and timeline the student must follow to remain in the program. At the end of the timeline outlined in the probationary letter, faculty will formally evaluate the student’s progress. Faculty could determine that the terms of the probation have been met and rescind probationary status; continue probation with an updated remediation plan and new re-evaluation date; or, dismiss the student from the program.

Failure to Submit a Self-Evaluation

Students must submit the required annual evaluation materials by May 1. Failure to do so will lead to a warning letter or email, which will include a date by which the student must submit the required documents. If a student does not submit the required materials by the due date listed in the warning letter, then the student’s advisory committee will be convened. The committee will send a probationary letter to the student that outlines a course of action the student must pursue

in order to remain in the program. Failure to improve progress subsequent to receipt of a probationary letter could lead to dismissal from the program.

Due Process

If the faculty dismiss a trainee from the program, the trainee has 14 calendar days to appeal the decision. As part of the process, the trainee may ask the department to formally review the dismissal from the program. If requested, the review panel will be appointed by the Department Chair. The review panel will be Educational Psychology faculty who are not affiliated with the School Psychology Program. The review panel will make a determination regarding the dismissal and will forward its recommendation to the Department Chair. If the review panel determines the dismissal was appropriate, the Graduate Coordinator will contact the UGA Graduate School regarding termination of the student's enrollment. See, also, the departmental grievance policy regarding other resources.

Additional Information Regarding the Definition and Evaluation of Professional Conduct

Professional Conduct includes the following interpersonal and professional skills:

Ethics

1. Demonstrates a knowledge and application of APA's Ethical Principles of Psychologists and Code of Conduct and NASP's Principles for Professional Ethics
2. Demonstrates a knowledge and application of statutes regulating professional practice
3. Demonstrates a concern for client welfare; and,
4. Demonstrates an appropriate client-psychologist relationship

Professional Department Issues

1. Appropriate manifestation of professional identity (e.g., attire, behavior);
2. Appropriate involvement in professional development activities (e.g., professional associations).
3. Appropriate interaction with peers, colleagues, staff, trainees, clients, and supervisors; and,
4. Awareness of impact on colleagues (faculty, student/trainees)

Sensitivity to Client and Diversity Issues

Acknowledgement of and effective dealing with children, parents, teachers, school administrators, and other school or clinical staff, (e.g., social workers, guidance counselors, speech therapists) of diverse ethnic and racial groups and lifestyles is imperative for trainees to function as psychologists.

Use of Supervision Issues

1. Appropriate preparation;
2. Accept responsibility for learning;
3. Open to feedback and suggestions;
4. Apply learning to practice;
5. Willing to self-disclose and explore personal issues affecting professional process functioning;
6. Appropriately self-reliant; and,
7. Appropriately self-critical

Other Trainee Issues

1. Effective management of personal stress;
2. Professional conduct is not impaired by personal adjustment problems and/or emotional responses;
3. Development realistic professional goals for self; and,
4. Appropriate self-initiated professional development (e.g., self-initiated study).

The School Psychology Faculty recognizes that stressors are inherent in the transition to doctoral work and during the course of the program. Trainees may need extra support. When clinical work begins, there is additional stress inherent in being a member of a helping profession. Therefore, supervision is frequent and intensive during graduate training. All of these factors may increase a trainee's sense of personal and professional vulnerability. It is the responsibility

of the Program to make available procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, identifying clear and realistic expectations, timely evaluations with suggestions for positive change, and contact with support individuals (e.g., supervisors) and groups (e.g., other trainees or former trainees).

Determination of Professional Competency Problems

The School Psychology Faculty define behavioral indicators of professional competence problems as interference with professional functioning that is reflected in one or more of the following functional areas and evident in the academic classroom, field placement or university facility:

1. An inability and/or unwillingness to acquire and integrate professional standards into trainee's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of professional competency, and;
3. An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning.

Based on the School Psychology Faculty members' professional judgment, professional competence problems refer to behaviors, attitudes, or characteristics that evoke concern from the faculty members that requires intervention or remediation. Some professional competence problems may be associated with the demands and rigors of advanced training. For example, performance anxiety, discomfort with clients of diverse lifestyles and/or ethnic backgrounds, or insensitivity to agency norms may require intervention. Such problems are usually transitory and can be remedied. However, there may be more serious professional competence problems that lead the School Psychology Faculty to conclude the trainee's performance is irrevocably impaired. To reach this determination, a serious professional competence problem typically includes one or more of the following characteristics:

1. Trainees do not acknowledge, understand, or address the professional competence problem when it is identified.
2. The professional competence problem is not merely a reflection of a skill deficit that could be addressed by additional didactic or clinical training.
3. The quality of services delivered by trainees is sufficiently and negatively affected.
4. The professional competence problem is not restricted to one area of professional functioning.
5. The professional competence problem requires a disproportionate amount of attention from training personnel.
6. The behavior associated with the professional competence problem does not change as a function of feedback and/or remedial efforts.
7. The behavior associated with the professional competence problem has the potential to escalate into ethical or legal violations.

Addressing Problem Behaviors

If professional competence problems are identified, the following procedures will be implemented with all steps documented in writing and communicated during a formal meeting with the trainee.

1. Trainees will be notified of specific areas of professional competence problems identified by School Psychology Faculty members.
2. Unless the professional competence problems are severe enough to warrant an immediate dismissal from the program, a plan to remediate the problems will be developed by the School Psychology Faculty. The plan will define the trainee's professional competence problem behavior, identify the expected behavior patterns or goals of the remediation plan, and specify methods to reach those goals, and designate a date for goal attainment and re-evaluation.

Remediation

Several possible, and potentially concurrent, courses of action may be used to remedy professional competence problems. These actions include, but are not limited to:

1. Modifying supervision, either with the same or different supervisor/advisor;
2. Increasing field work experience;
3. Changing the format, emphasis, and/or focus of supervision;
4. Recommending or requiring personal therapy when all parties involved have clarified the manner in which therapy contacts will be used in the remediation process;
5. Reducing clinical or other workload and/or requiring specific courses; and,
6. If appropriate, repeating a particular experience (e.g., practicum) or recommending a leave of absence.

