WINTHROP UNIVERSITY

School Psychology
Handbook

First Printing 1980

Revised August 2022

Winthrop University
School Psychology Program
Handbook

Dear Entering Student:

Welcome to the Winthrop University School Psychology Program! Your admission to the program is indicative of your strong record of past success, and our belief that you will continue to distinguish yourself in the future. We look forward to working closely with you over the next three years as you grow personally and professionally. The time will go by faster than you think!

We have designed a rigorous program to prepare you to be a competent entry-level school psychologist with the knowledge and abilities needed to positively impact children, youth and families, and to contribute to schools that serve them. The program was also designed to meet national accreditation standards as well as the coursework and internship requirements for state and national certification. The program, and school psychology as a profession will be challenging yet rewarding.

This handbook outlines important program policies and practices. Please familiarize yourself with its content and refer throughout your matriculation in the program (note, however, that policies and requirements are subject to change by the faculty). Along with the *Graduate Catalog*, the handbook should serve as a useful guide to your education and training. Please refer to the *Graduate Catalog* at http://www.winthrop.edu/GradCatalog/ for academic policies, resources and services applicable or available to all graduate students at Winthrop.

Program information and information about various resources can be found on our program web site at: http://www.winthrop.edu/schoolpsychology. You will also be invited to join the School Psychology Program Dropbox folder. This folder contains many program materials and forms, including forms and files that you'll need for traineeship and internship.

We hope that your experiences over the course of the next three years prove personally satisfying and professionally fulfilling. Once again, the School Psychology faculty welcomes you.

Sincerely,

The School Psychology Faculty

TABLE OF CONTENTS

GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

A Brief History of the Department and Program

Psychology at Winthrop dates back to the very beginning of the institution itself. All students at the Winthrop Training School for Teachers, at least by 1892-93 were required to take during their senior year a course in psychology. During the 1903-4 academic year the College established the Department of Pedagogy, and offered two psychology courses, one called "Psychology" and one titled "Child Study."

Psychology faculty were among the early leaders of the college. In 1917, James P. Kinard was appointed Professor of Psychology in the Department of Education. Kinard would eventually go on to become president of Winthrop. The Department of Psychology was established in 1923. Psychology courses were included in the general education requirements for the A.B. and B.S. degrees. By 1931-32 the Department was offering nine courses.

The department's first graduate course (Applied Child Psychology) was offered in 1956-57. The M.S. program in school psychology was begun in 1972-73, and the Specialist in School Psychology was added in 1978. The program was among the first in the country to become nationally accredited when National Association of School Psychologists (NASP) approval first became available in 1989. It was also one of a very select number of programs nationally to be reviewed by a task force in 1989 pursuing the possibility of joint NASP and American Psychological Association (APA) accreditation (that joint effort was discontinued).

The Winthrop School Psychology Program has been known for innovations in not only pre-service preparation of school psychologists consistent with national standards, but also continuing professional development. In the early 1980s, the Program worked with Charlotte-Mecklenburg (NC) Schools to provide the professional development needed to prepare allied professionals for the innovative Student Services Specialist (SSS) model that the district implemented. In the early 1990's the Program collaborated with the South Carolina Association of School Psychologists (SCASP) to establish an annual series of continuing professional development workshops/courses for practicing school psychologists. Since then, several thousand school psychologists have attended Winthrop/SCASP workshops conducted by many leading experts in school psychology and related areas.

Today, the Winthrop School Psychology Program includes three core faculty, all of whom are credentialed school psychologists and active in the profession, and over 30 students from throughout the United States and the region.

Purpose and Philosophy

The Winthrop School Psychology Program is primarily designed to prepare practitioners who are competent to provide a full range of school psychological services including consultation, behavioral intervention, psychoeducational assessment, research, program planning/evaluation, and counseling. Students are prepared to work with diverse clients from infancy to young adulthood, including those with low-incidence disabilities, and with families, teachers, and others in the schools and community. Opportunities for working under close supervision in rural, suburban, and urban settings are afforded students in the program. Although some of our graduates subsequently pursue doctoral studies, and have had excellent success getting into high quality programs, our program has as its primary purpose the preparation of well-rounded professionals for work in schools and related settings.

The three-year, full time 72-credit hour program leading to both the Master of Science (M.S.) and Specialist in School Psychology (S.S.P.) degrees utilizes a highly structured, applied, competency-based approach to training. The curriculum is linked to a comprehensive set of objectives that outline knowledge, skills, and dispositions that we believe must be possessed by school psychologists in order to respond effectively to the diverse needs of the individuals and systems that we ultimately serve. Program emphasis is placed on empirically validated psychological and psychoeducational methods which have the greatest potential to lead to positive outcomes for children, youth, and families. A multi-method, multi-source approach to assessment of learning and development helps assure that students attain the competencies needed to be effective school psychologists.

The Winthrop School Psychology Program has been designed to meet national standards of quality and progresses sequentially from foundations courses to methods/practica courses and experiences to a 450-hour traineeship and 1,200-

hour internship. The training philosophy of the program emphasizes the importance of integrating knowledge and skills under conditions of strong supervision, support, and collaboration. Completion of supervised fieldwork over the last two years of the program provides for closer integration of didactic and experiential components of the curriculum, more immediate application and integration of skills, and strong involvement of faculty in this critical stage of training. Low student-to-faculty ratios in all methods/practica courses and weekly individual sessions with both faculty and credentialed field supervisors over the course of the traineeship and internship help to assure the monitoring and support needed for students to become competent professionals. Collaboration and cooperation among students are also encouraged as a means of acquiring an appreciation for and benefiting from each other's diverse characteristics, experiences, and strengths.

Admissions, Enrollment, and Retention

The School Psychology Program admits a select number of students each year who are judged by our admissions committee to have excellent potential for success as prospective school psychologists. The admissions process examines multiple factors, including completion of prerequisite courses (general psychology, child or human development, statistics, research), undergraduate GPA, volunteer and/or work experience- especially with children and/or youth, letters of recommendation, written essays, and other factors. Personal interviews are conducted with all finalists (typically, about one-third of those who apply). Personal/professional characteristics considered important to work as a school psychologist, including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability, are assessed through rating forms completed by references and through personal interviews. Typically, 10-12 students are admitted each year out of 40 to 50 who apply. About 85-90% of admitted students complete the program.

Student progress in the program is carefully monitored through a variety of means. Each year, the program faculty review student performance to determine progress, eligibility for continuation, and the need, if any, for remediation or added support. This assessment examines academic and professional performance, as well as the professional work characteristics needed for successful completion of the program and effective functioning as a prospective school psychologist. Candidates with deficiencies perceived by the faculty to be serious enough to significantly impact their performance and/or potential success as a school psychologist are notified of such by the program director. In such cases, faculty may require the development of a remediation plan, and/or require the successful completion of certain activities designed to remediate the problem as a condition for continuation in the program. The lack of successful completion of such activities may be cause for dismissal from the program.

Key transition points occur at the end of the first year as students transition to traineeship and again at the end of the second year as students transition to internship. Prior to each of these key transitions, program faculty meet to discuss and determine each student's readiness for the upcoming field experience. If it is determined that a student is not ready for the upcoming field experience, faculty will meet with the student to develop a plan for next steps. Factors that determine readiness include:

First-year transition to traineeship
- Grade point average
- Performance on key individual course assessments that most closely relate to the requirements and demands of traineeship (e.g., PSYC 607 and 608)
- Professional work characteristics as observed in classes, field experiences, and (if applicable) assistantships
- Faculty judgment regarding readiness to be successful in a closely supervised traineeship

Second year transition to internship
- Grade point average
- Traineeship field site supervisor evaluation
- Faculty supervisor evaluation
- Evaluation of professional work characteristics
- Comprehensive exam results
- Faculty judgment regarding readiness to be successful in a supervised internship

Academic dishonesty, falsification of admissions information, commission of a felony, or similar act which is judged to impair the professional credibility of the individual or program, personal and professional characteristics or lack thereof which are evaluated as being significant detriments to professional functioning, and/or violation of the NASP ethical principles may result in dismissal from the program. The program reserves the right to require students to complete special interventions as a condition for continuing enrollment when such interventions are deemed necessary by the faculty and program director to assure attainment of program goals/objectives and the ability to function effectively as a school psychologist.

Winthrop University Graduate School policy requires graduate students to maintain a 3.0 grade point average in all completed courses to be eligible for degree program continuation and graduation. Those whose cumulative GPA falls below 3.0 are placed on academic probation and are required to restore their GPA to 3.0 within 9-12 additional gross semester hours of graduate work or be dismissed from graduate study.

Individuals are admitted to the School Psychology Program with the expectation that they will complete the full three-year program. However, they must successfully complete all requirements for the M.S. degree, including successful completion of the M.S. Comprehensive Examination, and be approved for degree candidacy in order to be eligible for continuation onto the S.S.P. degree.

Respecialization in School Psychology

Winthrop does not maintain a formal program whereby professionals with prior graduate degrees in counseling, clinical psychology, special education, or other allied fields may "re-specialize" in school psychology, but does give admissions consideration to such individuals on a case-by-case basis. The first step in that process is to conduct a review of the prior coursework, supervised experience, and professional experience of applicants to determine possible equivalency to Winthrop program requirements and state and national certification requirements. Depending on the outcome of that review, individuals with prior graduate degrees may bypass the master's degree at Winthrop and complete a customized specialist degree program or a program that, in combination with the individual's prior work, is determined to be the equivalent of the Winthrop program. At a minimum, the specialist degree at Winthrop requires at least 36 credit hours. However, the program of study for individuals with prior graduate degrees in related fields usually consists of 48-54 hours or more. Once admitted, all students are expected to complete program requirements and field experiences in the required sequence. All such requirements must be completed in order to be recommended for state and/or national certification.

Program Goals and Objectives/Domains of School Psychology Training and Practice

NASP Domains of Training and Practice

The program has been designed to prepare school psychologists to deliver services consistent with the National Association of School Psychologists *Model for Comprehensive and Integrated School Psychological Services*. That model is depicted below.

The program has also been designed to be consistent with the NASP *Standards for Graduate Preparation of School Psychologists*, the latest version of which were approved by the NASP Delegate Assembly in 2020. Those standards include the following *Domains of School Psychology Graduate Education and Practice* (numbers in parentheses indicate the particular NASP standard)

Domain 1 (2.1): Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multi-tiered system of

supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2 (2.2): Consultation and Collaboration

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

Domain 3 (2.3): Academic Interventions and Instructional Supports

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

Domain 4 (2.4): Mental and Behavioral Health Services and Interventions

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

Domain 5 (2.5): School-Wide Practices to Promote Learning

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

Domain 6 (2.6): Services to Promote Safe and Supportive Schools

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

Domain 7 (2.7): Family, School, and Community Collaboration

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

Domain 8 (2.8): Equitable Practices for Diverse Student Populations

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

Domain 9 (2.9): Research and Evidence-Based Practice

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

Domain 10 (2.10): Legal, Ethical, and Professional Practice

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

Domains addressed by particular required courses are summarized in the course "thumbnail" descriptions in **Appendix A** and in the matrix that appears in **Appendix B.**

To review all the NASP professional standards, go to:
http://www.nasponline.org/standards-and-certification

Winthrop School Psychology Program Goals/Objectives

Winthrop School Program goals and objectives for learning and professional development address the NASP domains and guide the preparation of students for the various roles and functions of school psychology practitioners in accordance with the philosophy and purpose of the program. The accomplishment of these goals and objectives is addressed through the sequential components of the curriculum and is monitored through multiple methods of assessment that occur throughout the program. Goals and objectives for the combined M.S./S.S.P. program are described below.

A.   **Students will have attained basic level prior knowledge in content areas prerequisite to graduate level study in school psychology.**

Students will have attained prior coursework or substantial equivalent experience in the following areas:

A.1.   General psychology
A.2.   Child or human development
A.3.   Experimental/research methods
A.4.   Statistics

1.   **Students will demonstrate core knowledge of psychological foundations.**

Students will demonstrate knowledge of

1.1   Normal and abnormal child and adolescent development
1.2   Exceptionalities and psychopathology of children and youth
1.3   Learning theory and applications
1.4   Social bases of behavior
1.5   Biological bases of behavior
1.6   Human and cultural diversity

2.   **Students will demonstrate core knowledge of educational foundations and systems pertinent to education**

Students will demonstrate knowledge of

2.1   Schools and other settings as systems
2.2   Organization, operations, and policies of schools
2.3   The roles and functions of various professions relevant to the learning and development of children, and of multidisciplinary teams.
2.4   Instructional and remedial methods
2.5   School and community resources for individuals and families
2.6   Alternative approaches to service delivery and accountability

3.   **Students will demonstrate knowledge of school psychology as a profession.**

Students will demonstrate knowledge of

3.1   The history and foundations of school psychology

3.2   Roles and functions of school psychologists
3.3   Standards and ethics applicable to school psychology
3.4   Legislation, litigation and regulations applicable to the practice of school psychology
3.5   Major organizations related to school psychology and their role and function

4.   Students will demonstrate the knowledge and ability needed to conduct and report results of valid problem analyses including psychoeducational assessments using a data-based decision-making process.

Students will demonstrate

4.1   Knowledge of important principles and methods of problem analyses and psychoeducational measurement and of selecting assessment methods appropriate for the specific needs of the individual, group, and/or system.

4.2   Knowledge and application of a wide variety of formal and informal strategies of psychoeducational screening and assessment, including behavioral analysis, anecdotal records review, interviews, curriculum-based methods, and verbal and nonverbal psychometric techniques and instruments.

4.3   Ability to conduct problem identification and analysis interviews and associated assessment methods for effective consultation.

4.4   The ability to accurately administer and quantify measures of
     4.4.1.   early development
     4.4.2.   adaptive behavior
     4.4.3.   aptitude/intelligence
     4.4.4.   achievement
     4.4.5.   sensory/motor ability
     4.4.6.   social/emotional functioning

4.5   Ability to plan and conduct valid psychoeducational assessments for individuals aged infancy to adulthood with diverse backgrounds, characteristics, and needs including those with low incidence disabilities.

4.6   Ability to analyze and meaningfully interpret results of problem analyses and psychoeducational assessment in a valid manner which acknowledges the diversity of individuals and the limitations of respective data.

4.7   Ability to directly link assessment results with empirically-based interventions appropriate to the individual, group, and/or system.

4.8   Ability to report, through both written and oral modalities, the results of assessment in a manner that is meaningful to the intended audience and that facilitates appropriate response, intervention, and positive outcomes.

5.   Students will demonstrate the knowledge and ability needed to create goals appropriate to the needs of clients and to plan and implement problem-solving approaches including empirically-based direct and indirect psychoeducational intervention.

Students will demonstrate

5.1   Knowledge of important theories, principles, and techniques of problem-solving and direct and indirect psychoeducational intervention appropriate to individuals/students, families, schools, and other systems.

5.2   Knowledge and application of behavioral and adaptive intervention methods.

5.3   Knowledge and application of cognitive, motivational, and academic

interventions.

    5.4   Knowledge and application of psychotherapeutic/counseling techniques including social skills training, cognitive-behavioral interventions, and crisis intervention.

    5.5   Ability to provide effective collaborative consultation with families, teachers, administrators, and others at individual and systems levels related to developmental, educational, and mental health needs of children and youth.

    5.6   Ability to select and implement on a direct or indirect basis appropriate intervention procedures for cognitive, academic, and affective/social problems.

    5.7   Ability to select and implement prevention strategies which promote the psychological and physical well-being of students.

    5.8   Sensitivity to individual, familial, and cultural diversity in the selection and implementation of prevention and intervention strategies.

6.   Students will demonstrate the knowledge and ability needed to plan, implement, evaluate, and/or utilize research, evaluation, and technology relevant to the practice of school psychology.

Students will demonstrate

    6.1   Knowledge of the scientific method and its application to psychology and school psychology.

    6.2   Knowledge of research and evaluation methods and designs.

    6.3   Knowledge of statistical procedures.

    6.4   Ability to read, interpret, and critically evaluate psychological and educational research studies.

    6.5   Ability to plan, implement, and interpret research/evaluation studies in order to evaluate the outcomes of programs or services to individuals, groups, or systems.

    6.6   Ability to write a research and/or program grant proposal.

    6.7   Ability to access, evaluate, and use technology relevant to the practice of school psychology in a manner which safeguards and enhances quality service provision.

7.   Students will demonstrate personal/professional work qualities needed for effective functioning as a school psychologist.

Students will demonstrate

    7.1   Respect for the worth and uniqueness of all individuals, including persons of diverse cultural, ethnic, racial, socioeconomic, and religious backgrounds, and persons with varying sexual orientations, abilities and disabilities.

    7.2   The ability to interact effectively with children, adults, and families of diverse characteristics and backgrounds.

    7.3   The ability to establish and maintain cooperative and collaborative relationships with colleagues and co-workers.

    7.4   The ability to listen well, participate effectively in discussions, and convey information clearly in both written and oral form.

    7.5   Other characteristics needed for successful professional functioning, including initiative and dependability.

    7.6   Adherence to ethical and legal standards of professional school psychological practice.

7.7 Professional decision-making based on research findings and accepted standards of good practice.

7.8 Propensity toward career-long professional development as indicated by professional involvement and recognition of the importance of continuing professional development.

The goals/objectives addressed by particular required courses can be found in the course descriptions in **Appendix A.** The program also addresses the "graduate conceptual knowledge base framework" to which all Council for the Accreditation of Educator Preparation (CAEP) affiliated graduate programs at Winthrop subscribe. The components of that framework, and the corresponding School Psychology Program courses and experiences are outlined in **Appendix M**.

Program Description

The Winthrop School Psychology Program is a full-time, three-year graduate training sequence, culminating in the Specialist in School Psychology degree (S.S.P.) at the end of three years (72 graduate semester hours). While students are also awarded the M.S. degree at the successful completion of the second year, the M.S. is not a terminal degree. All students are admitted to the program with the expectation that they will complete the full 72-hour sequence of integrated program courses over a three-year period. Completion of the three-year Specialist degree program fulfills the current requirements for certification as a Level II School Psychologist in both South Carolina and North Carolina and as a Nationally Certified School Psychologist (NCSP) through the National School Psychology Certification Board, pending the attainment of a passing score on the Praxis Exam in School Psychology.

In addition to the coursework and traineeship required for the M.S., each student must also pass a comprehensive written exam, which covers the entire course of study to that point. A portfolio review/oral examination and submission of a Praxis examination report in PSYC 625 are required for the S.S.P. degree.

The curriculum includes: Psychological and Educational Foundations, Psychoeducational Methods/Practica, Traineeship, and Internship. The required courses and sequence for the three-year program are summarized in a section below. Course content and assessment components, as well as program goals/objectives and NASP "Domains" addressed by each course, are summarized in **Appendix A.**

Prerequisites

Prerequisites for the program consist of courses or substantial equivalent experience to insure that entering students have an adequate background in psychology and education prior to beginning professional training. Prerequisites consist of: general psychology, child or human development, statistics, and research or experimental psychology. A course in cognitive or educational psychology is recommended. Prerequisite courses are not counted toward either the M.S. or S.S.P. degree. Exceptions to this policy are made only with permission of the program director in instances in which a graduate level prerequisite course is allowed to be substituted for a required or elective course the student completed prior to program entry.