After the remediation plan deadline is met and trainees are re-evaluated, the School Psychology Faculty will notify trainees, in writing, of its decision. The Faculty may:

1. Determine that professional competence problems no longer exist, probationary status is rescinded, and the trainee is allowed to continue in the program.
2. Continue probation with an updated remediation plan and a new re-evaluation date;
3. Counsel the trainee to voluntarily withdraw from the program; or,
4. Dismiss the trainee from the program.

Department of Educational Psychology Grievance and Dispute Process

Student Grievance Procedure

(Ratified September 30, 2010, Revised January 24, 2014)

PURPOSE: This policy has been developed to give students a fair, explicit, and protected process to grieve actions by faculty, staff or other students in the Department of Educational Psychology that they feel have resulted in unfair treatment or unfair disadvantage related to their learning or work here. Possible applications might include, but are not limited to: grade protests, protests regarding the conduct of comprehensive or written or oral examinations (including thesis and dissertation defenses), complaints regarding the actions of an advisor or a supervisor, and complaints relating to Program or department policies which they regard as unfair. According to the Southern Association of Colleges and Schools (SACS), the institution is required to have “adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.”

The intent of this policy is to resolve grievances as quickly and fairly as possible and to protect the due process rights of both students and those against whom grievances may be filed. Grievances under this policy may be filed by an individual student or a group of students with a common grievance. Consistent with University guidelines and procedures, the following Grievance and Dispute policy outlines specific steps a student would move through to resolve a dispute. The Departmental policy mirrors that established by the University of Georgia (see <http://www.uga.edu/legal/pdfs/Dispute.pdf>). In addition to the Grievance and Dispute steps outlined below, additional resources exist on the University of Georgia campus for other specific areas of concern. The student has the right to access University resources at any time. (Details of these alternative University resources can be found at the end of this document).

PRELIMINARY STEP: Prior to filing an official grievance, the student(s) is encouraged to resolve the matter with the person or persons involved. An exception to this might be when the student(s) has a reasonable fear of adverse consequences or retaliation. If the matter cannot be resolved at this level, the student(s) **may choose** to seek mediation by contacting the Department Head who, in turn, will appoint a mediation coordinator within three business days. The Department Head may designate the Graduate Coordinator to serve as mediation coordinator, except in the event that the Graduate Coordinator is part of the complaint. As an alternative, a Full Professor in EPSY may be appointed to serve as the mediation coordinator. The mediation coordinator should be an independent, neutral, and informal resource for all parties concerned in the Grievance and/or Dispute.

The mediation coordinator will meet with the student, those cited in the Grievance or Dispute, and any other relevant parties (e.g., staff, students, faculty) in order to gather information about the expressed concern. The mediation coordinator will complete this inquiry within a period of 10 business days, except under exceptional circumstances. The mediation coordinator may seek

to help the student resolve the dispute through various avenues, including scheduling a meeting between all concerned parties, working individually with the student and faculty member to identify and initiate a resolution, etc.

If the Dispute or Grievance is not or cannot be resolved at this point, the mediation coordinator will inform both the Department Head and the student, in writing, about the lack of resolution. The student will be informed in writing of his or her rights and responsibilities in resolving or continuing the Grievance and Dispute.

At any stage of the Grievance and Dispute Procedure, the student may file a formal complaint or access another University Resource (e.g., Student Ombudsperson <http://www.uga.edu/ombudsperson/index.html>). For students who choose to proceed within the Department's outlined procedure, the following steps should be followed:

STEP 1: A formal, signed grievance, including the complaint and the remedy sought, and accompanied by any relevant documentation, should be submitted in writing to the Department Head within two calendar months of the offense (exceptions to this timeline may be made due to the intervention of a holiday, summer session or at the discretion of the Departmental Grievance Committee). *A copy of the written complaint shall be kept in a file in the Department.* If the Department Head is named as a party in the Grievance, the Graduate Coordinator or other Full Professor in the Department acceptable to all parties shall be assigned to address subsequent actions related to that grievance.

All parties named in the grievance shall receive a written, signed copy of the grievance and all accompanying documentation within one business week of its filing. At this time, those named in the grievance shall also have the opportunity to submit any relevant documentation; this documentation shall be submitted within three weeks.

The Department Head shall take all steps necessary to ensure that those filing grievances, as well as those against whom they are filed, are protected against possible reprisals during and subsequent to the appeals process.

STEP 2: The Department Head shall within 3 business days of receipt of the signed grievance send a copy of the grievance and all accompanying materials to the Chair of that Committee via both email and paper copy. The Departmental Grievance Committee shall be a standing committee with five members, appointed by the Department Head for a term of at least one academic year. The Graduate Coordinator should be an *Ex Officio* member of this committee. The Chair shall convene the Committee (minimum of three members present) within 10 business days of receiving the written grievance and accompanying materials from the Department Head. If any member of the standing committee is involved in the grievance or advisor, mentor, or close friend to or otherwise closely related to someone involved in the grievance, that member shall recuse him or herself, and a substitute member appointed by the Chair. Failure to so recuse in light of undue connection to a party involved in the grievance constitutes grounds for appeal by any party to the grievance.

At the hearing, each party shall have the right to speak with and/or submit additional

documentation to the Committee. Both student and faculty may also choose to include “an advisor other than an attorney to assist and advise the complainant” (Office of Legal Affairs). In exceptional cases, an outside witness(es) may be brought in with the approval of the Committee chair.

The Committee’s decision shall be restricted to the following options:

- dismissal of the grievance as unfounded
- granting of the full redress requested in grievance
- granting of some, but not all, of the elements of redress requested in the grievance
- approving an alternative resolution agreed to by all parties in the presence of the Committee

All parties and the Department Head shall be notified of the Committee decision on the grievance in writing within seven business days of the hearing.

STEP 3: Upon receipt of the Committee’s decision, any party involved may appeal said decision to the College Appeals Committee within 45 business days as outlined in the relevant College policy.

SOME ADDITIONAL UNIVERSITY RESOURCES:

Equal Opportunity Office (<http://www.uga.edu/eoo/>)

The Non-Discrimination/Anti-Harassment Officer (NDAH Officer) is the individual or individuals

designated by the President to be primarily responsible for providing education and training about discrimination and harassment to the University community, and for investigating reports and complaints of discrimination and harassment in accordance with this policy. The Director of the Office of Equal Opportunity, and/or his designee(s) currently serves as the NDAH

Officer. The NDAH Officer(s) can be reached at the Equal Opportunity Office at (706) 542-7912.