Curriculum

The curriculum is organized around four major areas: Psychological and Educational Foundations, Psychoeducational Methods, Traineeship, and Internship.

Psychological and Educational Foundations. Coursework covers the theoretical foundations of the science of human behavior, and the foundations of education. Psychological foundation areas include tests and measurements, human development, child and adolescent psychopathology, and human diversity. Educational foundation areas include exceptional children, multicultural issues, reading, and organization and operations of schools.

Psychoeducational Methods. Characterized by a competency-based approach and emphasis on data-based decision-making, coursework in this area involves the acquisition and application of professional knowledge and skills needed to function successfully as a school psychologist. Courses cover diverse models and methods of psychoeducational assessment, behavioral assessment and intervention, counseling and mental health services, research and evaluation, and consultation/indirect services to schools and families.

Traineeship. In conjunction with psychoeducational methods courses, students complete a two day per week, 450 hour traineeship in the schools during the second year of the program. This experience includes close supervision by both faculty and field supervisors and includes specific objectives that address school psychology competencies such as assessment, counseling, behavioral assessment and intervention, and consultation.

Internship. During the third year, students complete a 1200 hour supervised internship, at least 600 hours of which must be in a school setting (the great majority of interns complete 1200 hours in surrounding public school districts). Internships in nearby diverse rural, suburban, and urban settings allow students to practice and integrate the full range of school psychological services under supervision of credentialed faculty and field supervisors. Students return to the university for faculty supervision and one advanced course taken concurrently with internship each semester.

Thus, four sequential levels of training (foundations, psychoeducational methods, traineeship, and internship) are provided. All psychoeducational methods courses and most other courses are limited to no more than a 12:1 student-faculty ratio to assure that the training experience is individualized and appropriately supervised

Required Courses and Sequence

The Winthrop School Psychology Program consists of an integrated, sequential program of studies and field experiences completed over the course of three years. Except for cases in which credit has been granted for prior graduate work, the program must be completed on a full time basis in the designed sequence. The required courses and sequence is as follows:

YEAR ONE (Fall)	Credit Hours
PSYC 512 Exceptional Child	3
PSYC 506 Psychological Measurements	3
PSYC 604 Advanced Human Development	3
PSYC 615 Seminar in Professional School Psychology	3

YEAR ONE (Spring)	
PSYC 601 Psychopathology of Childhood and Adolescence	3
PSYC 607 Curriculum-Based Assessment and Academic Interventions	3
PSYC 608 Psychological Assessment for Intervention I	3
PSYC 613 Advanced Statistics and Data Analysis	3

Maymester/Summer	
PSYC 510 Behavior Analysis and Behavior Change	3
PSYC 618 Consultation and Indirect Services	3

YEAR TWO (Fall)	
PSYC 603 Therapeutic Psychology: Techniques of Counseling and Psychotherapy	
PSYC 606 Applied Behavior Analysis and Intervention	3
PSYC 609 Psychological Assessment for Intervention II	3
PSYC 620 School Psychology Traineeship I	3

YEAR TWO (Spring)	
PSYC 611 Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools	3
PSYC 614 Research Methods and Applications	3
PSYC 621 School Psychology Traineeship II	3
PSYC 619 Contemporary Issues in Family Diversity & Schools	3

Master of Science (Non-Terminall) Degree Awarded in May

YEAR THREE (Fall)	
PSYC 612 Psychological Assessment for Intervention III	3
PSYC 651 School Psychology Internship I	3
PSYC 652 School Psychology Internship II	3

YEAR THREE (Spring)	
PSYC 625 Advanced Seminar in School Psychology	3
PSYC 653 School Psychology Internship III	3
PSYC 654 School Psychology Internship IV	3
Total Credits	**72**

Specialist in School Psychology Degree Awarded in May

Supervised Field Experiences

The Winthrop School Psychology Program emphasizes the integration of didactic training and practice with extensive field experiences under close supervision. Field experiences begin during the first year, with course-embedded experiences designed to acquaint students with schools and other organizations, and proceed to a 450 clock hour traineeship during the second year and 1200 clock hour internship during the third year.

Traineeship

During the second year of the program students complete a two-day per week, 450-hour traineeship in the schools. In conjunction with the corresponding psychoeducational methods courses, students practice and refine skills in such areas as assessment, counseling, behavioral assessment and intervention, and consultation. This experience includes close supervision by both faculty and field supervisors (all of whom are certified school psychologists) and includes specific objectives that address a full range of school psychology competencies.

Internship

The school psychology internship is the culminating, comprehensive training experience in the program in which students in the third year apply and integrate their theoretical knowledge and professional skills in actual practice. Interns are placed in approved sites for 1200 hours of supervised field experience, and receive at least two hours per week of individual supervision from a certified school psychologist. Each intern meets weekly with both a faculty supervisor (who is assigned to no more than four interns) and a field site supervisor (who is assigned to no more than two interns). Close collaboration occurs between the program and field sites. Although some agencies other than schools occasionally serve as internship site options, at least 600 hours of the internship must be completed in the schools. The great majority of students complete the entire internship in the schools.

Specific activities for each semester of internship are designed to assure successful skill development prior to becoming employable as a professional school psychologist (see **Appendix C** for a summary of internship activities). Internship activities include both direct services (e.g., assessment for intervention, counseling, and other intervention), and indirect services (e.g., consultation, behavioral assessment and intervention, program planning and evaluation) designed to address program goals and NASP Domains. Internship requirements, practices, and procedures are delineated more completely in the internship (PSYC 651-654) syllabus.

Thus, for each major competency area (psychoeducational assessment for intervention, behavioral analysis and intervention, counseling, consultation, program planning and evaluation), training proceeds from theoretical and empirical foundations to methods/practica to supervised traineeship and internship field experiences to assure the highest level of skill development possible with the theoretical and empirical knowledge necessary for appropriate use of each skill.

Field Placements/Winthrop Field Site Network

Winthrop establishes annual contracts with school districts in this immediate region for the placement of second year trainees and third year interns. By accepting admission to the Winthrop School Psychology Program, a student agrees to serve in a placement in the Winthrop Field Site Network. Any

placement outside of the Network is not allowed unless it is deemed by the Winthrop School Psychology Faculty to be in the best interest of the School Psychology Program.

Agreements with field sites are not finalized until the spring or summer prior to fall placement. Charlotte-Mecklenburg (NC) Schools, Chester County Schools, Clover Schools, Fort Mill Schools, Gaston County (NC) Schools, Lancaster County Schools, Rock Hill Schools, Cleveland County (NC) Schools, Union County (NC) Schools, and York School District One are among the districts that have been in the Winthrop Field Site Network. These sites represent a range from rural to urban settings and exposure to diverse P-12 student populations.

Student preferences for traineeships are solicited each spring for the following year. The School Psychology Program faculty make placement decisions based on (a) location of available traineeships; (b) student preferences and needs; (c) minimization of required travel for students; and (d) faculty evaluation of how best to match student characteristics and needs with field site characteristics and needs.

Third year students are required to complete internship in the same district (but in different schools) as their traineeship, contingent on field site approval and funding. This is partly necessitated by the fact that funding for traineeships and internships are linked in the Winthrop Field Site Network.

The first and foremost concern of the faculty in selecting and assigning field placement sites is to assure quality training for all students consistent with the goals and objectives of the program and national standards. Sites provide a full range of school psychological services as outlined in the program's traineeship and internship activities for each semester (see respective traineeship and internship syllabi). Sites also agree to a) pay a stipend to trainees and interns through Winthrop; b) provide other resources and opportunities needed for professional growth and functioning, c) assist in regular trainee and intern evaluations, and d) provide a credentialed school psychologist, or, in some non-school settings, a credentialed psychologist for supervision.

Internship Evaluation/Accountability

Interns maintain a digital internship log which will be submitted by email each month to both field site and faculty supervisors. In addition, interns also complete and submit various reports and accountability forms to document completion of activities consistent with internship requirements. Specific accountability requirements are listed in the following sections.

Interns are evaluated by both faculty and field supervisors. Informal, ongoing evaluations occur throughout internship and are shared with interns in order to provide feedback for professional growth and improvement. Formal evaluation will occur at the end of the semester and will be used as a basis for the S/U internship grade. Evaluations will address knowledge, skills, and professional work characteristics needed for successful school psychological service provision.

Advising and Registration

Advising

The director of the School Psychology Program will serve as your official graduate advisor throughout your matriculation in the program. Advising will include guidance regarding course registration and programs of study as well as advice regarding career development and job searches.

You will find that all faculty in the program make themselves available to you for personal or professional advising. Please feel free to approach any faculty member with whom you are comfortable to discuss issues of importance to you.

Registration/Academic Records

Graduate students register for classes through Winthrop's *Wingspan* system. Your advising flag must be lifted before you can register. Financial holds will keep you from being able to register. Occasionally, you may need an override from the department chair in order to register for a restricted or closed class

Academic records, included unofficial transcripts and grades may also be accessed via computer through the *Wingspan* system. Official transcripts are available free to Winthrop students and may be ordered through the office of Records and Registration in Tillman. The Family Educational Rights and Privacy Act protects access to your academic records, but also means that your signature is needed in order for Winthrop to send your records to other schools/agencies. Thus, although you may download the request form at https://www.winthrop.edu/recandreg/transcripts.aspx you must submit a hard copy with your signature.

Programs of Study/DegreeWorks

The required graduate Program of Studies for the M.S. and S.S.P. degrees are those that are in effect in the Graduate Catalog in the year you begin each degree and are reflected in DegreeWorks in Wingspan. If you have completed a prior course at the graduate level within the last seven years that the program director determines is equivalent to one in the Winthrop M.S. or S.S.P., and have not applied that courses or courses toward a prior graduate degree, you may be allowed to transfer that credit toward a degree at Winthrop. If you have applied the course toward a prior degree, you may either be allowed to take an elective in place of the course at Winthrop, or (depending on how many such courses you have completed, including an entire graduate degree), develop a customized program of students with the graduate director. Such changes need to be submitted by the director to the Registrar so they are represented in DegreeWorks, or your particular DegreeWorks may not be accurate for you. If you have questions, please consult with your advisor.

Separate programs of study are needed for the M.S. and S.S.P. degrees in School Psychology. Although these will typically be entered into DegreeWorks automatically at the time of your initial matriculation (for the M.S. degree) or after completion of the M.S. (for the S.S.P. degree), programs of study protocols for the M.S. and S.S.P. degrees are shown in **Appendix D**. You may monitor progress toward your degree by using the Winthrop Degree Works program.

In addition to courses in the Program of Study, attainment of the M.S. and S.S.P. degrees requires the completion of appropriate assessments and reviews. In some rare cases, the program director, with the approval of the program faculty, may require an individual student to complete other requirements deemed necessary for competence and future practice as a school psychologist.

Residency Requirement/Leave of Absence

Full-time, continuous enrollment/residency (exclusive of summer) is required for the duration of the program. Full-time study at Winthrop is defined as nine graduate semester hours. Exceptions to this policy include temporary leaves of absence or course load reductions due to medical or family reasons or

course load reductions for a particular semester because the student has previously completed equivalent graduate coursework. Such exceptions must be approved by the program director.

Transfer of Graduate Credit

A maximum of 12 semester hours of approved graduate work in accredited institutions other than Winthrop may be credited toward a graduate degree. Requests for transfer of graduate credit must have the written approval of the student's advisor and Dean of the College of Arts and Sciences. The course level credit will be verified in the Office of Graduate Studies and notification of such will be sent to the student. For students already admitted to Winthrop, this approval must be obtained prior to taking the course.

The first six hours of work on a degree program must be completed at Winthrop University before permission will be granted to enroll in courses at other institutions for transfer credit. This six-hour policy does not apply to graduate work completed at another institution prior to being admitted to a degree program at Winthrop. A graduate student may not transfer credit to Winthrop while the student is on academic probation.

Responding to the Diverse Needs of Children, Families, Schools, and Society

We live in an increasingly diverse society and, as school psychologists and prospective school psychologists, are called upon to respond to increasingly diverse needs of children, families, and others in society. Our ability to understand and respond to the needs of those we work with and serve is at the heart of our profession and determines our effectiveness as individual practitioners. The Winthrop School Psychology Program is committed to providing an education that fosters an understanding and responsiveness to human and cultural diversity. The foundation for such an education is a program and a department faculty that represent considerable ethnic and experiential diversity. The program also recruits and admits students whose backgrounds, characteristics, and experience provide diversity and opportunities to learn from each other. The collaboration and cooperation (versus competition) that is strongly encouraged in the program helps to build on diversity as strength and promotes the unique value and contribution of individuals within a common goal of the study of human behavior.

The program is also committed to preparing school psychologists who have the dispositions, knowledge, and skills needed to work with students, families, and others of diverse ethnic, racial, cultural, and socioeconomic backgrounds, and varying sexual orientation and abilities and disabilities. This preparation begins in our admissions selection process, is addressed in program objectives, and is included in coursework, practica, and internship. Internship and other training experiences in the program include opportunities to work with clients from infancy to adulthood in rural, suburban, and urban settings who display characteristics that range from the most severe, low-incidence disabilities to giftedness, and who vary in racial, cultural, ethnic, socioeconomic, and language backgrounds. Students in the program are highly encouraged to take advantage of opportunities to learn about cultures, races, and other human characteristics with which they are less familiar in order to benefit from the mosaic of people that make up our society and world and attain the preparation needed to work effectively as professionals with <u>all</u> persons.

The Winthrop School Psychology Program strongly supports the National Association of School Psychologists (NASP) *Nondiscrimination and Equal Opportunity Policy.* This policy may be found at:

The program also subscribes to the American Psychological Association's *Multicultural Guidelines:An Ecological Approach to Context, Identity and Intersectionality* (APA, 2017), which can be found at: http://apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx

Accommodations for Students with Disabilities

Winthrop University and the School Psychology Program support and comply with the Americans with Disabilities Act (ADA). Accommodations in instructional and/or assessment methods are available in the program for individuals with documented disabilities. Faculty will consider accommodations on a case-by-case basis for individuals whose disabilities require alterations in methods in order to achieve and/or demonstrate the knowledge and skills needed to fulfill program requirements and become successful school psychologists. In order to assure the preparation of individuals who are competent to perform the role and functions of school psychologists, accommodations cannot include the elimination of program objectives, requirements, and expectancies, or deviations that, in the view of the faculty, would be inconsistent with what is typically expected of practicing school psychologists. Please contact the Office of Accessibility or the director of the School Psychology Program if you have a disability that requires special accommodations or if you wish to inquire about university services for students with disabilities.

Student Grievances

Program faculty strive to be sensitive and responsive to the diverse characteristics and needs of students in the program while seeking to assure that all students attain a level of competency needed to be effective school psychologists. Hopefully, you will find that faculty instructors and supervisors treat you fairly while challenging you to do your best. If you have a grievance with an individual faculty member, it is usually best to bring it to the attention of that person in an individual conference and attempt to resolve the issue. Unresolved or more serious issues or grievances may be discussed with the program director, the chair of the Department of Psychology, and/or Dean of the College of Arts and Sciences as needed to attain resolution. Students are also referred to the Graduate Catalog for information on University policies and procedures regarding serious grievances.

Campus Support Services for Individuals and Families

Writing Center

The Writing Center, located at 220 Bancroft Hall, provides a free writing consulting service to all members of the University community. The Writing Center's purpose is to help writers at all levels learn more about their writing through consultation and tutoring sessions. You can call the Center at 803-323-2138 for help with setting up your account, but once you have an account, you can access the Center's schedule and make appointments on your own.

Campus Ministries

Representing a variety of denominations and faiths, the spiritual needs of many Winthrop students are met through campus ministries and organizations. A full agenda of activities promote fellowship, as well as spiritual and personal growth. There are many programs offered that are suitable for spouses and families as well as students.

Counseling Services

Winthrop's Counseling Services offers individual, couple, and group counseling for an array of problems, including marital problems and substance abuse. The Counseling Services office is located on the second floor of the Crawford Building. Services are by appointment.

Lois West Center

Located behind Tillman Hall along "Scholars Walk," the Lois West Center is a state-of-the-art health and recreation center, with indoor track, pool, fitness center, and other facilities that are free-of-charge to Winthrop students. Family memberships are also available.

MacFeat Nursery

MacFeat Nursery is an on-campus day care which provides fee-based child care services for faculty/staff and students. MacFeat is located on the first floor of Withers Hall (the entrance facing Dinkins Student Center).

Health Services

Students' health needs are met by the professional staff of Health Services, which is located in Crawford Building. The facility, which includes a pharmacy that fills prescriptions at a reduced rate, provides acute care on a walk-in basis from 8:00 a.m. to 5:00 p.m., Monday-Friday. Some health provider and laboratory procedures involve a charge that is billed to the student. Students must present validated Winthrop identification card and have complete health records on file to receive the service. Students are strongly encouraged to be covered by an accident/sickness/major medical insurance policy. International students must provide evidence of having health insurance each semester before registering.

International Center and International Student Life

Winthrop University offers support for the unique needs of students from other countries. The International Center is located in 218 Dinkins Student Center.

Office of Diversity & Student Engagement

The Office of Diversity & Student Engagement in the Campus Center provides students, faculty members, and staff with several avenues through which they can enhance their knowledge about other cultures and the diversity issues that individuals belonging to such cultures face in today's society.

Campus Police

The Department of Public Safety is located in a small building between Dinkins and Withers. It is a full-service police agency serving the Winthrop community by providing law enforcement services 24 hours a day, seven days a week. The yellow emergency phone call boxes located throughout the campus connect you to Campus Police in case of an emergency, or you can dial 803-323-3333.

Residence Life

Winthrop offers full-time students many types of living arrangements to meet individual needs and preferences. Seven campus residence halls and one apartment building offer facilities ranging from traditional halls with community baths to private rooms to modern apartments. Apartments are available

for married, international, and graduate students. The office of Residence Life is located on the second floor of the Campus Center.

Services to Students with Disabilities

The Office of Accessibility, located on the third floor of the Crawford Health Center, serves as a liaison between students with special needs and the university community. This office works individually with qualified students to best address individual situations and needs.

Wellness Services

The Wellness Services program is available to help students with health education and health advisement. Classes are available in such areas as nutrition, fitness, and stress management. One-to-one health advisement is also available. For information, contact Health Services.

Hardship Deferment Policy

Students experiencing financial hardship based on extraordinary personal circumstances may apply for a deferment of a portion of their current semester academic fee, room and board only. A maximum of 65% of the balance of the above fees, after all financial credits are applied may be deferred. Such deferrals are granted for a maximum of thirty (30) days from the first day of classes.

Applications for financial hardship deferrals may be obtained from the Controller's Office in 19 Tillman. A small non-refundable processing fee must be paid upon application for deferment.

College of Education Office of Student Services

The Office of Student Services in the Richard W. Riley College of Education, Withers Building, assists students in processing the necessary applications and documentation forms needed to apply for State Department of Education certification. *This is the only office authorized to sign official verification of program completion forms required by most state departments of education.* Contact 803-323-4750.

Financial Aid Office

The Financial Aid Office processes applications for need-based federally guaranteed student loans and for non need-based loans for graduate students. The office may be accessed by calling 803-323-2189 or via http://www.winthrop.edu/finaid/

Winthrop ID's

Winthrop ID's are needed to access many campus services. ID's may be obtained in 15 Tillman (the basement floor).

Financial Aid

Sources of Financial Assistance

Winthrop is approved by the State Approving Section, South Carolina State Department of Education, for training of eligible veterans, children of deceased or disabled veterans, and disabled veterans. Winthrop's Veterans' Affairs Coordinator is in the office of Records and Registration.

The program has access to a very modest amount of alumni scholarship funds that it awards primarily to first year students taking summer classes. A small award (e.g., $250) can not only help with

the cost of summer classes but also give out-of-state students the in-state tuition rate for classes. Most first-year students obtain a graduate assistantship or graduate worker position. Second year students receive a traineeship that includes a stipend paid by local school districts and a tuition grant provided by Winthrop that covers all but one class per semester (plus fees). Third year students complete an internship (typically in the same district as the traineeship but in different schools) that includes a stipend paid by the school district and a tuition grant provided by Winthrop that covers all but one class per semester (plus fees).

Graduate Assistantship Responsibilities

A graduate assistantship provides support for your education in the form of a stipend and tuition grant, but also carries important responsibilities. Faculty and staff often rely on graduate assistants for assistance with important department or Program functions. Thus, if you hold a graduate assistantship it is important that you take your duties seriously.

The following are some useful guidelines for graduate assistant duties:

1. It is important to conduct yourself as a professional. This includes dressing appropriately (for most assistantships, "casual business" unless a particular event requires otherwise), interacting appropriately with colleagues, faculty, students, and members of the public, and maintaining confidentiality as appropriate.
2. Your hours will be scheduled around your class times and associated commitments. However, be prepared to work at times that are most helpful to your department or supervisor and to "share" some less desirable work hours with other assistants. (No whining!) Be sure that you arrive for work *on-time*. If you are sick or are going to be late, please notify your supervisor as soon as possible.
3. Naturally, you will be expected to work during your scheduled hours. Occasionally, free time may be available for studying or working on class or practica-related projects. However, if no work had been assigned on a particular day, you should ask your supervisor or others in the department if there is anything that you can do or help with. It is especially important that you do this before studying or performing other personal activities during work hours.
4. Occasional personal phone calls during work hours are usually fine, but be careful not to abuse this privilege.
5. Check with the department you are working in about making personal photocopies. This is usually fine as long as the department is reimbursed for such copies.

Please check with your particular department or supervisor about policies and duties.

An excellent performance as a graduate assistant will help to establish yourself as a conscientious employee and professional and will gain the respect and gratitude of supervisors who may someday be asked to write letters of recommendation for you. The performance of graduate assistant duties similar to those expected during traineeship is also one factor that faculty will take into account when determining student readiness for the traineeship.

Assessment of Student Learning and Professional Development

The Winthrop School Psychology Program utilizes a comprehensive, multi-method, multi-source process to assess student learning and professional development and to ensure that all students acquire and integrate the competencies needed to be effective school psychologists prior to graduation.

Assessments are designed to address the knowledge, skills, and professional work characteristics contained in both program objectives and NASP *Domains of School Psychology Training and Practice*. For an analysis of assessment components in relation to NASP domains, see **Appendix G**).

The following sections describe major assessment components of the program. *Program faculty reserve the right to alter the exact components of each method to correspond with program goals and NASP standards*. Of course, students would be given sufficient notice of such to properly prepare and complete each component (e.g., approximately a one year notice of changes in portfolio components).

The table below outlines the major components of the school psychology program's assessment and evaluation system. The sections that follow describe the components of the system in greater depth.

Overview of School Psychology Program
Assessment/Evaluation System

	Entry Level	1st Year/ Foundations	2nd Year/ Traineeship	Internship	Culminating
Individual Assessment	-Review of Candidate: GPA references/ratings interviews essays experience	-Course-embedded exams papers reports observations case studies	-Course-embedded simulations videotapes observations case studies -Trainee performance appraisals (2), including professional work characteristics evaluation -Comprehensive Exam -Mini portfolio -Technology Competencies Rating	-Intern performance appraisals (2), including professional work characteristics evaluation	-S.S.P. Portfolio Review/Oral Exam -Final intern performance appraisal -Praxis Exam -Technology Competencies Rating
Program Evaluation	-Summary of applications/admitted student credentials	- Student evaluations of courses/instructors	- Student evaluations of courses/instructors -Evaluation of traineeship supervisors and and field sites	-Evaluation of intern supervisors and field site	-Exit survey -Periodic employer surveys -Annual review of all student assessment data

Entry Level Assessment

Entry-level measures include evaluation of prior academic performance (including five prerequisites) , evaluation of relevant experience, ratings/recommendations of references, written statements of goals, and (for finalists) a personal interview with the faculty admissions committee.

Course-Embedded Assessment

Student assessment methods in individual courses include written examinations, reviews of presentations, reviews of research papers and other written products, and similar methods. Methods/practica courses utilize methods to assess the application of knowledge and performance-based measures to assess the attainment of skills in such areas as consultation, assessment, counseling, and

behavior management. Such methods include videotaping, audio recording, review of written products, and direct observation. Course-embedded assessment methods are outlined in the chart in **Appendix A.**

Professional Work Characteristics/Dispositions Appraisal

Certain professional work characteristics or dispositions are critical to the success of school psychology students and to the effectiveness of school psychologists. An initial assessment of such characteristics/dispositions occurs via rating forms completed by references and via interviews conducted as part of the admissions process, and informally during the first year. Assessment by faculty and field supervisors occurs during traineeship and internship. Recommendations for improvement, if any, are shared with students. However, serious issues regarding professional work characteristics can be the basis for a student's not progressing to the next stage of preparation or for not earning a satisfactory grade for traineeship and/or internship, and may even be cause for dismissal from the program (see section on Selective Admissions, Retention & Enrollment Process).

Technology Competencies

Technology is increasingly important to the role and function of school psychologists and to their ability to effectively serve the needs of children and youth. The ability to access, use, and evaluate technology is addressed through a variety of program components beginning in the first semester and continuing through internship. The assessment of technology competencies occurs in individual courses, but a comprehensive review is as part of the second year mini-portfolio and third year portfolio (see Appendix I).

Traineeship and Internship Performance Appraisals

Multiple performance assessments are completed over the course of the traineeship and internship. In addition to reviews of products and processes conducted as part of weekly supervision by faculty and field supervisors, performance appraisals are completed (one each semester) by field and faculty supervisors for each trainee and intern. Results are shared with each student and are used as a basis for planning subsequent activities that build on strengths and/or address areas of improvement needed to deliver a comprehensive range of effective services.

M.S. Comprehensive Examination

A passing score on a comprehensive examination administered in the early spring semester of the second year is required for the M.S. degree, and for continuation to the S.S.P degree and corresponding internship. Examination questions are intended to assess student knowledge of program content areas, student ability to apply such knowledge to situations commonly encountered by practicing school psychologists, and student ability to integrate training content from a variety of program courses in a manner which conveys an appropriate level of professional expertise. Most comprehensive examination questions consist of "case simulations" which require the integration and application of expertise gained through a variety of courses and experiences.

The M.S. exam focuses on core competency areas related to program objectives, and on the integration and application of those competencies. The five main areas covered on the exam, and the courses that serve as *primary* sources for those areas, are summarized below:

M.S. Comprehensive Exam Area:	Primary Didactic Sources:

Professional Issues/Ethics	PSYC 615; All classes
Academic/cognitive assess & intervention	PSYC 506, PSYC 607; PSYC 608; PSYC 609; PSYC 512
Behavioral/social assess & intervention	PSYC 506, PSYC 510; PSYC 606; PSYC 618
Counseling/mental health	PSYC 603
Human development and psychopathology	PSYC 604; PSYC 601: PSYC 512

Such foundation areas as problem-solving, human diversity/multicultural issues and research/evidence-based practice are woven throughout comprehensive exam areas. All questions have multiple parts.

Comprehensive exam questions are graded on the following scale:
4- Excellent /Demonstrates commendable ability
3- Good/Demonstrates ability consistent with competent school psychology practice
2 - Fair/Demonstrates minimal competency but lacks some important components
1 - Very Poor/Demonstrates lack of competency

Two faculty members (one of whom is usually the person who wrote the question) use a predetermined rubric to grade each exam question independently without knowledge of the student's identity or the grade assigned by the second faculty evaluator. Students receive the higher of the two grades yielded by this "double blind" procedure. The student must obtain a total score of 14 on the five questions in order to pass.

A student with a disability who wishes to request an accommodation for taking the exam must provide documentation of a disability and an accommodation plan from the Winthrop Office of Accessibility to the program director at least one month prior to the exam. An exception is that any student may wear sound deadening earphones during the exam, which is usually taken in the department's computer lab. Access to the Internet is strictly forbidden during the exam. Such access will either be turned off to the lab or monitored. The use of personal phones or portable electronic devices is strictly forbidden during the exam. If you are seen accessing such a device it will be assumed that you are using it to access the internet and you will be assigned a failing grade. If you have a potential family or emergency situation that requires you to check your phone you must do so by checking your phone in the presence of the proctor.

The great majority of students pass the comprehensive exam. In the event that a student does not achieve a passing total score, faculty will require a retake of either some questions (e.g., if the student obtained a score of 3 or better on most questions) or the entire exam. Prior to the retake, the student will meet with the program director and with faculty who wrote and graded questions in order to receive feedback and suggestions for exam preparation. A retake must be completed within one calendar year at a time mutually agreed upon by the student and program director. Less than a passing grade on the second examination will terminate the student's enrollment in the program.

A sample question and scoring rubric for the M.S. comprehensive exam is posted in the School Psychology Dropbox folder. The program director and other program faculty are available to advise you on exam preparation.

S.S.P. Portfolio/Oral Presentation/Examination
The requirements for the S.S.P. degree include a combination portfolio review, presentation and oral "defense" with faculty. The portfolio is to include case study information and corresponding written

products selected as samples of each student's "best work" in selected areas of professional practice and demonstrated ability to provide services that positively impact children, youth, families, and schools.

The portfolio should include the following:

1. **Cover Sheet to include:**

<div align="center">

Winthrop University

Specialist in School Psychology Portfolio

Your Name

Faculty Reviewers:

Undergraduate Institution:

Year

</div>

2. **Current Vita or Résumé**.

3. **Personal Statement**. A one–two page statement addressing your philosophy of school psychology practice and your short- and long-term professional goals. Please provide details regarding your continuing professional development plans.

4. **Technology Self-Assessment Summary.** Submit a completed Technology Assessment. Be sure to include the totals and *calculate the percent of skills rated as proficient or better at the end of the form.*

5. **Applied Behavior Analysis Case Study.** This report should document a comprehensive ABA intervention for a *student, small group, class or school* for problems with social behavior. Intervention development should include—and the report must document—the following typical ABA components:

   a. Screening interviews and observations used to clarify referral concerns and determine appropriateness of ABA.

   b. One to three specific target behaviors selected to address referral concerns.

   c. Target behavior(s) objectively defined in observable terms.

   d. Baseline data collected regarding frequency, intensity and/or duration of target behavior(s) as appropriate.

   e. Assessment data collected and used to develop a functional analysis of the target behavior(s).

   f. Intervention addresses (as necessary): setting events, antecedents, target behaviors, replacement behaviors, and consequences.

   g. Reinforcement schedules systematically leaned; transition to natural and social reinforcement is promoted.

   h. Intern provides both direct *and* indirect services as appropriate.

   i. Ongoing assessment and revision of interventions as necessary is expected.

   j. Integrity of intervention is monitored.

   k. Acceptability of the intervention to any consultee(s) is documented.

l. Summative evaluation addresses the overall impact of the intervention on the client's functioning in school and/or at home. Graphs of baseline, intervention and follow-up data are expected. This section must include the results of one or more of the recommended analyses of intervention effectiveness (see general guidelines below) with pre- and post-intervention measures as appropriate.

m. Samples of any contracts, data forms, reinforcers, etc. may also be included in portfolios.

6. **Academic Problem-Solving Case Study.** This report should document a consultation case in which you formally and systematically provide academic assessment and intervention services at the *student or class-wide* level. Your case study report should document the following:

   a. Use of a systematic problem-solving model in which data-based decision making is evident.

   b. Consultation skills are utilized to establish rapport, develop commitment to instructional change, maintain integrity of the intervention and generalize the results.

   c. Screening interviews and observations result in referral concerns being redefined objectively, clearly, completely and in the context of local norms.

   d. Data is collected for the academic target behavior(s) or available data is utilized to facilitate problem identification and analysis.

   e. Problem identification and analysis includes a variety of procedures to consider relevant and alterable factors from curriculum, instruction, environment, and student domains.

   f. PI and PA results are used to determine appropriate goals and adopt evidence-based instructional accommodations, interventions and modifications.

   g. Acceptability of instructional interventions to consultee determined.

   h. Instructional strategies are differentiated appropriately for the relevant tier(s).

   i. Ongoing data collection, progress monitoring and revision of intervention(s) as necessary are documented.

   j. Integrity of intervention is monitored.

   k. Case study report includes graphs and discussion of baseline, intervention and follow-up data.

   l. A summative evaluation discusses the impact of the intervention on student academic functioning using one of the recommended evaluation techniques (PND, VAD, etc.).

   m. Samples of any contracts, data forms, reinforcers, etc. included.

7. **Mental Health Intervention Case Study (Presentation)** (Individual or Group). This case will be presented during your last seminar course in the 3rd year. Two faculty members including your cohort will watch your presentation. This presentation should include:

   a. A brief introduction in which you provide relevant background information and history of your client(s) and conceptualize the presenting problem(s) in specific measurable terms.

   b. Documentation of the use of the BASIC-ID multi-modal framework for assessment, goal setting, and intervention choices. It is expected that a multi-modal analysis completed *early* in the counseling process will result in a multi-modal intervention *during* the counseling process. A goal attainment scale prepared *early* in the counseling process is expected.

c. A discussion of how you monitored your client's or group's progress in meeting counseling goals and assessed the ongoing quality of the therapeutic relationship.

d. A discussion of the impact of the counseling intervention on the client's functioning in school and/or at home. This section must include the results of one or more of the recommended analyses of intervention effectiveness (see general guidelines below) with pre- and post-intervention measures as appropriate.

e. Copies of counseling progress notes available upon request of faculty members.

8. **Psychoeducational Assessment Case Study**. (**Turned in to faculty supervisor for review prior to full portfolio review**) This report should document a comprehensive psychoeducational assessment case and should reflect the following:

a. All assessment components necessary for problem-solving—that is, to respond to referral questions and develop and implement appropriate recommendations.

b. A variety of assessment measures should be utilized as appropriate, but it is expected that the case will demonstrate your skills with typical norm-referenced measures.

c. Interviews and a record review which are then integrated into the background section in your report.

d. An integrative summary of all assessment results.

e. Practical evidence-based recommendations that address referral questions *and* are based on your assessment results.

f. Consultation with teachers and parents to assist them in understanding results and implementing your recommendations is expected and should be documented along with your follow-ups on the case.

g. The report should include copies of materials which could help the faculty understand the case (e.g., referral forms and test score summary pages) as well as a copy of your psychological report.

h. Please prepare an overall case summary to include information not in the psychological report. For example, pre-referral interventions, if any, could be summarized along with your efforts to assist teachers and parents in implementing the recommendations in your report.

i. Follow-up data on your client's academic and/or social performance are required and should include specific examples of your post-evaluation involvement, e.g., consultation for intervention implementation, progress monitoring, and/or behavioral/social interventions.

General Guidelines:

- *Level of Intervention*. At least one multi-tiered intervention project must be included for either case study 5 or 6.

- *Case Selection*. Candidates are advised to select cases and projects for this portfolio which allow them to meet all specified requirements (see portfolio rubric), and demonstrate their problem-solving skills and ability to positively impact P-12 children who were served/affected.

- *Assessment of Positive Impact*. Cases 5, 6, and 7 must include an assessment of the impact that occurred as a result of your work. Positive impact may be assessed in various ways, depending on the type of case. Some options include:

     - Goal attainment scaling (GAS)

- Effect size statistic

- Percent of non-overlapping data (PND)

- Improvement Rate Difference (IRD)

- Comparison of pre and post intervention measures

- Comparison of obtained results with those predicted by trend lines

Anecdotal information from child, teacher, or parent interviews, or consumer surveys or supervisor evaluations may also be useful in assessing the impact of interventions, but in themselves, are *not sufficien*t for purposes of the portfolio. You will be prepared to assess positive impact in various school psychology courses prior to internship.

- *Format*. Rather than provide guidance on the length of case study reports, the faculty advise that you document all required components. Portfolios should be shared online with your faculty reviewers using the following [folder system in google drive](). Although sample portfolios are available for review in the School Psychology Resource Center, they may represent previous portfolio requirements and should not be regarded as ideal models for your portfolio. Sections 1-6 are turned in to based on the folder system outlined above. Your counseling case is a presentation given during PSYC 625 in your last semester. Your psychoeducational report is reviewed by the students faculty supervisor on a case that they have yet to review as part of regular supervision.

- *Confidentiality*. All personally identifying information *must* be deleted from your reports and protocols. Please use a word processor's search and replace function to change students' and parents' names to fictitious names, and write "Fictitious Names Used" at the top of each report.

- *Preparation*. Once selected, cases to be included in the portfolio should not be discussed further with faculty in preparation for the oral.

- *Deadline/Schedule*. Students will have a 90-minute appointment scheduled with two faculty (not to include your faculty internship supervisor) approximately a month prior to the review. A copy of your portfolio should be shared by the deadline in the School Psychology calendar. Faculty will read and score (on a preliminary basis) the case studies in the portfolio. The day of the scheduled review, you will meet with the two faculty to discuss the cases and answer questions. Referring to written materials as necessary, you should be prepared to respond to faculty questions about your work and, if necessary, explain your decision making processes. You should expect that the discussion of outcomes will focus on positive outcomes for children, youth, families and schools brought about through the provided services.

The faculty reserve the right to change portfolio requirements for a given cohort of students at the onset of their internship year.

Portfolio Evaluation

- *Grading and Rubric*. Two faculty reviewers will review each portfolio component and rate the five required elements according to the following scale:

  1 = Below Criterion: Candidate does not yet meet expectations for the specialist level of training or entry into the profession without more practice and supervision.