UGA Ombudspersons Program (<http://www.uga.edu/ombudsperson/ombudsperson.html>)

Furthering its commitment to creating a positive learning environment, the University of Georgia recently named three ombudspersons to serve faculty, staff and students. The ombudspersons are designated individuals who serve as independent, neutral and informal resources for UGA students, faculty and staff. Rather than serving as advocates for individual members of the university community, these individuals are advocates for fairness, and they function as a source of information and referral. They assist, to the extent possible, in informally resolving concerns brought to their attention. They serve as third-party fact finders who remain neutral while looking into complaints or grievances, including those related to discrimination and harassment.

Office of Legal Affairs (<http://www.uga.edu/legal/pdfs/Dispute.pdf>)

Dispute Resolution Coordinators are located in the Office of Legal Affairs and the Office of Human Resources and are responsible for helping to coordinate the expeditious and fair

resolution of problems raised by University students and employees.

Disability Resource Center: A Division of Student Affairs (<http://www.dissvcs.uga.edu>)

Should a student registered with the DRC feel he/she has not been treated in a fair or professional manner with regard to accommodations, the student can follow the procedures listed in the DRC's Policies and Procedures manual.

Appendix

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
BY AND ON BEHALF OF
THE UNIVERSITY OF GEORGIA DEPARTMENT
OF EDUCATIONAL PSYCHOLOGY AND**

(Name of Facility)

This is a Memorandum of Understanding on the part of _____ (hereinafter referred to respectively as the "Facility") and the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia **Department of Educational Psychology** (hereinafter referred to respectively as the "Institution"). The Facility and Institution shall be hereinafter jointly referred to as the "parties."

A. PURPOSE:

1. The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality applied learning experiences for the Institution's students.
2. Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or to any third party. However, the understandings contained herein may be incorporated into and made a part of a subsequent agreement executed between the respective Institution and Facility in a form substantially similar to that which is attached hereto and hereby incorporated by reference as "Exhibit A" (hereinafter referred to as the "Agreement").

B. GENERAL UNDERSTANDING:

1. The applied learning experience (hereinafter referred to as the "A.L.E.") will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the Institution and the Facility. The starting and ending dates for each A.L.E. shall be agreed upon at least one month before the A.L.E. commences. A.L.E. implementation at the Facility shall be subject to final approval by the Facility.
2. The number of students designated for participation in the A.L.E. will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be acceptable to both parties. Either the Facility or the Institution may withdraw any student from an A.L.E. at the Facility based upon a lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility, or, for any other reason where either party reasonably believes that it is not in their best interest for the student to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

3. There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, disability or veteran's status in either the selection of students for participation in the A.L.E., or as to any aspect of the A.L.E.; provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the student's effective participation in the A.L.E.

C. FACILITY RESPONSIBILITIES:

1. The Facility will retain responsibility for the care of its clients and patients and will maintain supervision of students insofar as their presence and A.L.E. assignments affect the operation of the Facility and its care, direct and indirect, of its clients and patients. No provision of this Relationship shall prevent any Facility client or patient from requesting not to be a teaching client or patient or prevent any member of the Facility's staff from designating any client or patient as a non-teaching client or patient.
2. The Facility will provide adequate facilities for participating students in accordance with the A.L.E. program objectives and plan developed through cooperative planning by the Institution's departmental faculty and the Facility's staff. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with the A.L.E. However, specific classroom, conference space and facility requirements may be set forth in the Agreement.
3. Facility staff shall upon request, assist the Institution in the evaluation of the learning and performance of participating students, provided the student has signed a consent to exchange of educational information in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. However, the Facility hereby agrees to keep confidential any student records or information it may obtain, unless it has otherwise obtained prior written consent of the student. Although the Institution shall obtain all required consents, the Facility shall have the right to rely on such consents and to obtain copies of such consents upon request. The Facility will assign a staff representative as liaison between the Facility and the Institution. The Facility staff representative may be designated in the Agreement. Unless otherwise specified in the Agreement, any evaluation of students by the Facility shall relate only to general student participation in the A.L.E., and shall in no way be construed as a certification by the Facility as to the competence of any student or a representation by the Facility of any student's ability or competence in connection with the practical implementation of any knowledge gained through the A.L.E.
4. The Facility shall provide for the orientation of both Institution faculty and participating students as to the philosophies, rules, regulations and policies of the Facility.
5. Subject to the Facility's overall supervisory responsibility for patient care, appropriately licensed Institution faculty members may provide such patient services at the Facility as may be necessary for teaching purposes. The nature and scope of activities of Institution faculty members that may involve in any way patient care at the Facility shall be subject to the sole discretion of the Facility and to such conditions as the Facility may deem necessary in its sole discretion including,

but not limited to, prior proof of professional liability coverage, appropriate licensure or certification, and compliance with all Facility rules, regulations, and policies. If faculty participation at the Facility other than as a Supervisor for the purpose of this A.L.E. is so authorized, it must not be a substitute for adequate staffing at the Facility.

6. All medical or health care (emergency or otherwise) that an Institution student or faculty member receives at the Facility will be at the expense of the individual involved.

D. INSTITUTION RESPONSIBILITIES:

1. The Institution will use its best efforts to select students for participation in the A.L.E. who are prepared for effective participation in the training phase of their overall education. The Institution will retain ultimate responsibility for the education of its students.
2. Prior to the commencement of the A.L.E., the Institution will, upon request and with proper authorization, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.
3. The Institution will use its best efforts to see that the A.L.E.s at the Facility are conducted in such a manner as to enhance the resources available to the Facility for the providing of care to its clients and patients. Only those students who have satisfactorily completed the prerequisite courses of their curriculum will be selected for participation in an A.L.E., as specified in the curriculum course descriptions.
4. The Institution will not assign any faculty member to the Facility in connection with the operation of the A.L.E. who is not appropriately licensed or certified, and will make evidence of the licensure or certification of all its assigned faculty available to the Facility upon request. It is agreed that all Institution faculty are employees of the Institution, unless otherwise agreed upon in writing.
5. The Institution will inform all its participating students of the Facility's requirement that they must procure and maintain throughout the A.L.E. professional liability insurance in amounts, form, and by a carrier satisfactory to the Facility and the Institution, and covering their activities at the Facility, and to provide evidence of such insurance to the Facility prior to participation in any A.L.E. Institution faculty members will be provided professional liability coverage pursuant to the terms and conditions of the Georgia Tort Claims Act (O.C.G.A. §50-21-20 et seq.). The Institution will provide Worker's Compensation Insurance coverage for its participating faculty members. However, the Institution will not provide Worker's Compensation Insurance or other insurance coverage for its students. This paragraph will survive the termination of this MOU.
6. The Institution will encourage participating student and faculty compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students and faculty informed as to the same and any changes therein. Specifically, the Institution will keep each participating student and faculty member apprised of his or her responsibilities, including but not limited to the following:

- a. To follow the administrative policies, standards and practices of the Facility when in the Facility.
- b. To report to the Facility on time and to follow all established regulations of the Facility.
- c. To keep in confidence all medical, health, financial and social (including mental health) information pertaining to particular matters, clients or patients.
- d. To not publish any material related to the A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless prior written permission is received from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
- e. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
- f. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
- g. To arrange for and be solely responsible for living accommodations while at the Facility.
- h. To conform to established standards and practices while training at the Facility.
- i. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
- j. To wear a name tag that clearly identifies him/her as a student or faculty member.
- k. To sign a written agreement obligating the student or faculty member to observe all rules and policies established by the Facility, to maintain the confidentiality of patient information, and to refrain from publishing any material related to the A.L.E. that identifies or uses of the name of the Board of Regents, the Institution, or the Facility, directly or indirectly, or uses the name of the Facility, without first obtaining written approval. Subject to the right to publish set forth in section d above.

7. The Institution will require all student participants at the time of enrollment in the A.L.E., if required and as necessary and appropriate during the period of participation, to undergo a health examination, as will be necessary to determine that they are free from any infectious or contagious diseases, and are able to perform their activities in the A.L.E. program in order to ensure that students do not pose a direct threat to the health or safety of others, which may include TB, PPD test or chest x-ray, hepatitis-B core antibody test, and Rubella, measles and mumps tests or documentation of immunization. At the option of the Facility, such health examinations may be performed by the Facility, at the sole expense of the student participants. Any medical or health care (emergency or otherwise) that may be received by an Institution student or faculty member at the Facility in the course of the A.L.E. shall be at the sole expense of the individual recipient of such care; provided that nothing herein shall require the Facility to provide any such care. Any student or faculty participant who does not meet the health criteria established by the Facility will not be assigned to the Facility or allowed to continue to participate in the A.L.E. at the Facility. The Facility has the right, at any time, to request health status reports on student and faculty participants, to the extent allowed by applicable law. Moreover, if the student and/or faculty member has an exposure to blood or body substances, if there is an injury to the student and/or faculty member or if there is an infectious disease outbreak, the Institution agrees, to the extent allowed by law, to send the student's and/or faculty member's health records within two (2) business days of the receipt of a written request by the Facility for such health records.
8. The Institution shall have the full responsibility for the conduct of any student or faculty disciplinary proceedings and shall conduct the same in accordance with all applicable statutes, rules, regulations and case law.
9. The Institution will assign faculty/staff representative(s) as liaison(s) between the Facility and the Institution. The Institution faculty/staff representative(s) will be designated in the Agreement.

E. MUTUAL RESPONSIBILITIES:

1. The parties will work together to maintain an environment of quality learning experiences for the Institution's student(s), while at the same time enhancing the resources available to the Facility for the providing of care to its clients and patients. At the request of either party, a meeting or conference will be held between Institution and Facility representatives to resolve any problems or develop any improvements in the operation of the A.L.E.
2. This working relationship and affiliation shall be reviewed annually by the parties. This Memorandum of Understanding may be amended at any time by mutual written agreement of the parties. It may also be canceled at any time by either party upon not less than ninety (90) days written notice to the other party, but any students currently in an A.L.E. may complete the A.L.E.
3. The Institution and the Facility acknowledge and agree that neither party shall be responsible for any loss, injury or other damage to the person or property of any student or faculty member participating in the A.L.E. unless such loss, injury or damage results from the negligence or willful conduct of that party, its agents, officers or employees.

4. This relationship is intended solely for the mutual benefit of the parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than Facility and the Institution; without limiting the generality of the foregoing, no rights are intended to be created for any patient, student, parent or guardian of any student, spouse, next of kin, employer or prospective employer of any student.
5. Neither party is an agent, employee or servant of the other. The Regents, Institution, and the Facility acknowledge and agree that student participants in the A.L.E. are not employees of the Regents, Institution, or the Facility by reason of such participation, and that they assume no responsibilities as to the student participants that may be imposed upon an employer under any law, regulation or ordinance. Student participants shall in no way hold themselves out as employees of the Regents, Institution, or the Facility.
6. Facility and Institution acknowledge that protection of participants in the A.L.E. from exposure to bloodborne pathogens is the joint concern of Facility, Institution and the participant. Facility will make available to participants for use within the Facility all personal protective equipment, including gloves, gowns, masks, and other supplies necessary to comply with Centers for Disease Control guidelines, as appropriate to the participant's A.L.E. If the A.L.E. involves exposure to bloodborne pathogens, Facility shall provide participants with education regarding bloodborne pathogens appropriate to the participant's educational training at Facility, and shall maintain documentation of such education. Institution shall, to the extent required by law or regulation, offer to participants at substantial risk of directly contacting body fluids, antibody and or antigen testing and vaccination in accordance with requirements of the Occupational Health and Safety Administration and Centers for Disease Control. Facility will use its best efforts to appropriately test the source patient and to obtain that patient's consent to disclosure of test results to the Institution and participant.
7. This Memorandum of Understanding shall be governed by, construed and applied in accordance with the laws of the State of Georgia.
8. This Memorandum of Understanding shall supersede any and all previously executed Memoranda of Understanding between the parties for applied learning experiences.

INTENTIONALLY LEFT BLANK

AGREED TO BY:

THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF GEORGIA
BY AND ON BEHALF OF THE UNIVERSITY OF GEORGIA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

President

Date

(Name of Facility)

Name

Title

Date

EXHIBIT A
INSTITUTION AND FACILITY APPLIED LEARNING EXPERIENCE AGREEMENT

This is an agreement on the part of _____ (hereinafter referred to as the "Facility") and the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia **Department of Educational Psychology** (hereinafter referred to as the "Institution").