  2 = Meets Criterion: Candidate meets expectations for the specialist level of training and entry level competency in the profession.

3= Exceeds Criterion: Candidate exceeds expectations for specialist level training and entry level competency in the profession.

Please refer to the *Portfolio Case Study Scoring Rubric* for additional details regarding expected case study elements and scoring criteria. Candidates should understand that the portfolio is graded on a criterion-referenced basis and is intended to assess skills required for entry into the profession.

- *Total Score Needed to Pass.* Students will receive the higher of the two raters' scores for each component and must have an overall average of 2.0 or higher to pass the SSP portfolio requirement. (Note: Reviewers may use .5 ratings, which extend the rating scale to 3.5.). In the event that a candidate does not pass the portfolio/oral, faculty may require that the candidate submit an optional assessment case (see requirements below) or re-submit one of the cases or the entire portfolio. Less than a passing grade on a second complete portfolio review will terminate the candidate's enrollment in the program.

Note: see Portfolio Case Study Scoring Rubric in Appendix H for further information.

Second Year Portfolio Review

A preliminary second year portfolio review is conducted each spring by third year students working in collaboration with the PSYC 625 instructor. This provides second year students with a portfolio review experience that should be helpful in preliminary planning for their eventual S.S.P. review and provides third year students with experience in supervision and evaluation. The second year portfolio should be submitted to assigned reviewers by the due date listed on the School Psychology Program annual calendar and should include the following:

1. **Cover Sheet** (Your name; "Second Year Portfolio Review;" Year; Names of Reviewers)
2. **A Current Vita or Resume**
3. **A Mental Health Intervention Case Study** using either an individual or group case. The report should include a brief introduction and history of the client(s) and conceptualize the presenting problem (s) in specific measurable terms. It should also contain documentation of the use of the BASIC-ID multi-modal framework for assessment, goal setting (include a goal attainment scale), and intervention. In addition the student should include copies of the counseling progress notes and a summary of those notes that detail how the student(s)' progress was monitored and assessed. Although the data may not be complete at the time of the portfolio review, students should show the impact of counseling on the student's functioning and the quality of the therapeutic relationship.
4. **An Applied Behavior Analysis Case Study** for a student, small group, or class. The report should document a comprehensive ABA intervention with social problems and include the following: Screening interviews and observations; one to three operationally defined target behaviors; baseline data; a functional analysis; and specific intervention data. It is expected that the trainee will provide both direct and indirect services as appropriate and make changes in the interventions as necessary. Finally, the report should include overall impact of the intervention and results of the intervention at the

time of the portfolio through appropriate graphs and charts as well as any samples of contracts, data forms, reinforcers, etc.

or

An Academic Problem-Solving Case Study at the student or class-wide level. The report should document a consultation case in which the student formally and systematically provided academic assessment and intervention services. The case study should document the following: The use of a systematic problem-solving model; the use of consultation skills to establish rapport and maintain integrity of the intervention and generalize the results; screening interviews and observations with resulting clearly defined objectives for that student or class; data collection for the targeted objective; problem identification and analysis including issues related to curriculum, instruction, environment, and student domains; the acceptability of the interventions to the consultee; instructional strategies differentiated appropriately for the relevant tiers; and ongoing data collection, progress monitoring, and revision of interventions (s) as necessary using graphs and charts and any samples of contracts, data forms, reinforcers, etc. Finally, there should be a summative evaluation that discusses the impact of the intervention on student academic functioning.

It is important that all identifying information be removed from reports and protocols or changed to fictitious information to protect confidentiality. If you choose to substitute fictitious names, please indicate so prominently on the first page of the report (e.g., write "Fictitious Names Used").

The second year portfolio will be rated using the same scale and criteria as for the S.S.P. portfolio. Grades will not be recorded in official student records, but will be shared with the graduate advisor and faculty.

Course Grading/Attendance Policy

Grades for courses taken for graduate/program credit are as follows:

A – Excellent   (4 quality points)
B – Satisfactory   (3 quality points)
C – Passing   (2 quality points)
F – Failure   (0 quality points)
S – Satisfactory (equivalent to B or above)
U – Unsatisfactory
I – Incomplete   (used as a prefix to the grade the student will receive if
                       work is not completed within one year or by an earlier date specified by
                       the instructor)
N – No grade

Consistent with a decision by the Winthrop Graduate Council, faculty in school psychology courses began using a plus/minus grading system beginning in 2011-2012.

Grades in psychoeducational methods/practica courses in the School Psychology Program (PSYC 603, 606, 607, 608, 609, 611, 612, 618) are *limited to A, B, or F* (unless an "I" is given in unusual circumstances). Grading in traineeship and internship courses is on an S/U basis.

Although student grades are based on performance, attendance in classes is very important to attaining and demonstrating the knowledge and skills needed to be an effective school psychologist. Attendance in traineeship and internship is especially important, and absences (except for professional development opportunities approved by the field site supervisor) must always be made up in order to assure appropriate attainment of skills, provision of services, and the completion of required hours and objectives.

Praxis Examination in School Psychology

Students must take the School Psychology Examination of the PRAXIS Series, administered by the Educational Testing Service and submit a copy of score reports as one requirement for PSYC 625 (Advanced Seminar in School Psychology). A "passing" score on the Praxis is required for school psychology certification in North and South Carolina and for NASP's Nationally Certified School Psychologist (NCSP) credential. The score required for the NCSP is 147. Winthrop, however, had maintained a nearly 100% pass rate using the former passing score of 165 and has one of the highest median scores for specialist programs in the country (e.g., our median score is typically in the 170's). Most candidates take the Praxis in the summer prior to their third year, which allows for a re-take in the fall or spring should that be necessary. But you should take the exam by February 15 of your third year at the latest in order to be able to receive and submit your score report on time.

Registration for the Praxis exam can be done through the ETS web site at www.ets.org When you register for the test, you should list as a score recipient Winthrop, any state in which you intend to apply for certification, and NASP (assuming you intend to apply for NCSP, which the great majority of our graduates attain). *A hard copy or electronic copy of your own score report from ETS (including category or subtest scores) must be given to the PSYC 625 instructor to satisfy course and program requirements.*

Copies Praxis preparation guides are available in the School Psychology office. There is also an app developed by Peter Thompson, who authored the Praxis printed preparation guide that we have available in the School Psychology library in KINA 110. Additionally, students have put together tips for studying that can be found in the program Dropbox folder. Additional tips can be found in the student section of the NASP website at www.nasponline.org

Positive Impact on Students and Other Clients

The program's ultimate goal is to prepare graduates able to provide a wide range of school psychological services that positively impact children, youth, families, and other clients. To this end, assessment of candidates–particularly in latter stages of the program–emphasizes their impact on those they serve. Positive impact on clients is an important aspect of internship evaluations and the assessment of portfolio cases.

Program Evaluation and Improvement

The comprehensive, multiple measures of student assessment conducted throughout the program serve as primary means for evaluating program quality. Results of such measures as comprehensive examinations, internship evaluations, portfolio reviews, and alumni follow-ups are reviewed each year by program faculty, and discussed in terms of their possible implications for the quality of preparation provided.

Student and alumni perceptions and feedback regarding program preparation and quality are also gathered. Students evaluate the quality of instruction and content in each course taken using a standard department evaluation form. Four times over the course of the two-year field experience students complete an evaluation of their supervision and field site experiences. An exit program evaluation survey is also completed by each student prior to graduation. The University periodically surveys alumni of all degree programs in order to obtain alumni perspectives and suggestions for improvement. Additionally, the School Psychology Program conducts periodic surveys of employers/supervisors of graduates.

The results of multiple student assessment and program evaluation methods are analyzed and interpreted by the program director and faculty in terms of their implications for the quality and breadth of preparation provided in the program. Program improvements are made virtually every year based on these results.

Program Approval/Accreditation

The three-year School Psychology Program is approved by the National Association of School Psychologists (NASP) and the South Carolina State Department of Education. Program graduates, pending the attainment of a passing score on the ETS Praxis Exam in School Psychology, qualify for certification from the National School Psychology Certification Board and from the great majority of states, including North and South Carolina.

Winthrop University is accredited by the Southern Association of Colleges and Schools (SACS) and by the Council for the Accreditation of Educator Preparation (CAEP).

Professional Development, Responsibilities, and Opportunities

Professional Development and Involvement

School psychology faculty members are professionally active at the local, state, and national levels, mentor and support the professional development of students, and encourage the professional involvement of students and program graduates. Students are required to become members of NASP (they must do so in order to obtain professional liability insurance for their traineeship and internship) and advised to become members of a state affiliate organization (e.g., the South Carolina Association of School Psychologists or the North Carolina School Psychological Association), which are usually offered for free for first year students.

Students are required to join the National Association of School Psychologists (NASP). In addition to providing a link to a network of professionals and students, NASP membership provides access to publications and materials needed for coursework, and low-cost liability insurance required for traineeship and internship (see below). You may join NASP through its website at **www.nasponline.org**. Students may also wish to consider student membership in the American Psychological Association (APA), the Council for Exceptional Children (CEC), or other national, state, or local organizations which represent the interests of the profession and advocate for the needs of the children, youth, and families that school psychologists serve.

The Winthrop program is a participant in the National Association of School Psychologists (NASP) Student Leadership Group. Winthrop students and faculty select a rising second year student to

serve a two-year term to the NASP group. That representative, along with the continuing third year representative are expected to keep all students informed of NASP Student Leadership Group activities and opportunities and to attend (with some program support) the annual NASP convention.

All students are required to attend a state school psychology association meeting or workshop as part of the Seminar in Professional School Psychology (PSYC 615) during their first semester and are encouraged to attend other meetings and events sponsored by school psychology organizations and related organizations and agencies. Students in our program regularly attend meetings of the North and/or South Carolina school psychology organizations and, depending on the location and associated travel costs, have often attended NASP's annual convention (as many as 13 students have attended in one year). Attendance at such meetings provides opportunities for professional development, for interactions with colleagues and experts in the profession, and for making "connections" with those in the field.

The Winthrop School Psychology Program considers continuing professional development to be critical to the effectiveness of practicing school psychologists. It encourages students to develop an appreciation for the importance and value of such development while still in the program and supports continuing professional development through co-sponsorship of CPD workshops and courses with the South Carolina Association of School Psychologists school psychology organizations. Nationally and regionally renowned experts conduct many of these workshops and courses. Although CPD workshops and courses are intended for certified or licensed persons and may not be taken for degree credit, student participation is allowed and encouraged. Most CPD workshops/courses are offered in conjunction with Fall and Spring SCASP meetings. However, Winthrop also sponsors on-campus continuing professional development activities as well as CPD and special topic courses with area school districts. Winthrop is an approved CPD sponsor for the South Carolina Board of Licensed Professional Counselors, Marriage and Family Therapists, and Psychoeducational Specialists.

Student Professional Development and Travel Reimbursement

The Winthrop Graduate School provides funds for graduate students to pursue professional development appropriate to their degree. The maximum amount of such awards is $100. To learn more, find out about deadlines, and download an application, go to:
https://www.winthrop.edu/graduateschool/default.aspx?id=21277

The College of Arts and Sciences also supports graduate student travel as funding allows. To apply for such funds, students must complete and submit to the program director a Winthrop Banner Travel Authorization form, which may be found under "Banner Forms" at:
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiLlouo0tP5Ah UDhIkEHXXyDQMQFnoECAgQAQ&url=https%3A%2F%2Fwww.winthrop.edu%2FuploadedFiles%2 Fcontrollersoffice%2FBannerTravelAuthorizationForm.xls&usg=AOvVaw087JYJqkTvbtLXFsmAgxCI

That same form may be used to apply for program funding for travel. Program faculty have been setting aside funds for such student travel to the NASP conference each year, but cannot guarantee the availability of such funds in the future.

Requests for CPD or research travel funds must be submitted at least two weeks prior to the travel and Winthrop Travel Reimbursement forms (available at the same site as above) must be submitted within 30 days after travel to assure reimbursement in a timely manner.

Ethical Conduct

Professional ethics are extremely important in school psychology in that they serve to assure service quality and to protect clients from potentially harmful practices and conflicts of interest. It is necessary for each student to become very familiar with relevant standards for professional practice/ethics during the first year of study. NASP's *Principles for Professional Ethics* standards may be found at http://www.nasponline.org/standards-and-certification/professional-ethics

These standards, and other standards and laws relevant to the practice of school psychology will be reviewed in PSYC 615 and in other courses in the program. Adherence is expected of all students and is especially relevant to traineeship, and internship activities. *Ethical misconduct is viewed seriously by faculty, and violations may constitute grounds for dismissal of the student from the program*.

Program Social Media Policy

Many school psychology students use social media (e.g., Facebook, blogs, etc) for communication. In fact, the Winthrop School Psychology Program itself has a Facebook page for communications with and among alumni. However, it is important that students and professionals use social media wisely and in a manner consistent with professional ethics and best practice. For this reason, our program has a social media policy that incoming students are asked to review and sign during their orientation. The policy may be found in Appendix N. Violations of the policy may result in disciplinary action or dismissal from the program.

Student Employment as a Psychologist

Second and third year students in the program sometimes have opportunities to provide school psychological services to individuals and agencies on a part-time, fee basis. Because the practice of psychology in the Carolinas is governed by both certification (for public school settings and for some other agencies) and licensure (for private practice), employment which involves the use of school psychological skills must be approached with an eye to the legal and ethical issues related to our profession. A graduate student who is considering possible employment as a psychologist while in the program should notify the program director in writing of the employment request. *Permission of the program director is required for all employment using school psychological skills whether during the summer or academic year.*

The program often receives referrals from individuals, families, or organizations seeking psychoeducational assessment services. These cases often represent both a need that has not or cannot be met through other means (e.g., the individual does not qualify for services through existing mechanisms or the family cannot afford to pay the going rates for private services) and a training opportunity for students. Faculty attempt to assist all referred individuals regardless of the ability to pay. This may sometimes be accomplished by having students provide no-fee assessment services under faculty supervision in one of the assessment courses. Other assessments may be provided at a reduced rate by interested second and third year students working under faculty supervision. In all instances, the person conducting the assessment must be a current student in the program and the faculty member providing the supervision must be appropriately credentialed for such practice.

Once students graduate, any professional services provided are no longer considered part of their training or the responsibility of Winthrop University and its School Psychology Program. Program graduates must comply with all relevant credentialing requirements for the work they are doing. If accepting fees from individual parties, this typically means that they must possess, or be supervised by a

professional who possesses, a license as a Psychologist or (in SC) Psycho-educational Specialist. If graduates seek faculty supervision for such work both parties do so as individual professionals, not program students or representatives.

Liability Insurance for Trainees and Interns

All trainees and interns are required to have $1,000,000 in student liability insurance. Such insurance is available at very reasonable member rates through NASP. While legal action against a trainee or intern is unlikely because of frequency and intensity of supervision, such insurance coverage is inexpensive, will protect the student from professional liability claims which arise, and is required as part of our contracts with field sites. Liability insurance information is available through the NASP web site https://www.nasponline.org/membership-and-community/professional-liability-insurance Most students purchase the Student Educator Professional Liability plan through Forrest T. Jones, which costs about $25 per year. Rising second-year students should apply for liability insurance in the early summer prior to the start of traineeship to assure adequate time for the application to be processed. Rising third-year students should renew their policies. *Second and third-year students should provide the program director with a copy of the "Certificate of Insurance" cover page prior to starting traineeship or internship.*

Professional Credentials and Employment

State Certification for Practice in the Schools

State departments of education or a similar agency associated with the state department of education typically regulate the practice of school psychology in public schools and issue a credential (usually called a "certificate") for such practice. Exceptions are in states such as Texas and Maine, where the state board of psychology issues the credential for the practice of psychology in the schools.

Some states, including SC require school psychology interns to have a provisional or temporary certificate in order to complete an internship in the schools. Winthrop students must apply for a provisional certificate, which includes submitting an application, criminal background check fingerprint card, transcripts of all graduate work, and letter of verification and recommendation from the program director. The application is typically completed in May of the second year to allow enough time for it to be processed by the start of the internship in August.

At Winthrop, the Richard W. Riley College of Education Office of Student Academic Services processes applications for state departments of education (or similar agency) credentials. *This is the only Winthrop office authorized to verify completion of an approved teacher education certification program (including school psychology). It will thus waste time to send any such forms to the Psychology Department*.

The fact that Winthrop school psychology students have already obtained a *provisional* certificate in order to complete their internship makes the process of applying for a full South Carolina certificate much easier once students complete the program. It also tends to facilitate the process of applying in other states, if for no other reason than familiarity with the process. The first step in the process of applying for a state certificate are to have a copy of your final Winthrop transcript (showing completion of the specialist degree) sent to Ms. Johanna Harris in the College of Education Office of Student Services, and then follow up to let her know which state(s) you wish to apply in. The office keeps applications for SC

and NC. You will need to obtain application forms for other states to which you want to apply. It will also be necessary to have ETS send a Praxis score report to any state that requires it.

If you are seeking credit for prior teaching or school psychology experience (including the internship) you will need to complete a separate form available from most state departments of education specifically for that purpose. Some states also grant credit for prior work done in human service or mental health agencies. Additional credit granted on the certificate usually translates to higher starting salary, so it is in the applicant's best interest to document prior experience. The best time to do this when you first apply for a certificate, but not doing so doesn't prevent you from applying for such experience credit later. A representative of the district or agency in which you completed the work usually signs the documentation form, although in the case of internships the program director's signature may be acceptable. In other words, neither the verification of program completion nor the verification of prior experience form is signed by any faculty in the school psychology program.

Richard W. Riley College of Education Office of Student Services Contact Information:

Office of Student Services
144 Withers
(803) 323-4750

Links to the certification requirements for 50 states may be found at:
https://www.nasponline.org/standards-and-certification/school-psychology-credentialing-resources

To obtain the school psychologist regulations for a particular state, use the link above to find the state regulations and then search for "school psychologist" by using the table of contents or the site's search engine.

It is worth noting that employers (e.g., school districts) will offer out-of-state applicants positions based on the assumption that they will qualify for a state credential. In such cases, the professional may be given a certain period of time in which to obtain the needed credential. Sometimes, school districts will assist those they have hired obtain the necessary certificate or license.

Nearly all states now recognize and certify graduates of NASP approved or CAEP nationally recognized programs (CAEP grants national recognition to programs in CAEP-accredited institutions that are approved by NASP). About 31 states recognize the NCSP (see below), and a few *require* NCSP or graduation from a NASP approved program or the equivalent.

The Praxis Exam in School Psychology administered by Educational Testing Service (ETS) is the most common test required for school psychology certification. The test was revised and "re-calibrated" in 2015. The previous pass score for national certification was 165. It is now **147**. The program's pass rate for the test is nearly 100% since the exam was first implemented in 1988.