WHEREAS, the Institution desires to obtain and the Facility desires to provide high quality applied learning experiences for the Institution's students, while at the same time enhancing the resources available to the Facility for the providing of care to its clients and patients, through the operation of an applied learning experience (hereinafter referred to as the "A.L.E.").

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, the parties agree as follows:

1. This agreement applies to the following programs:

2. The Institution will use its best efforts to provide the Facility with information concerning the number of students, students' department/college, course of instruction, and dates of participation, thirty (30) days prior to the commencement of the A.L.E. When available, student names shall be provided prior to the students' participation at the Facility. The Institution shall provide the number of faculty participants and the faculty' department/college at least fifteen (15) days prior to the commencement of the A.L.E. Although the Facility may decline the acceptance of student(s) or faculty, it will promptly notify the Institution of all students or faculty who are accepted into the A.L.E. Further, the Facility shall provide the Institution with written reasons for its non-acceptance of student(s) or faculty.

3. Upon receipt of the above information, the Facility shall designate the classroom or conference space, Facility personnel, and other facilities or equipment appropriate for the A.L.E. and agrees to inform the Institution of same. The Facility agrees to use its best efforts to provide additional facilities, equipment and personnel as reasonably requested by the Institution. The availability of additional facilities, equipment and personnel will be subject to availability, prior requests for those resources, and the Facility's obligations regarding operation of the Facility.

4. If preceptors are used as an integral part of the A.L.E., evaluation(s) by the Preceptor(s) will contribute to the evaluation of participating student practice competency. The Preceptors will have appropriate licenses and degrees. The following are specific Preceptor requirements:

program	preceptor
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5. Institution students and faculty members have executed the following documents:

Check the applicable documents that have been executed.

- A. ___ Authorization for Release of Records and Information*
- B. ___ Applied Learning Experience Agreement
- C. ___ Agreement Concerning Faculty Supervision of an Applied Learning Experience

While a sample copy of each document is attached hereto and hereby incorporated by reference, copies of each executed document are available upon request. *All requests for student records must be addressed to the University of Georgia Office of Legal Affairs.

6. The following individuals will respectively serve as the faculty/staff representative(s) for the Institution and the contact person for the Facility:

- A. Institution Faculty/Staff Representative(s):

Program: UGA School Psychology Program
Name(s): Scott P. Ardoin
Address: Department of Educational Psychology
323 Aderhold Hall, Athens, GA 30602
Telephone Number: 706 542 4110
Fax Number: _____

- B. Facility Contact Person:

Program: _____
Name(s): _____
Address: _____

Telephone Number: _____
Fax Number: _____

In the event that an Institution or Facility contact person changes, the Institution or the Facility, as appropriate, hereby agrees to promptly notify the other party of such change.

7. It is understood and agreed that all terms and conditions forming a part of the attached Memorandum of Understanding by and between _____ and the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia **Department of Educational Psychology** are hereby incorporated by reference and shall remain in full force and effect during the term of this Agreement.
8. Unless sooner canceled as provided herein, the term of this agreement shall be for a period of one (1) year, commencing on the date the last agreeing party executes, by signature, this agreement, and ending 365 days after such execution. This agreement may be renewed or amended at any time by mutual written consent of the parties. It may also

be canceled at any time by either party upon not less than ninety (90) days written notice, but any students currently in an A.L.E. may complete the A.L.E.

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA BY AND ON BEHALF OF THE UNIVERSITY OF GEORGIA DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Signature Date

President

(NAME OF FACILITY)

Signature Date

Name: _____
(Please Print)

Title: _____

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience (hereinafter referred to as the "Facility").

RE: _____
(Print Name of Student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to the Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the _____ day of _____, 200__.

Participant Signature
Name: _____
(Please print)

Witness Signature
Name: _____
(Please print)

Parent/Guardian Signature
(if applicable)
Name: _____
(Please print)

Witness Signature
Name: _____
(Please print)

STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Facility where I may participate in such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.

Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.

Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

This the _____ day of _____ 200__.

Signature
Name: _____
(Please print)

Witness Signature
Name: _____
(Please print)

Parent/Guardian Signature
(if applicable)
Name: _____
(Please print)

Witness Signature
Name: _____
(Please print)

FACULTY SUPERVISION APPLIED LEARNING EXPERIENCE AGREEMENT

In consideration for participating as an Applied Learning Experience (A.L.E.) educator of students participating in any Facility where I may participate as an A.L.E. educator (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my participation as a supervisor in an applied learning experience that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To conform to the established standards and practices while training at the Facility.
9. To wear a name tag that clearly identifies me as a faculty member.

Further, I understand and agree that, unless otherwise agreed to in writing, I will not receive any monetary compensation from the Facility for any services I provide to the Facility or its clients or patients, as a part of my supervisory responsibilities at the Facility. Unless, otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Facility; that the Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to Facility employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Facility.

I understand and agree that I may be removed from the Facility based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue.

I understand and agree to show proof of professional liability coverage in amounts satisfactory to the Facility and the Institution pursuant to the terms and conditions of the Georgia Tort Claims Act (O.C.G.A. §50-21-20 et seq.), and covering my activities at the Facility; and, to provide evidence of such coverage upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I further understand and agree that, subject to the Facility's overall supervisory responsibility for patient care, appropriately licensed Institution faculty members may provide such patient services at the Facility as may be necessary for teaching purposes; that the nature and scope of activities of Institution faculty members that may involve in any way patient care at the Facility shall be subject to the sole discretion of the Facility and to such conditions as the Facility may deem necessary in its sole discretion including, but not limited to, prior proof of professional liability coverage, appropriate licensure or certification, and compliance with all Facility rules, regulations, and policies. I further understand and agree that if faculty participation at the Facility other than as a Supervisor for the purpose of this applied learning experience is so authorized, it must not be a substitute for adequate staffing at the Facility.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, am legally competent, and that I have freely and voluntarily signed this "Agreement Concerning Faculty Supervision of Applied Learning Experience".

This the _____ day of _____, 200__.

Signature
Name: _____
(Please print)

Witness Signature
Name: _____
(Please print)

PRACTICUM/INTERNSHIP EVALUATION FORM

Fall Semester Evaluation of Practicum Students and Interns

Student's Name: _____ Field Placement: _____
Date: _____ Supervisor: _____

As required by practicum and internship guidelines, site supervisors are to evaluate students at the end of each semester that the student serves as the site. Please consider your interactions with the student over the past few months. Based on your perceptions of these interactions, rate the student's behavior on the attached form. This information will be used by the Faculty of the School Psychology Program to provide individual feedback to students, but you are encouraged to discuss your evaluation with the student.

Please return the evaluation by December 15 to:

Internship Coordinator
School Psychology Program
Department of Educational Psychology
329 Aderhold Hall
University of Georgia
Athens, GA 30602

Student: _____

Fall Semester Evaluation of Practicum/Internship Students

Directions: Please make your ratings on a five-point scale as follows:

1 = inadequate

2 = adequate but below expectations

3 = at basic acceptable level

4 = above acceptable level

5 = exceptional

N/A = lack of sufficient knowledge to rate item

GENERAL APPLIED SKILLS

Appraisal/Diagnostic Skills

Understands referral concerns and plans assessment batteries to address identified needs

1 2 3 4 5 N/A

Integrates information from numerous sources to draw logical conclusions

1 2 3 4 5 N/A

Diagnoses strengths and weaknesses based on integrated information

1 2 3 4 5 N/A

Demonstrates knowledge of federal and state regulations related to special education

1 2 3 4 5 N/A

Makes recommendations that incorporate knowledge of developmental, cognitive, educational, neuropsychological, emotional, social, and behavioral psychology

1 2 3 4 5 N/A

Interprets standardized and other test results by effectively communicating assessment results orally and in writing

1 2 3 4 5 N/A

Therapy/Intervention Skills

Develops **individual** psychological/educational interventions in consultation with teachers, parents, and other caregivers

1 2 3 4 5 N/A

Demonstrates appropriate use of generally accepted approaches to **individual** psychotherapy

1 2 3 4 5 N/A

Develops **group** psychological/educational interventions in consultation with teachers, parents, and other caregivers

1 2 3 4 5 N/A

Demonstrates appropriate use of generally accepted approaches to **group** intervention

1 2 3 4 5 N/A

Consultation Skills

Demonstrates the ability to describe the societal and institutional factors that foster and impair a consultation relationship

1 2 3 4 5 N/A

Differentiates between services that can be provided by the school and those that need to be provided by outside agencies or other professionals

1 2 3 4 5 N/A

Successfully consults with teachers or other child care professionals

1 2 3 4 5 N/A

Comments:

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Conducts an inservice program for teachers/parents/administrators or other school stakeholders

1 2 3 4 5 N/A

Trains a group of professionals in the use of a psychological assessment or intervention method

1 2 3 4 5 N/A

Coordinates a major academic or service activity such as grant preparation or proposal development for new services

1 2 3 4 5 N/A

Engages in ethical practices and uses appropriate steps to resolve ethical dilemmas

1 2 3 4 5 N/A

Develops cultural competencies and seeks consultation as appropriate related to issues of student diversity

1 2 3 4 5 N/A

Demonstrates general motivation to learn required skills

1 2 3 4 5 N/A

Comments:

<p>INTERPERSONAL RELATIONS AND GENERAL WORK ORIENTATION</p>

Demonstrates appropriate reactions to change and stress

1 2 3 4 5 N/A

Displays a willingness to be of service to others

1 2 3 4 5 N/A

Adheres to established timelines in completing tasks and follows through on commitments

1 2 3 4 5 N/A

Adheres to the policies and procedures of the work setting (e.g., confidentiality, punctuality, child abuse reporting procedures)

1 2 3 4 5 N/A

Comments:

PRACTICUM/INTERNSHIP EVALUATION FORM

Spring Semester Evaluation of Practicum Students and Interns

Student's Name: _____ Field Placement: _____
Date: _____ Supervisor: _____

As required by practicum and internship guidelines, site supervisors are to evaluate students at the end of each semester that the student serves at the practicum site. Please consider your interactions with the student over the past few months. Based on your perceptions of these interactions, rate the student's behavior on the attached form. This information will be used by the Faculty of the School Psychology Program to provide individual feedback to students, but you are encouraged to discuss your evaluation with the student.

Please return the evaluation by April 15 to:

Internship Coordinator
School Psychology Program
Department of Educational Psychology
329 Aderhold Hall
University of Georgia
Athens, GA 30602

Student: _____

Spring Semester Evaluation of Practicum/Internship Students

Directions: Please make your ratings on a five-point scale as follows:

1 = inadequate

2 = adequate but below expectations

3 = at basic acceptable level

4 = above acceptable level

5 = exceptional

N/A = lack of sufficient knowledge to rate item

GENERAL APPLIED SKILLS

Appraisal/Diagnostic Skills

Understands referral concerns and plans assessment batteries to address identified needs

1 2 3 4 5 N/A

Integrates information from numerous sources to draw logical conclusions

1 2 3 4 5 N/A

Diagnoses strengths and weaknesses based on integrated information

1 2 3 4 5 N/A

Demonstrates knowledge of federal and state regulations related to special education

1 2 3 4 5 N/A

Makes recommendations that incorporate knowledge of developmental, cognitive, educational, neuropsychological, emotional, social, and behavioral psychology

1 2 3 4 5 N/A

Interprets standardized and other test results by effectively communicating assessment results orally and in writing

1 2 3 4 5 N/A

Therapy/Intervention Skills

Develops **individual** psychological/educational interventions in consultation with teachers, parents, and other caregivers

1 2 3 4 5 N/A

Demonstrates appropriate use of generally accepted approaches to **individual** psychotherapy

1 2 3 4 5 N/A

Develops **group** psychological/educational interventions in consultation with teachers, parents, and other caregivers

1 2 3 4 5 N/A

Demonstrates appropriate use of generally accepted approaches to **group** intervention

1 2 3 4 5 N/A

Consultation Skills

Demonstrates the ability to describe the societal and institutional factors that foster and impair a consultation relationship

1 2 3 4 5 N/A

Differentiates between services that can be provided by the school and those that need to be provided by outside agencies or other professionals

1 2 3 4 5 N/A

Successfully consults with teachers or other child care professionals

1 2 3 4 5 N/A

Comments:

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Conducts an inservice program for teachers/parents/administrators or other school stakeholders

1 2 3 4 5 N/A

Trains a group of professionals in the use of a psychological assessment or intervention method

1 2 3 4 5 N/A

Coordinates a major academic or service activity such as grant preparation or proposal development for new services