A few states (e.g., Illinois) have their own test, which may be waived for those who have graduated from a NASP approved program or who hold the NCSP. Some states have no exam requirement.

National Certification

National certification serves to signify that the quality of the professional's preparation, and the outcome of that preparation in terms of knowledge and skills relative to national standards. National certification may also facilitate getting a state credential. In a few states and school districts, it may also be linked to a higher salary or bonus. It tends to be easier to gather the documentation needed to apply for national certification immediately upon completion of a program, especially if the program requires that students take the Praxis in School Psychology as a program requirement.

The Nationally Certified School Psychologist credential, or *NCSP* is administered by NASP. It requires completion of a NASP approved program or the equivalent, completion of an internship consistent with NASP standards, and a passing score on the Praxis Exam in School Psychology. Graduates of programs not approved by NASP are eligible to apply, but must document more of their preparation and submit a portfolio demonstrating that they have attained the knowledge and skills represented in the NASP *Domains of School Psychology Training and Practice*. Graduates of NASP approved programs submit less documentation and do not have to submit a portfolio because NASP training standards require that approved programs have processes in place to assess the performance of their students.

The application for the Nationally Certified School Psychologist (NCSP) credential is available on-line at http://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp Be sure you complete the form for *graduates of approved programs*.

Graduates should apply for national certification after they have applied for a state credential. However*, it is strongly recommended that you complete two parts of that application immediately upon your completion of the program*:

- Verification of Completion of School Psychology Program Form (to be signed by the program director)

- Internship Verification Form(s) (to be signed by both your faculty and field-based supervisor)

If you have not already done so, you will also have to have your Praxis scores sent to NASP.

Licensure for Independent Practice

The independent practice of psychology or school psychology (e.g., accepting payment from private parties or, in some states, from organizations in which you are not an employee,) requires a license for independent practice. Requirements for such licenses vary from state to state, although the American Psychological Association (APA) has created a "model licensure act" that it promulgates with the Association of State and Provincial Psychology Boards (ASPPB) and with individual states. The ASPPB web site (http://www.asppb.net/?) is a good source of information on state licensure requirements for psychologists. Another good information source for psychology laws, application materials, and contact information for state psychology boards is: http://kspope.com/licensing/index.php.

About one-half of all states require a doctorate in psychology for licensure as a psychologist. In those states, professionals with less than a doctorate may be able to practice under the supervision of a doctoral level licensed psychologist. In the remaining states a license is available at the masters or specialist level. About 10 states (e.g., South Carolina, Wisconsin, West Virginia, and Florida) have a license available specifically for masters or specialist level school psychologists. These licenses have

different names in different states (e.g., in SC, it is called "Licensed Psychoeducational Specialist" or LPES). Information on such licenses may be obtained through the particular states licensing boards (usually regulated by an oversight agency) or through Google by using the title of the license and the state.

State boards of psychology or psychological examiners usually oversee the licensure process for psychologists. A separate board usually handles the licensure process for such related professionals as counselors, marriage and family therapists, and psychoeducational specialists. (e.g., SC).

The most commonly required test for a psychology license is the Examination for the Professional Practice of Psychology (EPPP), a multiple choice test covering foundations of psychology (developmental; learning; etc), ethics and professional issues, and applications of psychology. Other tests (e.g., the Praxis in School Psychology or a state exam) may be required for school psychologists seeking licensure. Individual states/licensing boards set pass scores for any exam that is required. An oral exam may also be required.

A minimum period of supervised practice is another common requirement for a license. For example, in SC both the LPES and Licensed Psychologist credentials require two years of supervised experience. The supervision must be well documented, and may require the person to enter into a formal arrangement to receive supervision (which in turn may require the candidate to pay a supervision fee that can run as high as what is charged for therapy or similar services).

Exam Preparation

The Educational Testing Service (ETS) (www.ets.org) provides content outlines, sample questions with rationales for the best answers, and test-taking strategies for the Praxis. Other useful resources may be found at:

https://www.springerpub.com/the-school-psychologist-s-guide-for-the-praxis-exam-book-free-app-9780826135124.html

https://www.mometrix.com/academy/praxis-ii/psychologist/

https://www.appannie.com/en/apps/ios/app/school-psychology-licensure-exam-qa-review-for-praxistm-test/

Most Winthrop students take the Praxis exam in July prior to their internship year as this affords the opportunity to use the summer to prepare, but they have until the spring of their last year to submit their scores to the program director in order to fulfill the requirement for the program and for PSYC 625. When signing up for the exam, be sure to list Winthrop as a score recipient, along with NASP (if you intend to apply for national certification), and any state where you intend to apply for certification (assuming the state requires the Praxis).

Many resources for preparing for the EPPP exam may be found online. Some preparation packages are quite expensive ($600-$700). The School Psychology Program often has materials that have been donated by graduates for use by alumni preparing for the exam. Some graduates have found the following flashcards to be helpful, although a more in-depth review system might be beneficial, especially if your undergraduate degree was not in psychology.

Two other good sources of information for the EPPP are general psychology textbooks and the APA ethical standards.

Maintaining Your School Psychology Credential

Continuing professional development (CPD) is critical to your professional growth and effectiveness, and is required for the great majority of professional certificates and licenses.

The NCSP credential must be renewed every three years, and requires 75 hours of CPD. Beginning in January 2009 to maintain your NCSP credential, you must attest to the completion of 3 hours of professional development in ethics or professional practices. As of January 2010 renewal of your NCSPs requires that 10 of your continuing professional development credits be obtained through a NASP- or APA-Approved Provider. NASP-approved school psychology programs are approved providers for purposes of CPD.

For more information on the CPD requirements for NCSP, see:
http://www.nasponline.org/standards-and-certification/national-certification/ncsp-renewal

Each state department of education or licensure board sets its own credential renewal period and CPD requirements. The SC Department of Education, for example requires that certificates be renewed every five years and that individuals complete at least 6 graduate credit hours or 90 CPD hours over that period.

It is important that you document CPD for purposes of renewing your credentials. If you take courses/workshops for graduate credit through a university, then your transcript will serve to document your CPD hours. If you take courses/workshops from an "approved provider," some form of documentation of completion (a certificate) will usually be given. Or you may use forms provided by the CPD provider or the credentialing body (e.g., NASP) to document CPD activities. In addition to formal CPD activities, many credentialing bodies allow a certain amount of "individually directed" CPD, such as reading books or other materials on a given topic. Preparation of new courses or workshops for others, and supervision of interns are other examples of CPD that are accepted by some credentialing bodies.

If you have more than one credential, each with its own renewal period, it is usually best to keep a file with a list of completed activities and/or copies of documentation for each credential and renewal period. Some credentialing bodies require submission of all documentation for each renewal period. Others (e.g., NASP; SC Board of Psychology) require those renewing credentials to simply *list* activities and hours, and then randomly select a certain percentage of people who are asked to submit complete documentation on the activities they have listed.

Post-Graduation Opportunities

The Winthrop School Psychology Program has an outstanding record of employment among program graduates. Almost all graduates seeking employment in the field over the past twenty-five years have obtained full-time positions as school psychologists or psychologists within three months of graduation. Although the majority of graduates work in the public schools, alumni of the program have

also obtained positions in hospital, mental health, rehabilitation, and disability service settings. The first employment settings for recent graduates are listed in Appendix N.

Approximately one in ten alumni pursue doctoral studies after graduation. Over 90% of those pursuing doctoral studies have gained admission into a program. Some doctoral programs attended by alumni include UNC-Chapel Hill, University of South Carolina, North Carolina State, Virginia Tech, Mississippi State, Indiana University of Pennsylvania, the University of Nebraska, and the University of South Florida.

Winthrop's Career Services Center provides assistance with resume writing and sponsors an annual education fair at Winthrop where school districts from throughout the region come to seek potential employees. The School Psychology Program maintains a bulletin board in the department where openings for School Psychologists are posted. Additionally, the program maintains a directory of alumni that may be helpful in searching for a position.

Program Resources/Facilities

A variety of resources are available in the Department of Psychology for students in the School Psychology Program.

Computers and Software

Graduate students have access to two desktop computers in the Graduate Student Office in Kinard 114, which are loaded with scoring programs for many tests used by trainees and interns, and also have access to computers in the department conference room, and to a few laptops that may be used for behavioral assessment and special projects.

The Program maintains a variety of computer software for conducting behavioral assessments, scoring tests and other measures, and performing other functions related to school psychology. Use of such software is addressed in relevant courses and is a necessity for traineeship and internship. Additionally, graduate assistants/students may participate in training on computer software and hardware provided to University employees through the Teaching and Learning Center (TLC).

Access to a personal computer is a necessity for your work as a student and school psychologist. The school psychology program includes components that address the use of computer technology for such tasks as report writing, computer scoring/analysis of psychological and educational tests, digital slide presentations, computer assisted observations, internet searches, statistical analysis, behavior observation/recording, and psychoeducational interventions.

E-mail Accounts

Graduate students may obtain a university e-mail account via the Winthrop web site or by going to Computer Operations at the back of McBryde Hall (facing the Campus Center). Bring your Winthrop ID with you. *If you want to maintain an existing address but receive emails from Winthrop instructors using class list-serves, you should establish a Winthrop account and then set it up to forward your mail to your preferred address.*

Faculty e-mail addresses consist of their last names and first initials (e.g., "prusj") followed by "@winthrop.edu".

Program Website

The School Psychology Program website can be found at
http://www.winthrop.edu/schoolpsychology/ The website includes a variety of program information. The S.P. Toolkit button on the website includes links to school psychology resources, including links to credentialing sites. The School Psychology Program Dropbox folder, which students are invited to join, includes the program handbook, forms for traineeship and internship, and other resources.

School Psychology Resource Center

The School Psychology Program maintains a variety of assessment instruments, resources useful for direct and indirect intervention planning, books, and electronic equipment such as digital video recorders. A department graduate assistant maintains regular hours during which materials may be checked out. Some reference materials and instruments are restricted to use only in the department.

Materials for Assessment

Assessment kits and materials required for course-related psychological assessment are provided by the program and must be checked out from the instructor responsible for the course in which the test is used, or from the graduate assistant assigned to the resource center. It is the responsibility of each graduate student to insure that these materials are checked back in when no longer needed. Students will be charged for permanent materials that are damaged, lost, or not returned by the deadline, and course credit will be delayed until materials are returned or the department receives compensation. *The loss of a test kit or manual can be a serious ethical issue as well as a budgetary concern because school psychologists are ethically bound to insure test security.*

Faculty

School Psychology Program faculty are all credentialed school psychologists with primary doctoral training and successful field experience in school psychology. Program faculty are active in school psychology at the local, state, and national levels. Particular attention has been paid to recruiting faculty with diverse characteristics, backgrounds, experience, and expertise who view teaching and supervision as their primary roles as graduate faculty members. A brief summary of each school psychology core faculty member's background and interests is contained in **Appendix E**.

Internship field supervisors are all certified school psychologists and/or are appropriately certified or licensed as psychologists for the setting in which they work. Some hold adjunct appointments in the department.

Degrees and specializations/interests of all department faculty are listed in **Appendix F**. Students with a professional or research interest in a special area are encouraged to seek out any faculty member having a similar interest.

Appendix A
Required Course Descriptions/Format/Assessment Components

Course #/ Title	NASP Domain	Program Objectives	Key Competencies	Format	Key Assessments
PSYC 506 Psychological Measurements	2.1, 2.9	1,4	-Knowledge of test & measurement theory -Test reliability, validity, practicality & fairness =Application of psychological and educational measures -Ethical & legal issues	-Lecture/discussion -Demonstrations	-Written exams -Elective activities -Standardized test review and presentations
PSYC 512 Exceptional Child	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10	1, 2	-Knowledge of cognitive, behavioral/emotional, and physical disabilities, and of associated regulations, services, interventions, curriculum, and family issues	-Lecture/discussion -Applied assignments	-Midterm & final exams -Graduate case study -Field experience reports -Reflection Papers
PSYC 510 Behavior Analysis and Behavior Change	2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9	1, 3, 4, 5, 7	-Knowledge of the principles and ethics of behavior change -Ability to analyze antecedents, behavior, and consequences and design behavioral interventions	-Lecture/discussion -Demonstrations	-Written exams -Behavior change project
PSYC 601 Psychopathology of Childhood and Adolescence	2.1, 2.2, 2.4, 2.6, 2.8	1, 4, 5,7	-Knowledge of cognitive, physical, behavioral/emotional and developmental disorders, and of etiology, identification, assessment, and interventions to include collaboration with community providers	-Lecture/discussion -Presentation	-Written exams -Case studies -Research project and presentation -Reflection paper
PSYC 603 Therapeutic Psychology: Techniques of Counseling and Psychotherapy	2.4, 2.6 2.7	1, 5	-Knowledge of intervention theory, analysis of advantages-disadvantages of various approaches, principles of application in education and other settings	-Lecture/discussion -Demonstrations/simulations -Applied experience under supervision	-Written exams -Presentations -Written reports -Observations -Videotapes
PSYC 604 Advanced Human Development	2.3, 2.4, 2.5, 2.6, 2.7, 2.8	1	-Knowledge of current human development theories, milestones, and relevant empirical evidence -Knowledge of social, biological, cultural, and familial contextual influences on human physical, motor, perceptual, cognitive, and social-emotional development	-Lecture/discussion -Reading responses -Theory and context presentations	-Journal responses -Policy paper and presentation -Developmental assessment
PSYC 606 Behavior Analysis and Intervention	2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9	1, 3, 4, 5, 7	-Knowledge of applied behavioral analysis principals and procedures. -Ability to design, implement, and evaluate behavioral interventions.	-Lecture/discussion -Applied experience under supervision	-Written exam -Behavior analysis and intervention projects and case reports
PSYC 607 rriculum-based Assessment and Academic Interventions	2.1, 2.3, 2.5, 2.6	4, 5	-Knowledge of curriculum-based assessment and intervention procedures -Ability to design, implement, and evaluate curriculum-based projects	-Lecture/discussion -Applied experience under supervision	-Written exams -Written reports -Videotapes

Course #/ Title	NASP Domain	Program Objectives	Competencies	Format	Assessment Requirements/Methods
PSYC 608 Psychological Assessment for Intervention I	2.1, 2.3, 2.4, 2.8 2.10	3, 4, 7	-Knowledge of measurement theory/practice and of diverse assessment models and methods -Ability to plan, conduct, and report psychoeducational assessment and use results to plan interventions	-Lecture/discussion -Demonstration/simulation -Applied experience under supervision	-Written exams -Videotapes -Observations -Assessment/intervention case reports
PSYC 609 Psychological Assessment for Intervention II	2.1, 2.3, 2.4, 2.10	4, 5, 7	-Knowledge of diverse models/methods of assessment -Ability to plan, conduct, and report psychoeducational assessment and use results to plan interventions	-Lecture/discussion -Demonstration/simulation -Applied experience under supervision	-Video-tape reviews -Case presentations -Assessment/intervention case reports
PSYC 611 Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools	2.4, 2.6, 2.7	5, 7	-Knowledge of counseling/therapeutic interventions -Ability to plan, implement, and evaluate counseling/therapeutic interventions and mental health services, including crisis intervention	-Lecture/discussion -Demonstration/simulation -Applied experience under supervision	-Observations -Audio tapes -Counseling summary reports -Therapeutic plan with goals -Written exam
PSYC 612 Psychological Assessment for Intervention III	2.1, 2.2, 2.3, 2.4, 2.5, 2.10	4, 5, 7	-Knowledge of cognitive, developmental and behavioral assessment methods for diverse populations, including ESL students; children with autism; visually and hearing impaired children; severely/profoundly disabled; gifted students; and infants/preschoolers. -Ability to plan, conduct, and report assessments and use results for planning cognitive, social, and developmental interventions	-Lecture/discussion -Demonstration/simulation -Applied experience under supervision	-Review of videotaped administrations of two assessment batteries and corresponding scored test protocols -Review of written assessment/intervention reports -Review of written report and test protocols for specialty area case.
PSYC 613 Advanced Statistics and Data Analysis	2.1, 2.9	6	-Knowledge of univariate and multivariate statistics applicable to research and evaluation -Ability to conduct, interpret, and critique statistical analyses	-Lecture/discussion -Lab assignments -Presentation	-Written exams -Competency assignments -School data analysis project
PSYC 614 Research Methods and Application	2.1, 2.9	6	-Knowledge of research and evaluation designs and methods -Ability to read, evaluate, conduct, and report research and evaluation studies -Ability to plan a program evaluation -Ability to write a research or program grant proposal	-Lecture/discussion -Presentations -Applied assignments	-Research article review -Written survey -Presentation of method to assess P-12 positive impact -Grant proposal -Written exam

Course #/ Title	NASP Domain	Program Objectives	Competencies	Format	Assessment Requirements/Methods
PSYC 615 Seminar in Professional School Psychology	2.2, 2.4, 2.5, 2.6, 2.10,	1, 2, 3	-Knowledge of school psychology professional issues, roles, and functions -Knowledge of relevant legal regulations and ethical principles -Knowledge of history and foundations of school psychology	-Lecture/discussion -Presentations -Site visits to schools and agencies	-Written exams -Presentations -Papers -Field-based observation reports
PSYC 618 Consultation and Indirect Services	2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10	2, 5, 7	-Knowledge of models and principles of consultation and other indirect intervention services -Ability to provide consultation and other indirect services to families and schools	-Lecture/discussion -Simulations/Role-play -Applied experience under supervision	-Written exams -Competency assignments and observations -Oral discussions
PSYC 619 Contemporary Issues in Family Diversity & Schools	2.2, 2.5, 2.6, 2.7, 2.8	5	- Knowledge of theories and research related to family systems, strengths, needs and culture -Knowledge of different family systems, and of their cultural, ethnic, socioeconomic, and structural diversity - Skills to design, implement and evaluate school psychological services that facilitate family-school partnerships that enhance academic and social- behavioral outcomes for all children	-Lecture/discussion -Exercises -Videos/Films	-Written exams -Presentations -Projects
PSYC 625 Advanced Seminar in School Psychology	2.1, 2.5, 2.6, 2.7, 2.10	2, 3, 4, 5	-Advanced knowledge of recent research, legal and ethical issues, and service delivery issues -Ability to integrate and apply knowledge and skills -Professional development	-Presentations -Crisis prevention and intervention workshop	-Case presentations -Professional development project -Submission of School Psych Praxis Exam results
PSYC 620-621 Traineeship in School Psych I & II	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10	1 – 7	-Ability to perform assessment; behavior analysis and intervention; consultation; counseling and other mental health services; and other direct and indirect school psychology services	450 clock hours of field experience in schools under joint faculty/field supervision	-Written reports -Audio/videotapes -Faculty and field supervisor performance appraisals (One each per semester) -Mini portfolio of cases evaluated by third year interns
PSYC 651-654 Internship in School Psych I- IV	All	1 – 7	-Ability to provide a full range of SP services to students, teachers, families, and others, including assessment; behavior analysis and intervention; consultation; counseling and other mental health services; and other direct and indirect services.	1200 clock hours of field experience in schools and other settings (at least 600 hours in schools) under joint faculty/field supervision	-Written reports -Field supervisor performance appraisals (2) -Portfolio of cases evaluated by faculty