1 2 3 4 5 N/A

Engages in ethical practices and uses appropriate steps to resolve ethical dilemmas

1 2 3 4 5 N/A

Develops cultural competencies and seeks consultation as appropriate related to issues of student diversity

1	2	3	4	5	N/A
---	---	---	---	---	-----

Demonstrates general motivation to learn required skills

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

INTERPERSONAL RELATIONS AND GENERAL WORK ORIENTATION

Demonstrates appropriate reactions to change and stress

1	2	3	4	5	N/A
---	---	---	---	---	-----

Displays a willingness to be of service to others

1	2	3	4	5	N/A
---	---	---	---	---	-----

Adheres to established timelines in completing tasks and follows through on commitments

1	2	3	4	5	N/A
---	---	---	---	---	-----

Adheres to the policies and procedures of the work setting (e.g., confidentiality, punctuality, child abuse reporting procedures)

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

PRACTICUM/INTERNSHIP EVALUATION FORM

Summer Semester Evaluation of Practicum Students and Interns

Student's Name: _____ Field Placement: _____
Date: _____ Supervisor: _____

As required by practicum and internship guidelines, site supervisors are to evaluate students at the end of each semester that the student serves as the site. Please consider your interactions with the student over the past few months. Based on your perceptions of these interactions, rate the student's behavior on the attached form. This information will be used by the Faculty of the School Psychology Program to provide individual feedback to students, but you are encouraged to discuss your evaluation with the student.

Please return the evaluation by July 15 to:

Internship Coordinator
School Psychology Program
Department of Educational Psychology
329 Aderhold Hall
University of Georgia
Athens, GA 30602

Student: _____

*Summer Semester Evaluation of Practicum/Internship
Students*

Directions: Please make your ratings on a five-point scale as follows:

- | | |
|-------------------------------------|---|
| 1 = inadequate | 4 = above acceptable level |
| 2 = adequate but below expectations | 5 = exceptional |
| 3 = at basic acceptable level | N/A = lack of sufficient knowledge to rate item |

GENERAL APPLIED SKILLS

Appraisal/Diagnostic Skills

Understands referral concerns and plans assessment batteries to address identified needs

1 2 3 4 5 N/A

Integrates information from numerous sources to draw logical conclusions

1 2 3 4 5 N/A

Diagnoses strengths and weaknesses based on integrated information

1 2 3 4 5 N/A

Demonstrates knowledge of federal and state regulations related to special education

1 2 3 4 5 N/A

Makes recommendations that incorporate knowledge of developmental, cognitive, educational, neuropsychological, emotional, social, and behavioral psychology

1 2 3 4 5 N/A

Interprets standardized and other test results by effectively communicating assessment results orally and in writing

1 2 3 4 5 N/A

Therapy/Intervention Skills

Develops **individual** psychological/educational interventions in consultation with teachers, parents, and other caregivers

1 2 3 4 5 N/A

Demonstrates appropriate use of generally accepted approaches to **individual** psychotherapy

1 2 3 4 5 N/A

Develops **group** psychological/educational interventions in consultation with teachers, parents, and other caregivers

1 2 3 4 5 N/A

Demonstrates appropriate use of generally accepted approaches to **group** intervention

1 2 3 4 5 N/A

Consultation Skills

Demonstrates the ability to describe the societal and institutional factors that foster and impair a consultation relationship

1 2 3 4 5 N/A

Differentiates between services that can be provided by the school and those that need to be provided by outside agencies or other professionals

1 2 3 4 5 N/A

Successfully consults with teachers or other child care professionals

1 2 3 4 5 N/A

Comments:

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Conducts an inservice program for teachers/parents/administrators or other school stakeholders

1 2 3 4 5 N/A

Trains a group of professionals in the use of a psychological assessment or intervention method

1 2 3 4 5 N/A

Coordinates a major academic or service activity such as grant preparation or proposal development for new services

1 2 3 4 5 N/A

Engages in ethical practices and uses appropriate steps to resolve ethical dilemmas

1 2 3 4 5 N/A

Develops cultural competencies and seeks consultation as appropriate related to issues of student diversity

1	2	3	4	5	N/A
Demonstrates general motivation to learn required skills					

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

INTERPERSONAL RELATIONS AND GENERAL WORK ORIENTATION

Demonstrates appropriate reactions to change and stress

1	2	3	4	5	N/A
---	---	---	---	---	-----

Displays a willingness to be of service to others

1	2	3	4	5	N/A
---	---	---	---	---	-----

Adheres to established timelines in completing tasks and follows through on commitments

1	2	3	4	5	N/A
---	---	---	---	---	-----

Adheres to the policies and procedures of the work setting (e.g., confidentiality, punctuality, child abuse reporting procedures)

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

STUDENT EVALUATION OF PRACTICUM/INTERNSHIP

Fall Semester Evaluation

Student's Name: _____ Field Placement: _____
Date: _____ Supervisor: _____

As required by practicum and internship guidelines, students are to evaluate their supervisor and practicum experiences at the end of each semester that they are placed at the site. Please consider your interactions and experiences over the past few months, and complete the attached rating form. This information will be used by the Faculty of the School Psychology Program to evaluate the site for future placements. If problems are evident, the University Practicum/Internship Supervisor may contact the field supervisor regarding your concerns.

Please return the evaluation by December 15 to:

Internship Coordinator
School Psychology Program
Department of Educational Psychology
329 Aderhold Hall
University of Georgia
Athens, GA 30602

Student: _____

Fall Semester Evaluation of Practicum/Internship

Directions: Please make your ratings on a five-point scale as follows:

1 = inadequate	4 = above acceptable level
2 = adequate but below expectations	5 = exceptional
3 = at basic acceptable level	

SUPERVISION

Regularity of Supervision	1 2 3 4 5
Quality of Supervision	1 2 3 4 5
Technical Skills of Supervisor	1 2 3 4 5

Comments:

LEARNING OPPORTUNITIES

Variety of Assessment Opportunities	1 2 3 4 5
Consultation Opportunities	1 2 3 4 5
Intervention Opportunities	1 2 3 4 5
Opportunities for Professional Development (Workshops, conferences, in-services)	1 2 3 4 5
Opportunities to learn from other interns or professionals	1 2 3 4 5

Comments:

INTERPERSONAL RELATIONS

Quality of Interactions with Support & Clerical Staff	1 2 3 4 5
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Quality of Interactions with Professional
Staff

1 2 3 4 5

Comments:

STUDENT EVALUATION OF PRACTICUM/INTERNSHIP

Spring Semester Evaluation

Student's Name: _____ Field Placement: _____
Date: _____ Supervisor: _____

As required by practicum and internship guidelines, students are to evaluate their supervisor and field experiences at the end of each semester that they serve at the site. Please consider your interactions and experiences over the past few months, and complete the attached rating form. This information will be used by the Faculty of the School Psychology Program to evaluate the site for future placements. If problems are evident, the University Practicum/Internship Supervisor may contact the field supervisor regarding your concerns.

Please return the evaluation by April 15 to:

Internship Coordinator
School Psychology Program
Department of Educational Psychology
329 Aderhold Hall
University of Georgia
Athens, GA 30602

Student: _____

Spring Semester Evaluation of Practicum/Internship

Directions: Please make your ratings on a five-point scale as follows:

1 = inadequate	4 = above acceptable level
2 = adequate but below expectations	5 = exceptional
3 = at basic acceptable level	

SUPERVISION

Regularity of Supervision	1 2 3 4 5
Quality of Supervision	1 2 3 4 5
Technical Skills of Supervisor	1 2 3 4 5

Comments:

LEARNING OPPORTUNITIES

Variety of Assessment Opportunities	1 2 3 4 5
Consultation Opportunities	1 2 3 4 5
Intervention Opportunities	1 2 3 4 5
Opportunities for Professional Development (Workshops, conferences, in-services)	1 2 3 4 5
Opportunities to learn from other interns or professionals	1 2 3 4 5

Comments:

INTERPERSONAL RELATIONS

Quality of Interactions with Support & Clerical Staff	1 2 3 4 5
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Quality of Interactions with Professional
Staff

1 2 3 4 5

Comments:

STUDENT EVALUATION OF PRACTICUM/INTERNSHIP

Summer Semester Evaluation

Student's Name: _____ Field Placement: _____
Date: _____ Supervisor: _____

As required by practicum and internship guidelines, students are to evaluate their supervisor and practicum experiences at the end of each semester that they are placed at the site. Please consider your interactions and experiences over the past few months, and complete the attached rating form. This information will be used by the Faculty of the School Psychology Program to evaluate the site for future placements. If problems are evident, the University Practicum/Internship Supervisor may contact the field supervisor regarding your concerns.

Please return the evaluation by July 15 to:

Internship Coordinator
School Psychology Program
Department of Educational Psychology
329 Aderhold Hall
University of Georgia
Athens, GA 30602

Student: _____

Summer Semester Evaluation of Practicum/Internship

Directions: Please make your ratings on a five-point scale as follows:

1 = inadequate	4 = above acceptable level
2 = adequate but below expectations	5 = exceptional
3 = at basic acceptable level	

SUPERVISION

Regularity of Supervision	1 2 3 4 5
Quality of Supervision	1 2 3 4 5
Technical Skills of Supervisor	1 2 3 4 5

Comments:

LEARNING OPPORTUNITIES

Variety of Assessment Opportunities	1 2 3 4 5
Consultation Opportunities	1 2 3 4 5
Intervention Opportunities	1 2 3 4 5
Opportunities for Professional Development (Workshops, conferences, in-services)	1 2 3 4 5
Opportunities to learn from other interns or professionals	1 2 3 4 5

Comments:

INTERPERSONAL RELATIONS

Quality of Interactions with Support & Clerical Staff	1 2 3 4 5
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Quality of Interactions with Professional
Staff

1 2 3 4 5

Comments:

REQUIRED KNOWLEDGE AND COMPETENCIES
EVIDENCE SOURCE & DATE OF ACCOMPLISHMENT FORM

KEY:

CC: Course Completion
WCE: Written Comprehensive Exams
OCE: Oral Comprehensive Exams
TW; TD: Thesis-Written & Defense
DPW; DPD: Dissertation Prospectus- Written & Defense
DDW; DDD: Dissertation Defense- Written & Defense
PIR: Practicum & Internship Ratings
ASE: Annual Self-Evaluation
SE: Conducted Student Supervision (With Evaluation Feedback)
AFE: Annual Faculty Evaluation

CP: Conference Publications
IP: Internship Placement: Obtained APA/APPOC (if applicable)
JOB: Job Placement
CIE: Course Instruction & Evaluation
GLE: Guest Lecture & Evaluation
INS: Delivery of In-Service & Evaluation
HS: CITI Training
PUB: Publications
AH: Awards & Honors

Foundational Knowledge: Psychology, Research, Educational, & Professional Practice (PREP)

PSYCHOLOGICAL FOUNDATIONS:

Child & Adolescent Development _____
Developmental Psychopathology _____
Clinical Appraisal _____
Intervention/Consultation _____

RESEARCH FOUNDATIONS:

Statistics _____
Research Methodology _____
Measurement _____

FOUNDATIONS OF PROFESSIONAL PRACTICE:

Ethical Issues _____
Legal Issues _____
Practice of School Psychology _____
Curriculum Elective in Teacher Education _____

Professional Conduct:

Interpersonal Relations & Team Work _____
Commitment & Work Orientation _____
Ethical Conduct _____
Cultural Competencies _____
Professional Work Behavior _____

Research Competencies:

- Develop Appropriate Research Questions _____
- Write & submit human subjects application _____
- Write Literature Review _____
- Develop Research Proposal _____
- Develop Research Design _____
- Conduct Data Collection _____
- Conduct Statistical Analyses _____
- Oral & Written Communication of Research Results _____
- Conference Presentation _____
- Prepare & Submit Manuscript for Peer Review _____
- Participation in Grant Preparation _____
- Conduct Manuscript Review _____
- Fellowship Preparation & Submission
(Highly Recommended) _____
- Course Instruction
(Highly Recommended) _____

Practice Competencies:

- Plan & Conduct Comprehensive Psychological &
Educational Assessment _____
- Write Orally & Communicate Assessment Results _____
- Communicate With Parents & Other
Stakeholders _____
- Adhere to Ethical, Legal, & Institutional
Regulations _____
- Develop, Implement, & Evaluate Intervention Plan _____
- Consult with Other Professionals & Institutions _____
- Conduct In-service and/or Training _____
- Supervise Educational Assessment Screening _____

Name _____