APPENDIX B

NASP Domains/Course Matrix

Domains of Professional Practice	PSYC 506	PSYC 512	PSYC 510	PSYC 601	PSYC 603	PSYC 604	PSYC 606	PSYC 607	PSYC 608	PSYC 609	PSYC 611
2.1 Data-Based Decision-Making	X		X				X	X	X	X	
2.2 Consultation and Collaboration			X				X		X	X	
2.3 Academic Interventions and Instructional Supports		X						X	X	X	
2.4 Mental and Behavioral Health Services and Interventions		X	X	X	X	X	X		X	X	X
2.5 School-Wide Practices to Promote Learning		X	X	X		X	X	X	X		
2.6 Services to Promote Safe and Supportive Schools		X		X	X	X		X	X	X	X
2.7 Family, School, and Community Collaboration			X	X	X	X	X				X
2.8 Equitable Practices for Diverse Student Populations		X	X			X	X				
2.9 Research and Evidence-Based Practice			X				X				
2.10 Legal, Ethical, and Professional Practice	X	X	X							X	

Domains of Professional Practice	PSYC 612	PSYC 613	PSYC 614	PSYC 615	PSYC 618	PSYC 619	PSYC 625	PSYC 620-621	PSYC 651-654
2.1 Data-Based Decision-Making	X	X	X		X		X	X	X
2.2 Consultation and Collaboration				X	X	X		X	X
2.3 Academic Interventions and Instructional Supports	X				X			X	X
2.4 Mental and Behavioral Health Services and Interventions	X			X	X			X	X
2.5 School-Wide Practices to Promote Learning				X	X	X	X	X	X
2.6 **Services to Promote Safe and Supportive Schools**				X		X	X	X	X
2.7 Family, School, and Community Collaboration					X	X	X	X	X
2.8 Equitable Practices for Diverse Student Populations						X	X	X	X
2.9 Research and Evidence-Based Practice		X	X						X
2.10 Legal, Ethical, and Professional Practice				X	X		X	X	X

APPENDIX C

WINTHROP INTERNSHIP ACTIVITIES SUMMARY

PSYC 651-654	School Psychology Internship I-IV (1200 clock hours)	Minimum Requirement
1.	Individual Assessment and Intervention Planning (Psychoeducational Assessment)	• 8 assessment cases per semester. See Psyc 651-654 syllabus for specific case requirements regarding grade levels and types of problems.
2.	Behavior Assessment and Intervention	• Social/emotional Tier I screening for a grade level or school. • Tier I project developing, implementing, and evaluating a classroom behavioral change AND a social/emotional learning component. • 2 Behavioral intervention Tier II groups (one each semester). • Using problem solving methods to develop interventions for 2 individual students at the Tier III level. • Conduct one comprehensive ADHD evaluation and consult re treatment plan.
3.	Academic Assessment and Intervention	• Year long 3-tier academic problem-solving intervention project for reading, writing, or math skills with an entire class.
4.	Counseling and Individual Mental Health Services	• Provide individual counseling services to two students and at least one group
5.	Consultation and Indirect Services	• See sections 1, 2, 3, and 4 above for specific activities providing experience in this area.
6.	Screening, Prevention and Early Intervention	• Consultation with teachers, parents, and pre-referral committees regarding students in regular education
7.	Follow-ups with Former Clients	• Monitor and evaluate prior recommendations and interventions with at least 3 former clients.
8.	Home-School Collaboration	• Various activities, see syllabus for Psyc 651-654.
9.	Career-Long Professional Development	• Participate in at least two CPD activities one of which must be sponsored by a school psychology professional association.
10.	Research, Program Planning and Evaluation	• Plan a 2-semester project; a proposal is due at the end of fall semester. See various activities in syllabus for Psyc 651-654.

11.	Supervision	• Meet with field supervisors at least two hours per week. • Meet with faculty supervisors at least one hour per week.

Interns will perform a far greater range and quantity of service consistent with the needs of the field site than is represented above, although all activities must be consistent with NASP training standards and ethics. However, some flexibility in these requirements is allowed due to field site or individual needs. For example, some activities required for one semester may be exchanged with some of those for the other semester with the approval of the field site and faculty supervisor. Some activities may be adjusted to fit field site, intern and client needs. However, the completion of these minimum Winthrop requirements is necessary to ensure the attainment of a range of skills needed for effective practice. ***In addition to the minimum requirements, it is expected that interns will perform a reasonable amount of other school psychology activities as determined by their field site supervisors.***

Services are to be provided to individuals and families with diverse characteristics and needs, and to students with a diverse range of abilities and disabilities. At least 600 hours of service provision must be in a school setting. At least two hours per week of supervision must be provided by a credentialed school psychologist who supervises no more than 2 interns. Each intern is also assigned a faculty supervisor, who meets weekly with the intern and communicates regularly with the field site to assure a collaborative training experience.

Note that for PSYC 651-654, at least one assessment for intervention case must be from each level (preschool, elementary, middle, and high school). Additionally, at least one case must focus on a low incidence disability, and at least one must be a case in which linguistic/cultural factors are a primary issue.

APPENDIX D
Winthrop University
College of Arts & Sciences
Master of Science in School Psychology
Program of Studies

Name: _____ _____
   Last   *First*   *Middle*   *Winthrop Student Number*

Current Address: _____
   Street   *City*   *State*   *Zip*

I submit below my Program of Studies for the degree of **Master of Science in School Psychology**, according to the requirements of Graduate Bulletin _____. I anticipate graduation on _____.

Master of Science Degree in School Psychology- Program of Studies				
Course	**Title**	**Credit Hours**	**Date Completed**	**Grade**
PSYC 506	Psychological Measurements	3		
PSYC 512	The Exceptional Child	3		
PSYC 510	Behavior Analysis and Behavior Change	3		
PSYC 604	Advanced Human Development	3		
PSYC 606	Applied Behavior Analysis & Intervention	3		
PSYC 607	Curriculum-Based Assessment & Academic Interventions	3		
PSYC 608	Psychological Assessment for Intervention I	3		
PSYC 615	Seminar in Professional School Psychology	3		
PSYC 618	Consultation & Indirect Services	3		
PSYC 620	School Psychology Traineeship I	3		
PSYC 621	School Psychology Traineeship II	3		
PSYC 601	Psychopathology of Childhood and Adolescence	3		
	Transfer Courses (if any):			
TOTAL		**36**		

Approval Recommended

_____
Advisor   *Date*

_____
Department Chair   *Date*

_____
Records and Registration   *Date*

_____
Signature of Student   *Date*

_____
Graduate Director, College of Arts & Sciences   *Date*

_____

Winthrop University
College of Arts & Sciences
Specialist Degree in School Psychology
Program of Studies

Name: _____ _____
　　　　　　　　　Last　　　　　　*First*　　　*Middle*　　　*Social Security or Student Number*

Current Address: _____
　　　　　　　　　　　　　Street　　　　　　*City*　　　　　　*State*　　　*Zip*

I submit below my Program of Studies for the **Specialist Degree in School Psychology**, according to the requirements of Graduate Bulletin _____. I anticipate graduation on _____.

Specialist in School Psychology Degree- Program of Studies				
Course	**Title**	**Credit Hours**	**Date Completed**	**Grade**
PSYC 603	Therapeutic Psych: Techniques for Counseling & Psychotherapy	3		
PSYC 609	Psychological Assessment for Intervention II	3		
PSYC 611	Adv. Therapeutic Psychology: Techniques for Mental Health Services in Schools	3		
PSYC 612	Techniques of Psychological Evaluation III	3		
PSYC 613	Advanced Statistics and Data Analysis	3		
PSYC 614	Research Methodology and Applications	3		
PSYC 625	Advanced Seminar in School Psychology	3		
PSYC 651	School Psychology Internship I	3		
PSYC 652	School Psychology Internship II	3		
PSYC 653	School Psychology Internship III	3		
PSYC 654	School Psychology Internship IV	3		
PSYC 619	Contemporary Issues in Family Diversity & Schools	3		
	Transfer Courses (if any)			
Total Semester Hours beyond the MS		**36**		

Approval Recommended

_____　　　_____
Advisor　　　　　　　　　　　　*Date*　　　　*Signature of Student*　　　　　　　*Date*

_____　　　_____
Department Chair　　　　　　　*Date*　　　　*Graduate Director, College of Arts & Sciences*　　*Date*

_____
Records and Registration　　　　*Date*

APPENDIX E

School Psychology Program Core Faculty
Background/Credentials/Interests

Giancarlo Anselmo
Born in Detroit, Michigan.

Academic Background:
B.S., Psychology, Eastern Michigan University, (Ypsilanti, MI), 2001
M.S., S.S.P, School Psychology, Winthrop University (Rock Hill, SC), 2004
Ed.D., School Psychology, Indiana University of Pennsylvania (Indiana, PA), 2014

Professional Background and Experience:
-School Psychologist for 15 years working with populations from preschool to secondary aged students
(Cleveland County Schools, NC)
-Coordinator of the Response to Intervention program
-Program coordinator for the Multi-Tiered Systems of Support framework
-Educational consultant to the North Carolina Department of Public Instruction on the identification of
 Specific Learning Disabilities
-Educational consultant to school districts on reading and the use of curriculum-based measurement for
    progress monitoring

Certifications/Licensures:
-Certified School Psychologists III (SC and NC)
-Licensed Psychoeducational Specialist (SC)
-Nationally Certified School Psychologist

Professional Association Memberships /Leadership Positions:
-National Association of School Psychologists
-South Carolina Association of School Psychologists
-North Carolina School Psychology Association

Professional Interests:
- Curriculum-Based Measurement
- Reading/math instruction and progress monitoring
- Reliability and validity of progress monitoring measures
- Social/Emotional risk screening and intervention procedures
- Role and function of school psychologists within the schools

Graduate and Undergraduate Courses Typically Taught/Supervised:

PSYC 314	Theories of Personality
PSYC 506*	Psychological Measurements
PSYC 601	Psychopathology of Childhood and Adolescence
PSYC 607*	Curriculum-Based Assessment & Academic Interventions
PSYC 625*	Advanced Seminar in School Psychology
PSYC 620-621*	School Psychology Traineeship I & II
PSYC 651-654 *	School Psychology Internship

*Current courses taught or supervised

Karen Monahan
Grew up in Fairport. NY (suburb of Rochester, NY)

Academic Background:
Ph.D., School Psychology, University of Maryland, College Park, 2006
M.A./CAGS, School Psychology, University of Maryland, College Park, 2004
B.S., Psychology, State University of New York, Geneseo, 2001

Professional Background and Experience:
- School Psychologist for 5 years (Fort Mill Schools) with preschool-21 years of age experience
- Coordinator of Psychological Services for 10 years (Fort Mill Schools, SC) – led district efforts related to evaluations and eligibility for special services, crisis response, risk assessments (suicide, threat assessment, self-injury), social-emotional learning, and multi-tiered systems of support
- Consultant/Trainer for the South Carolina Department of Education for Be
- havioral Threat Assessment and Management (BTAM)
- Consultant/Trainer for school districts on crisis response, risk assessments, social emotional learning, social-emotional behavioral screening and interventions, and mental health services in schools

Certifications/Licensures:
- Certified School Psychologist III (SC)
- Licensed Psychoeducational Specialist (SC)
- Nationally Certified School Psychologist
- PREPaRE Workshop 2 Trainer: Crisis Intervention and Recovery (NASP)
- Behavioral Threat Assessment and Management Trainer (SC Department of Education)

Professional Association Memberships /Leadership Positions:
- South Carolina Association of School Psychologists
  - Board Member/Advocacy Committee Co-Chair (current)
- National Association of School Psychologists
  - Graduate Education Committee, Practica/Internship Team Co-Leader (current)
  - Early Career Committee C-Chair (previous)
  - Student Development Co-Chair (previous)
- American Psychological Association

Professional Interests:
- Social-emotional/behavioral screening and evidence-based interventions
- Diagnostic evaluations and eligibility for special services in school settings
- Crisis preparedness and response in schools
- Behavioral threat assessment and management
- Suicide intervention and post-vention
- Professional issues in the field of school psychology

Graduate Courses Taught/Supervised:

PSYC 601	Psychopathology of Childhood and Adolescence
PSYC 606	Applied Behavior Analysis and Intervention
PSYC 614	Research Methods and Application
PSYC 625	Seminar in School Psychology: Legal, Ethical and Professional Issues
PSYC 620-621	School Psychology Traineeship I & II
PSYC 651-654	School Psychology Internship

Elizabeth Yegge
Raised in Bettendorf, Iowa

Academic Background:
B.S., Psychology, Augustana College, (Rock Island, IL)
M.S., S.S.P, School Psychology, Winthrop University (Rock Hill, SC), 2013

Professional Background and Experience:
-Mrs. Yegge has been a practicing school psychologist since 2013 and has worked in Lancaster County, Union County, and Charlotte Mecklenburg County.
-She is currently a part-time school psychologist in CMS and enjoys working at the high school level.

Certifications/Licensures:
-Certified School Psychologists SC and NC
-Licensed Psychoeducational Specialist (SC)

Professional Interests:
-Psychoeducational assessment
-School based mental health service
-Counseling services

Graduate and Undergraduate Courses Typically Taught/Supervised:

PSYC 603	Therapeutic Psych: Techniques for Counseling & Psychotherapy
PSYC 606	Applied Behavior Analysis & Intervention
PSYC 608	Psychological Assessment for Intervention I
PSYC 609	Psychological Assessment for Intervention II
PSYC 620-621	School Psychology Traineeship I & II
PSYC 651-654	School Psychology Internship

APPENDIX F

Winthrop Psychology Department
Full-Time Faculty Terminal Degrees and Areas of Specialization/Interest

Name	Degree and Area of Specialization/Interest
Giancarlo Anselmo	Ed.D. Indiana University of Pennsylvania. Specializations: School psychology, reading/math instruction and progress monitoring, social/emotional risk screening and intervention procedures
Tara Collins	Ph.D., University of Kansas. Specializations: Social psychology, experimental psychology, interpersonal relationships
Cheryl Fortner-Wood	Ph.D., Purdue University. Specializations: Child development and family studies, early childhood care and education, parent-child relations, social support. Children and families
Matthew Hayes	Ph.D., Texas Tech University. Specializations: Experimental cognitive psychology
Mary McKemy	Ph.D., Memphis State University. Specializations: Counseling Psychology
Karen Monahan	Ph.D. University of Maryland. Specializations: Social-emotional/behavioral screening, crisis preparedness and response in schools, behavioral threat assessment and management, suicide intervention and postvention
Donna Nelson	Ph. D., University of Maryland. Specializations: Experimental social psychology; health psychology
Sarah Reiland	Ph.D., Eastern Michigan University. Specializations: Clinical psychology, post-traumatic stress disorder
Darren Ritzer	Ph.D., Virginia Tech University. Specializations: Industrial/organizational psychology; job stress
Jeff Sinn	Ph. D., Old Dominion University. Specializations: Industrial/organizational psychology; systems theory
Merry Sleigh	Ph.D., Virginia Tech University. Specializations: Developmental psychobiology; prenatal development
Elizabeth Yegge	S.S.P. Winthrop University. Specializations: Psychoeducational assessment, counseling and high school psychological service delivery
Kathleen West	Ph.D., Medical University of South Carolina. Specializations: Neuroscience

.

Appendix G
NASP *Domains of Training and Practice* Addressed in
Winthrop School Psychology Program Assessment System Components

NASP Domains of Professional Practice	Course-Embedded	Traineeship Evaluation	M.S. Comps	Internship Evaluation	Technology Assessment	Professional Work Characteristics Assessment	S.S.P. Portfolio Review/Orals	Praxis Exam
2.1 Data-Based Decision-Making	X	X	X	X			X	X
2.2 Consultation and Collaboration	X	X	X	X			X	X
2.3 Academic Interventions and Instructional Supports	X	X	X	X			X	X
2.4 Mental and Behavioral Health Services and Interventions	X	X	X	X			X	X
2.5 School-Wide Practices to Promote Learning	X	X	X	X		X	X	X
2.6 Services to Promote Safe and Supportive Schools	X	X	X	X			X	X
2.7 Family, School, and Community Collaboration	X	X	X	X				X
2.8 Equitable Practices for Diverse Student Populations	X	X	X	X			X	X
2.9 Research and Evidence-Based Practice	X			X				X
2.10 Legal, Ethical, and Professional Practice	X	X	X	X	X	X	X	X

APPENDIX H

Winthrop University School Psychology Program SSP Portfolio Case Study Scoring Rubric

Candidate _____   Faculty Reviewer _____ Date _____

Two faculty reviewers will review each portfolio component and rate the five required elements according to the following scale:

1 = Below Criterion: Candidate does not yet meet expectations for the specialist level of training or entry into the profession. Requires more practice and supervision.

2 = Meets Criterion: Candidate meets expectations for the specialist level of training and entry level competency in the profession.

3 = Exceeds Criterion: Candidate exceeds expectations for specialist level training and entry level competency in the profession.

Students will receive the higher of the two raters' scores for each component and must have an overall average of 2.0 or high to pass the SSP portfolio requirement. (Note: Reviewers may use .5 ratings, which extend the rating scale to 3.5.)

Mental Health Intervention Case Study ____ Individual ____ Group	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Case Study Rating
Presentation includes brief, clear, relevant background summary that enables faculty to understand the case.						
Referral concerns redefined in a specific and measurable manner.						
Case appropriate for a school-based mental health intervention and for the intern's level of training and experience.						
Multi-modal analysis used for assessment and goal setting at an early stage of the counseling process. Goal attainment scale developed for individuals.						
Assessment methods (e.g., RIOT components) utilized appropriately.						
Counseling goals are clearly defined and revised as necessary.						
Multi-modal intervention components utilized as appropriate,						
Parent and/or teachers involved as appropriate.					_____
Generalization of change to classroom and/or home addressed.						
Maintenance of change addressed.						
Progress notes and case summary available on request						
Progress monitoring and outcome data presented.						
Impact of intervention on the functioning of the student or group in school and/or at home documented using one or more of the required methods (e.g. PND, pre-post)						

Candidate responds appropriately to questions and comments about the case.						

Applied Behavior Analysis Case Study ____ Individual ____ Class ____ Grade ____ School Multi-tiered intervention? ___ yes ___ no	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Case Study Rating
The social behavior(s) addressed is appropriate for a school-based behavioral intervention and for the intern's level of training and experience.						
Systematic problem-solving techniques utilized. Data-based decision making is evident.						
Screening interviews, observations and other techniques result in referral concerns being redefined objectively, clearly, and completely.						
One to three specific target behaviors selected to address referral concerns						
Target behavior(s) objectively defined.						
Prior to implementing intervention, data collected on the target behavior(s) for a period of time adequate to get a stable baseline.						
Problem analysis includes a variety of procedures (e.g., RIOT) to consider relevant and alterable factors from curriculum, instruction, environment, as well as student domains.						____
Problem analysis results in a plausible hypothesis regarding the function(s) of the target behavior(s).						
Intervention components address the proposed function(s) in some way.						
Intervention components address setting events and antecedents.						
Intervention attempts to teach and promote replacement social behaviors.						
Intervention includes a variety of appropriate reinforcers for increasing or decreasing the frequency of replacement behaviors.						
Leaning reinforcement schedules and transitioning to natural and social reinforcement included.						
Acceptability of intervention to any consultees documented.						
Candidate provides direct and indirect services as appropriate.						

	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Case Study Rating
Ongoing data collection and revision of intervention are documented. Intervention is revised as necessary.						
Integrity of intervention is monitored.						
Case study report includes graphs of baseline, intervention and follow-up target behavior data.						
A summative evaluation discusses the impact of the intervention on student functioning at school and/or home using one of the recommended evaluation techniques (PND, VAD, etc.).						
Examples of any contracts, data forms, reinforcers, etc. included.						
Candidate responds appropriately to questions and comments about the case.						

Academic Problem Solving Case Study ____ Individual ____ Class Multi-tiered intervention? ___ yes ___ no	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Case Study Rating
Report includes an appropriately informative background section.						
Report documents that the intern formally and systematically provided consultative services at a student- or class-wide level.						
A systematic problem-solving model is utilized. Data-based decision making is evident.						
Consultee's commitment to developing an instructional improvement program is determined.						
Screening interviews and observations result in referral concerns being redefined objectively, clearly, completely and in the context of local norms.						
Data is collected for the academic target behavior(s) or available data is utilized to facilitate problem identification and analysis.						____
Problem identification and analysis includes a variety of procedures to consider relevant and alterable factors from curriculum, instruction, environment, and student domains.						
PI and PA results are used to adopt appropriate goals and adopt evidence-based instructional accommodations, interventions and modifications.						
Instructional strategies appropriately differentiated for the relevant tier(s).						
Acceptability of instructional interventions to consultee determined						

	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Case Study Rating
Ongoing data collection, progress monitoring and revision of intervention(s) as necessary are documented.						
Integrity of intervention monitored.						
Case study report includes graphs and discussion of baseline, intervention and follow-up data.						
A summative evaluation discusses the impact of the intervention on student academic functioning using one of the recommended evaluation techniques (PND, VAD, etc.).						
Samples of any contracts, data forms, reinforcers, etc. included.						
Candidate responds appropriately to questions and comments about the case.						

Individual Assessment Case Study Report	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Case Study Rating
Succinct introductory summary and psychological report enable faculty to understand case.						
Referral concerns and their context clearly described.						
Teacher and parent interviews conducted.						
Student observation conducted as appropriate.						
Background section of report is integrated across sources and presented chronologically within appropriate headings.						
Competent norm-referenced assessment skills are apparent along with CBM and informal measures as appropriate.						_____
Multi-method, multi-informant assessment methodology is utilized.						
Assessment results are analyzed and conceptualized correctly.						
Assessment results identify strengths as well as areas for needed growth.						
An integrated summary of all assessment results is provided.						
Practical evidence-based recommendations are provided which address referral concerns and are based on assessment results.						
Follow-up data is provided as needed if available to document post-assessment involvement in implementing recommendations.						

Follow-up data are collected to determine what occurred as a result of the assessment and impact on the individual client.					
Report is well written (organization, clarity, grammar, appearance, etc.).					
Candidate responds appropriately to questions and comments about the case.					

Measurable Positive Impact						Case Study Rating
Candidate met with and assisted teachers and/or parents in implementing recommended interventions.						
In general, follow-up data indicate that the candidate's efforts have had a measurable positive impact on client(s') problems.						
When necessary, candidate facilitated outside referrals for additional intervention.						____
Candidate presented outcome data demonstrating a positive impact of his or her professional work.						

Portfolio Content and Guidelines	Element NA	Element Not Evident	Element Weak	Element Adequate	Element Strong	Overall Rating
Vita						
Vita appropriate for an employment application by a beginning school psychologist.						
Vita accurately reflects the candidate's skills and accomplishments.						
Personal Statement						
Philosophy of school psychology addressed.						
Short- and long-term goals are ambitious but reasonable.						S/U
Short- and long-term CPD plans are specific and appropriate to continue the candidate's career development.						
Guidelines						
At least one multi-tiered group or class-wide intervention is conducted						
Portfolio content is well-organized and consistent with guidelines.						

Confidentiality guidelines are followed. Names and other identifying information removed or changed.					
Technology Rating Candidate has attained proficiency in at least 90% of the competency areas.					

APPENDIX I

Winthrop University
Technology Competencies for School Psychologists

- This is a multi-purpose document. It outlines technology knowledge and skills needed by school psychologists and dissects them into easily assessed subsets. It is also a self-assessment tool that serves as a personal record for graduate students, documenting the way skills are acquired and as well as the date of competency was acquired.

- Each graduate student must submit this assessment protocol twice: once with their Masters' Portfolio and again with their Specialist Portfolio.

- By submission with the Specialist Portfolio, each student must demonstrate at least 90% mastery of the sub-skills outlined in this document (Candidates must calculate and record percentage of skills at Practitioner Level)

- The competencies included in this document are consistent with NASP standards and the basic technology competencies for educators developed by many school districts and state departments of education across the country.

Legends

Competency Level	**Skills Primarily Acquired**	*When Were Skills Acquired*
PN = **Pre Novice**: Do not know, do not use	1 = Self-taught	1 = High School
N = **Novice**: Understand basics, but need additional help	2 = Individualized instruction	2 = College (undergraduate)
A = **Apprentice**: Know and use on limited basis	3 = In a course	3 = School Psychology Program
P = **Practitioner**: Understand, know and use regularly	4 = Workshop or in-service	4 = Other, Specify
E = **Expert**: Able to teach skills and knowledge related to specific technology component	5 = Combination of above	
	6 = Other, Specify	

Candidate's Name: _____   **Masters' Review Date:** _____

Signatures of Master's Review Team: _____ _____

Specialist Portfolio Review Date: _____

Competency at Practitioner Level for 90% (33 sub-skills) _____Yes _____No

Portfolio Faculty Review Team Signatures: _____ _____

Standard/subskills	PN	N	A	P	E	How skills acquired (See legend for code)	When Skills Acquired (See legend for code)
1.1 **Operate a multimedia computer system, including installing software, accessing programs or files in other drives, saving and deleting files within the context of Macintosh, Windows, or network systems.**							
A. Demonstrate ability to utilize software to:							
• Launch applications							
• Enhance productivity and professional practice							
B. Demonstrate a working knowledge of Desktop Management:							
• Format and name files							
• Control Panel settings							
• Create Shortcuts							
C. Demonstrate a working knowledge of basic hardware trouble shooting:							
• Loose cables							
• Selecting printer/scanner							
• Defragmenting hard drive							
2.1 **Use word processing and print layout design applications to compose, revise, and produce materials, documents, slide presentations, etc.**							
A. Demonstrate these skills:							

		• Enter and edit text and copy and move a block of text							
		• Change text format and style, set margins, line spacing, tabs							
		• Change text format and style, set margins, line spacing, tabs							
		• Insert date, time, page number, columns or tables to documents							
		• Insert clip art, links or video into PowerPoint or text documents							
2.2	**Use audio/visual technology to produce audio/visual projects.**								
	A. Demonstrate these skills:								
		• Demonstrate a working knowledge and use of linear multimedia presentations.							
		• Use 67amcorder, digital camera and/or scanner and upload digital images to computer or work product							
3.1	**Use data bases to collect, organize, and analyze data and produce meaningful reports to aid in problem solving.**								
	A. Demonstrate these skills:								
		• Use computer-based scoring software for assessment instruments							
		• Use information from existing databases							
		• Sort a database by specific fields, add and delete record							
		• Create database with multiple fields and records							
		• Insert database fields into word processing document							
3.2	**Use spreadsheets to calculate and display information and produce meaningful reports to aid in problem solving.**								
	A. Demonstrate practical application of knowledge through:								
		• Entering data in an existing spreadsheet							
		• Interpreting and communicating information in an existing spreadsheet							
		• Creating a spreadsheet with rows, columns, headings							
		• Create a graph from spreadsheet data							

	• Insert a spreadsheet or graph into a word processing document							
4.1	**Use electronic informational and reference sources to access information and analyze the authority, accuracy, currency and relevance.**							
	A. Demonstrate a working knowledge of electronic encyclopedia, periodical indices and library catalogs when required for research.							
	B. Demonstrate a practical knowledge of how to use World Wide Web sources to access information and evaluate its accuracy and relevance to my productivity and problem solving.							
4.2	**Use telecommunication devices and services.**							
	A. Demonstrate a practical application of knowledge by:							
	• Use Electronic Mail (compose, send, retrieve, read, respond)							
	• Use specialized e-mail lists relevant to professional information needs							
	• Create and use group addresses for electronic mail							
5.1	**Demonstrate awareness of resources for adaptive assistive devices for students with special needs.**							
	A. Familiar with general types of adaptive assistive devices available for students.							
	B. Able to recognize which types of devices may be applicable to particular needs/individuals.							
	C. Apply technology resources to facilitate the instruction and learning of students with diverse backgrounds, characteristics and abilities.							
6.1	**Understand the social, ethical, legal and human issues surrounding the use of technology in schools and apply those principles in practice.**							
	A. Understand and uphold current copyright laws, software licensing, and respect for intellectual properties.							
	B. Ensures that all computer-assisted assessment procedures yield valid results prior to using the results for decision making							

	C. Familiar with and uphold ethical principles (i.e., NASP) related to use of all technologies, including but not limited to FAX, email, voice mail, video conferencing and appropriate secure storage of confidential work products							

Calculate and record percentage of skills at Practitioner Level: _____ (37 sub-skills total)

APPENDIX J
Winthrop University School Psychology Program
PSYC 620 Traineeship Evaluation Form

Trainee: Field Site Placement: Date:

Field Site Supervisor   Faculty Supervisor

A. **Orientation to the School District**. Student has completed all assigned orientation activities. Yes ☐ No ☐

B. Behavioral Intervention	**Field Supervisor Rating**				**Faculty Supervisor Rating**
	Meets criteria to the extent expected for a first semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	
1. Uses the principles of applied behavior analysis to functionally assess student behavior and classroom settings.					
2. Is able to determine likely function(s) of student behavior(s) and evaluate teacher-student and peer interactions.					
3. Designs and implements interventions based on assessment findings, functional analyses, and individual differences.					
4. Assists teachers and/or parents in implementing behavioral intervention programs.					
5. Effectively evaluates outcomes of behavioral interventions and revises them as appropriate.					
C. CBM and Academic Intervention	**Field Supervisor Rating**				**Faculty Supervisor Rating**
	Meets criteria to the extent expected for a first semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	
1. Shows general understanding of how reading and written language are taught to and learned by all age students in the schools.					

					Faculty Supervisor Rating
2. Shows an understanding of the components of reading disability and is able to determine specific problems and develop interventions and accommodations to remediate these problems.					
3. Shows a general understanding of the process of written language (including spelling) and the components of a written language disorder. The student has developed skills to remediate and accommodate for these problems.					
4. Shows an understanding of the components of a written language disability and is able to determine the components of a written language disorder.					
5. Has developed the basic skills for conducting Curriculum Based Measurement (CBM) of academic problems and can provide progress monitoring.					
6. Is able to administer, score, and interpret a test of phonological awareness and oral/written language such as CTOPP and the OWLS.					
7. Can use results of assessment to facilitate services and/or interventions.					
Field Supervisor Rating					
D. Psychoeducational Assessment for Intervention	Meets criteria to the extent expected for a first semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	**Faculty Supervisor Rating**
1. Can design and conduct interviews with teachers, parents, and children as part of a comprehensive assessment process.					
2. Can evaluate, develop, or select a direct observation measure as part of a comprehensive assessment process.					

3. Administers psychoeducational assessment instruments following standardized procedures outlined by the test developer.					
4. Interprets, integrates and summarizes test results for an individual child/adolescent in a non-biased manner.					
5. Communicates findings and analyses of test results in a clear manner to both professional and nonprofessional audiences.					
6. Writes psychoeducational reports that are clearly organized and written with appropriate classifications and recommendations.					
7. Uses results of assessment to facilitate services and or interventions.					
	Field Supervisor Rating				**Faculty Supervisor Rating**
E. Consultation and Indirect Services	Meets criteria to the extent expected for a first semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	
1. Is able to help a consultee identify problems and analyze problem situation.					
2. Helps consultees develop interventions consistent with analyses of problem situations.					
3. Assists with assessment and progress monitoring of interventions.					
3. If appropriate, shows evidence of ability to deal with resistance of the consultee.					
4. Shows effective communication skills (micro skills) for interviewing, conferencing, and providing in-service with teachers, parents, administrators, and others from diverse backgrounds and cultures.					
5. Evaluates outcomes of consultation.					
	Field Supervisor Rating				

E. Professionalism	Meets criteria to the extent expected for a first semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	Faculty Supervisor Rating
1. Practices school psychology in accordance with the NASP *Principles for Professional Ethics* and *Guidelines for the Provision of School Psychological Services*.					
2. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.					
3. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.					
4. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.					
5. Practices ethical, legal, and socially responsible behavior when using technology and computer software.					
6. Uses technology to acquire and maintain a professional knowledge base of research findings, professional literature, and other relevant information.					
7. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.					
8. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.					
9. Recognizes own professional limitations; seeks advice and information as appropriate.					
10. Respects the expertise and contributions of other professionals.					
11. Follows all relevant school district policies and procedures.					
12. Demonstrates effective oral communication skills. Speaks in an organized and clear manner and					

adjusts communication style to match intended audience.					
13. Demonstrates effective written communication skills—writes in a clear organized manner.					
14. Demonstrates effective attending and listening skills.					
15. Demonstrates adaptability and flexibility. Adapts to the demands of situations, adjusts well to changes, and copes effectively with frustrating circumstances.					
16. Demonstrates effective interpersonal relations. Relates effectively with colleagues, faculty, supervisors, students and families.					
17. Persists in completing assigned tasks with minimal oversight.					
18. Has developed effective skills with regard to time and contact management, prioritizing, and case tracking.					
19. Shows initiative in identifying needs for professional services and offering to help.					

F. **Additional Comments**:

APPENDIX K
Winthrop University School Psychology Program
PSYC 621 Traineeship Evaluation Form

Trainee: Field Site Placement: Date:

Field Site Supervisor: Faculty Supervisor:

A. Group Behavioral Intervention	Field Supervisor Rating				Faculty Supervisor Rating
	Meets criteria to the extent expected for a second semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	
1. Uses the principles of applied behavior analysis to functionally assess students' behavior and classroom settings.					
2. Is able to determine likely function(s) of students' behavior(s) and evaluate teacher-student and peer interactions.					
3. Designs and implements interventions based on assessment findings, functional analyses, and individual differences.					
4. Assists teachers and/or parents in implementing behavioral intervention programs.					
5. Effectively evaluates outcomes of behavioral interventions and revises them as appropriate.					
B. CBM and Academic Intervention	Field Supervisor Rating				Faculty Supervisor Rating
	Meets criteria to the extent expected for a second semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	
1. Shows general understanding of how reading and written language are taught to and learned by all age students in the schools.					

2. Shows an understanding of the components of reading disability and is able to determine specific problems and develop interventions and accommodations to remediate these problems.					
3. Shows a general understanding of the process of written language (including spelling) and the components of a written language disorder. The student has developed skills to remediate and accommodate for these problems.					
4. Shows an understanding of the components of a written language disability and is able to determine the components of a written language disorder.					
5. Has developed the basic skills for conducting Curriculum Based Measurement (CBM) of academic problems and can provide progress monitoring.					
6. Is able to administer, score, and interpret tests of phonological awareness and oral/written language including the CTOPP (or PAT) and the OWLS.					
7. Can use results of assessment to facilitate services and/or interventions.					
	Field Supervisor Rating				
C. Psychoeducational Assessment for Intervention	Meets criteria to the extent expected for a second semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	**Faculty Supervisor Rating**
1. Can design and conduct interviews with teachers, parents, and children as part of a comprehensive assessment process.					

2. Can evaluate, develop, or select a direct observation measure as part of a comprehensive assessment process.					
3. Administers psychoeducational assessment instruments following standardized procedures outlined by the test developer.					
4. Interprets, integrates and summarizes test results for an individual child/adolescent in a non-biased manner.					
5. Communicates findings and analyses of test results in a clear manner to both professional and nonprofessional audiences.					
6. Writes psychoeducational reports that are clearly organized and written with appropriate classifications and recommendations.					
7. Uses results of assessment to facilitate services and or interventions.					
	Field Supervisor Rating				
D. Consultation/Indirect Services Classwide Project	Meets criteria to the extent expected for a second semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	**Faculty Supervisor Rating**
1. Uses a problem-solving model to help consultees identify and analyze academic problems.					
2. Helps consultees develop interventions consistent with analyses of problem situations.					
3. Assists with assessment and progress monitoring of interventions.					
4. If appropriate, shows evidence of ability to deal with resistance of the consultee.					
5. Shows effective communication skills (micro skills) for interviewing, conferencing, and providing in-service with teachers, parents,					

administrators, and others from diverse backgrounds and cultures.					
6. Evaluates outcomes of consultation.					
Field Supervisor Rating					
E. Counseling	Meets criteria to the extent expected for a second semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	**Faculty Supervisor Rating**
1. Demonstrates components of counseling process.					
2. Establishes helping relationships using interpersonal skills to facilitate the therapeutic process.					
3. Effectively uses interviewing to assess problems and plan the counseling process					
4. Chooses counseling techniques appropriate for the needs and age of clients.					
5. Integrates basic therapeutic techniques with techniques of specific counseling theories.					
6. Uses effective communication skills with, and is sensitive to the needs of, students from diverse backgrounds and cultures.					
7. Monitors effectiveness of counseling and makes referrals as appropriate.					
Field Supervisor Rating					
E. Professionalism	Meets criteria to the extent expected for a second semester trainee 3	Meets minimal requirements for criteria but needs improvement 2	Trainee fails to meet criteria 1	No opportunity NO	**Faculty Supervisor Rating**
1. Practices school psychology in accordance with the NASP *Principles for Professional Ethics* and *Guidelines for the Provision of School Psychological Services*.					

2. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.				
3. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.				
4. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.				
5. Practices ethical, legal, and socially responsible behavior when using technology and computer software.				
6. Uses technology to acquire and maintain a professional knowledge base of research findings, professional literature, and other relevant information.				
7. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.				
8. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.				
9. Recognizes own professional limitations; seeks advice and information as appropriate.				
10. Respects the expertise and contributions of other professionals.				
11. Follows all relevant school district policies and procedures.				
12. Demonstrates effective oral communication skills. Speaks in an organized and clear manner and adjusts communication style to match intended audience.				
13. Demonstrates effective written communication skills—writes in a clear organized manner.				
14. Demonstrates effective attending and listening skills.				
15. Demonstrates adaptability and flexibility. Adapts to the demands of situations, adjusts well to changes, and copes effectively with frustrating circumstances.				

16. Demonstrates effective interpersonal relations. Relates effectively with colleagues, faculty, supervisors, students and families.					
17. Persists in completing assigned tasks with minimal oversight.					
18. Has developed effective skills with regard to time and contact management, prioritizing, and case tracking.					
19. Shows initiative in identifying needs for professional services and offering to help.					
20. Understands and respects human diversity and is able to work with and advocate for addressing the needs of children and families with diverse characteristics and needs.					

F. **Additional Comments**:

APPENDIX L
Winthrop University School Psychology Program
Internship Evaluation Form

Intern   **Supervisor**:   ☐ **PSYC 651-2 (Fall)** ☐ **PSYC 653-4 (Spring)**

This form is used to evaluate the skill development of Winthrop school psychologist interns. At the beginning of internship, Interns should save a copy (using their last name in the file name), then complete the self-rating column, and email the form to their field supervisors. At the end of the first semester, the field supervisors should complete the second column and email the form to the faculty supervisor who will complete the third column. This process should be repeated during the second semester of internship using a **second copy** of the evaluation form marked as PSYC 653-4 (do not include your ratings for the Fall on the Spring evaluation). By May 6, faculty supervisors should email the completed forms to Dr. Giancarlo Anselmo at anselmog@winthrop.edu.

Please note that many of the listed skills develop across the internship year. This evaluation will help interns and supervisors plan activities to develop these skills, monitor skill development at mid-year and then provide a summative evaluation in May.

Please rate the intern's skill development using the following scale:

1	Minimal	New skill, just being learned, needs direct supervised assistance.
2	Developing	Has skills in the area but not yet proficient at a beginning practitioner level. Requires some direct assistance.
3	Competent	Competent in the skill area at a beginning practitioner level. Regular supervision sufficient
4	Proficient	Proficiency in this skill area is decidedly better than average. Occasional supervision sufficient.
5	Professional	Independent in skill area—minimal supervision needed. Proficiency well above that of most graduate students.
NA	No Opportunity	No opportunity for the student to demonstrate this skill or the skill is not relevant to this setting.

Training and Practice Skill Areas	Self-Rating,	Field Supervisor	Faculty Supervisor
1. *Data-Based Decision Making*. School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.			
1a. Uses varied models and methods of assessment to identify student learning and mental health needs, establish goals, modify curriculum and instruction, and develop intervention strategies.			
1b. Uses data to evaluate outcomes of services and to facilitate accountability			
1c. Uses environmental data—e.g., from home, school, community—to plan interventions.			
1d. Applies knowledge of child development, learning theory, diversity, and curricula to data-based decision making.			
1e. Uses nondiscriminatory evaluation procedures.			
1f. Administers, scores, and interprets assessment measures competently.			
1g. Applies knowledge of research findings and methodology to the evaluation of curricula, instructional materials, and assessment materials and techniques.			
1h. Writes about and describes assessment findings in a manner understandable by the intended audience. Reports address referral questions, report data accurately, and provide guidance for intervention.			
1i. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-level interventions.			
1j. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.			

1k. Demonstrates an emerging understanding of systems-level problem solving at the building and district levels.			
1l. Uses computer test scoring and interpretation software appropriately.			
1m. Ensures the confidentially of client information stored on personal computers. Works with others to ensure the confidentially of information placed in school district data systems.			
Recommendations for further development in data-based decision making and accountability:			
2. *Consultation and Collaboration.* School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.			
2a. Uses knowledge and skills in consultation and collaboration to facilitate change at the individual, classroom, building, district, and/or other agency levels.			
2b. Effectively consults with teachers to provide indirect services to students and to enhance teachers' problem-solving skills.			
2c. Effectively communicates and collaborates with parents			
2d. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.			
2e. Effectively communicates and collaborates with individuals of diverse cultural, racial, and ethic backgrounds.			
2f. Participates in collaborative decision making and problem solving with other professionals.			
2g. Uses a variety of communication modes—e.g., written, verbal, nonverbal, visual, technological—to communicate effectively with a diverse constituency.			
2h. Promotes and models ethical practices regarding confidential communication with others			
2i. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.			
Recommendations for further development in consultation and collaboration:			
3. *Academic Interventions and Instructional Supports.* School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.			
3a. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of, and develop goals for, all students.			
3b. Uses formal and informal assessment techniques to evaluate the performance and progress of students and to make instructional recommendations.			
3c. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic expectations established by states or school districts.			
3d. Demonstrates skills in conducting and interpreting curriculum-based progress monitoring or other authentic methods of assessment of academic skills.			
3e. Makes instructional recommendations and develops intervention plans that are evidence based as well as practical.			
3f. Monitors and adjusts interventions in response to feedback and formative evaluation data.			
3g. Assesses integrity of instructional interventions.			
3h. Is knowledgeable about current research in curriculum and instruction and shares this knowledge with others.			
3i. Uses technological resources when designing, implementing, and evaluating instructional programs for students.			
3j. Is knowledgeable about and recommends adaptive/assistive technology when appropriate for clients with special needs.			
Recommendations for further development in interventions and instructional support:			
4. *Mental and Behavioral Health Services.* School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.			
4a. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.			

4b. Assists families in teaching pro-social behavior to students and, if necessary, developing behavior change programs in the home.			
4c. Demonstrates skills in direct intervention including individual and group counseling, applied behavior analysis, and social skills training.			
4d. Assists teachers in developing classroom management systems. At the class and/or building level, helps improve instructional environments with interventions such as PBIS			
4e. Is knowledgeable about and able to implement social/emotional learning programs at the class and/or building level.			
4f. Demonstrates skills in linking assessment data to development of behavioral interventions including functional behavior assessment.			
4g. Assesses treatment integrity and evaluates outcomes of interventions.			
Recommendations for further development in Interventions and mental health services:			
5. *School-Wide Practices to Promote Learning*: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.			
5a. Recognizes—and acknowledges his or her own—subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.			
5b. Demonstrates understanding of, sensitivity to, and willingness to work with, families, students, and staff with diverse characteristics			
5c. Practices gender equity and non-sex-role stereotyping.			
5d. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in schools and communities.			
5e. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.			
5f. Incorporates information about students' families, cultures, and communities in assessments, interventions, and evaluations of progress.			
5g. Considers students' abilities in their primary and secondary languages and the effects of second language acquisition when designing assessments and planning interventions.			
Recommendations for further development regarding diversity in development and learning:			
6. *Services to Promote Safe and Supportive Schools*. School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.			
6a. Demonstrates familiarity with, and understanding of, relevant district policies and procedures including prevention, crisis intervention, suicide, discipline, and special education.			
6b. Understands roles and responsibilities of relevant school personnel in both general and special education.			
6c. Is familiar with the general education curriculum as well as services available through special education.			
6d. Demonstrates a systems orientation—an understanding that schools, families and agencies are systems with rules, policies, and other characteristics.			
6e. Demonstrates emerging skills in influencing systems-level change to promote learning, prevent problems, and create effective learning environments.			
Recommendations for further development in school-wide practices to promote learning:			
7. *Family, School, and Community Collaboration*. School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.			
7a. Recognizes and identifies mental health problems affecting students' performance in school. Demonstrates skills in providing direct interventions for mental health problems such as counseling, applied behavior analysis, and social skills training.			
7b. Collaborates with other professionals when necessary to intervene with mental health problems.			

7c. Demonstrates emerging skills at working with others at a systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.			
7d. Demonstrates knowledge of school and district crisis intervention plans.			
7e. Demonstrates knowledge and emerging skills regarding collaboration with school personnel, parents, and community authorities in the aftermath of a crisis.			
Recommendations for further development in preventive and responsive services:			
8. *Equitable Practices for Diverse Student Populations.* School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.			
8a. Demonstrates knowledge of, and sensitivity to, diverse family systems including family strengths and influences on student development, learning and behavior.			
8b. Establishes cooperative relationships with parents and others in the community to promote and provide comprehensive services.			
8c. Demonstrates knowledge of school- and community-based services for families and makes appropriate referrals.			
8d. Designs, implements, monitors and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.			
8e. Provides information to families regarding child development, learning problems, behavior management through a variety of media.			
Recommendations for further development in family-school collaboration:			
9. *Research and Evidence-Based Practice.* School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems level			
9a. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery.			
9b. Provides accurate information about relevant research findings to school personnel, parents, and to the public.			
9c. Selects and recommends evidence-based assessment and intervention strategies.			
9d. Applies research skills to evaluate the effectiveness of interventions.			
9e. Demonstrates emerging skills in program evaluation at the school and/or district level.			
Recommendations for further development in research and program evaluation:			
10. *Legal, Ethical and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity*			
10a. Practices school psychology in accordance with the NASP *Principles for Professional Ethics* and *Guidelines for the Provision of School Psychological Services*.			
10b. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.			
10c. Engages in continuing professional development activities and has a long-term CPD plan.			
10d. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.			

10e. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.			
10f. Participates in a professional network such as a school psychology listserv.			
10g. Practices ethical, legal, and socially responsible behavior when using technology and computer software.			
10h. Uses technology to acquire and maintain a professional knowledge base of research findings, professional literature, and other relevant information.			
10i. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.			
10j. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.			
10k. Recognizes own professional limitations; seeks advice and information as appropriate.			
10l. Respects the expertise and contributions of other professionals.			
10m.Follows all relevant school district policies and procedures.			
Recommendations for further development in legal, ethical and professional practice:			
11. *Professionalism*			
11a. Demonstrates effective oral communication skills. Speaks in an organized and clear manner and adjusts communication style to match intended audience.			
11b. Demonstrates effective written communication skills—writes in a clear organized manner.			
11c. Demonstrates effective attending and listening skills.			
11d. Demonstrates adaptability and flexibility. Adapts to the demands of situations, adjusts well to changes, and copes effectively with frustrating circumstances.			
11e. Demonstrates effective interpersonal relations. Relates effectively with colleagues, faculty, supervisors, students and families.			
11f. Persists in completing assigned tasks with minimal oversight.			
11g. Has developed effective skills with regard to time and contact management, prioritizing, and case tracking.			
11h. Shows initiative in identifying needs for professional services and offering to help.			
Recommendations for further development with regard to professional skills:			
12. *Measurable Positive Impact*: The competent school psychologist is able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.			
12a. Integrates all knowledge domains when conceptualizing cases.			
12b. Demonstrates the ability to deliver a comprehensive range of school psychological services			
12c. Demonstrates the ability to have a measurable positive impact on clients.			
Recommendations for further development with regard to measurable positive impact:			

Please provide any additional feedback about this graduate student's skill development and professionalism:

APPENDIX M

Educator as Leader:
Winthrop University
Richard W. Riley College of Education
Conceptual Framework for
Advanced Education Programs

A conceptual framework for all advanced education programs at Winthrop University has been developed by task forces of University faculty, administrators, Professional Development School representatives, and students, and has been approved by all levels of the University shared governance system. The conceptual framework is organized around three concepts: 1) Leadership; 2) Scholarship; and 3) Stewardship. The combined Master of Science and Specialist in School Psychology Program addresses these concepts and their associated learning outcomes through the following curricular components:

ORGANIZING CONCEPT I
Leadership

The educational leader serves as an example of collaboration through communication, support, and advocacy which promotes school professions and increases the quality of educational programs for society.

Learning Outcomes

The advanced educational leader

1. Examines educational policy and demonstrates a familiarity with how such policy is developed and implemented. (PSYC 615, 625)

2. Evaluates oneself as an educational leader through knowledge, reflection, and discussion. (PSYC 618, 625, Traineeship, Internship)

3. Analyzes contemporary educational issues and applies those understandings to one's profession. (PSYC 615, 625, PSYC 619)

4. Applies current reform and renewal strategies to educational settings. (PSYC 625, Traineeship, Internship)

5. Applies technology to professional roles and functions. (PSYC 608, 609, 606, 613, 615, Traineeship, Internship)

6. Promotes an appreciation and understanding of diversity in families and society. (PSYC 512, PSYC 615, 618, 611, 619, Traineeship, Internship)

7. Demonstrates the ability to apply problem-solving strategies in diverse situations, e.g., conflict resolution, program development. (PSYC 618, 603, 611, 625, Traineeship, Internship)

8. Applies current theories to enhance student learning and foster school professions, e.g., learning, development, leadership, research. (PSYC 604, 606, 607, 612, Traineeship, Internship)

9.   Demonstrates skills needed to communicate effectively with students, professional colleagues, families, and community leaders. (PSYC 618, 603, 611, Traineeship, Internship)

10.   Demonstrates skills needed to collaborate with colleagues, families, and the larger professional community. (PSYC 606, 607, 618, 619, Traineeship, Internship)

ORGANIZING CONCEPT II
Scholarship

The educational leader is a critical inquirer of educational research, able to generate meaningful questions and determine strategies to answer these questions.

Learning Outcomes

The advanced educational leader:

1.   Demonstrates an understanding of research terminology, concepts and practices as presented in the professional literature. (PSYC 614 and most program courses)

2.   Analyzes, synthesizes, and interprets current and historical research and practices. (PSYC 614)

3.   Integrates knowledge and practice derived from professional research into various professional settings. (PSYC 614, Internship, especially program planning/research project)

4.   Generates research questions that focus on extending current thought and theory. (PSYC 614)

5.   Generates research questions that focus on the application of knowledge and methodologies to solve human problems. (PSYC 614)

6.   Demonstrates understanding of a variety of research methodologies, measurements, analysis procedures and interpretation/communication of results. (PSYC 613, 614, 606, Internship, especially program planning/research project)

7.   Selects and applies appropriate methodologies and analyses to answer research questions. (PSYC 613, 614)

8.   Demonstrates use of technology to answer questions. (PSYC 613, 608, 609, Traineeship, Internship)

9.   Interprets and applies results of research to extend current thought and theory and enhance research, practices, and policies. (PSYC 613, 614, Internship)

Organizing Concept III
Stewardship

The educational leader analyzes contemporary issues of education in a democratic society and offers solutions consistent with historical, legal, philosophical and psychological foundations of leadership in schools.

Learning Outcomes

The advanced educational leader:

1. Analyzes how antecedents contribute to current issues. (PSYC 615, 606, 607, 618, Internship)

2. Articulates the ethical implications surrounding contemporary educational issues. (PSYC 615, 625)

3. Understands the interrelationships among the issues related to society, schooling, learning and development in the performance of professional duties. (PSYC 615, 625, PSYC 619 PSYC 512)

4. Analyzes how to provide people with special needs and their families full and appropriate access to public education and human services. (PSYC 615, PSYC 512, Traineeship. Internship)

5. Examines professional practice based on an advanced understanding of ethics and laws. (PSYC 615, Traineeship, Internship)

6. Demonstrates the ability to construct a supportive, well-managed motivational learning environment. (PSYC 606, 607, Traineeship, Internship)

7. Demonstrates an ability to create learning environments that promote equal access to education for people from diverse cultural backgrounds.   (PSYC 606, 616, 619, Traineeship, Internship)

8. Develops school curricula/intervention based on contemporary theories of learning and development, applicable technology, collaborative discourse and evaluation. (PSYC 512, PSYC 607, Traineeship, Internship)

9. Develops solutions to key educational issues that are founded on contemporary research, public policy and best practice. (PSYC 606, 618, 607, 625, Internship)

10. Evaluates, clarifies, and refines personal philosophy of professional practice. (PSYC 615, 625)

11. Links personal philosophy of professional practice to historical and contemporary developments in the legal, social, philosophical and psychological foundations of the profession. (PSYC 615, 625)

APPENDIX N

Winthrop University
School Psychology Program
Social Media Policy

Many school psychology students use social media (e.g., Facebook, blogs, etc) for communication. In fact, the Winthrop School Psychology Program itself has a Facebook page for communicating with and among alumni. However, it is important that students and professionals use social media wisely and in a manner consistent with professional ethics and best practice.

School psychology students and interns who post publicly on social media outlets shall not to refer to fellow students, faculty, or supervisors by name, or post photos or videos of them without their permission. Those who affiliate publicly by name with the Winthrop School Psychology Program should consider that they are representing the program through their public behavior and thus act in manner consistent with both ethical principles and professional work characteristics expected by the program and profession. If a student has a concern about the program, he or she should bring that concern to the program director, faculty, or dean or other university official rather than post such concerns publicly. If the concern pertains to a field site, then he or should discuss the concern with the field supervisor or director, or with the faculty supervisor or program director rather than post such concerns publicly.

School psychology students and interns must never divulge in public postings the names of clients or provide other personally identifiable information, or make disparaging comments regarding children, parents, school personnel, or field sites in general. They should avoid potential dual relationships with clients, and never "friend" on Facebook or other social media outlets any K-12 students, parents, or guardians with whom they have professional relationships.

Violations of this policy may result in disciplinary action, including dismissal from the program.

APPENDIX O

First Employment Settings for Recent Graduates*

2012 Alumni	Employment Settings
Elizabeth Adams	Lexington (SC) District Five Schools
Sarah Augustine	Cabarrus County (NC) Schools
Danielle Cannizzaro	Spartanburg (SC) District Six Schools
Emma Compton	Georgetown (SC) Schools
Sara Francis Lahl	Laurens (SC) District 55 Schools
Jessica Dean	Union County (NC) Schools
Sarah Lewis	Union County (SC) Schools
Megan Wilkerson	Kershaw County (SC) Schools
Renee Giesemann	La Salle Catholic Preparatory Academy (Portland, OR)
2013 Alumni	
Angie Burgin	Cabarrus County (NC) Schools
Felicia Cunningham	Anderson One (SC) Schools
Kristen Hiott	Forsyth County (GA) Schools
Alicia Kortes	Mount Healthy (WI) City Schools
Maritza Ortiz	Lexington One (SC) Schools
Kristen Paul	Reynoldsburg (OH) City School District
Ashley Penman	Rock Hill (SC) Schools
Shannon Simmons	Rockingham (NC) Schools
Angela Benyon Sneed	Lexington 4 (SC) Schools
Liz Yegge	Lancaster (SC) Schools
2014 Alumni	
Courtney Bedell	Charlotte-Mecklenburg (NC) Schools
Beatrice Bui	Charlotte-Mecklenburg (NC) Schools
Jessica Hatchell	Charlotte-Mecklenburg (NC) Schools
Danielle Killian	Cleveland County (NC) Schools
Tracey Lewis	Douglas County (CO) School District
Ashley McCoy	Rock Hill (SC) Schools
Meghan McTavish	Alleghany County (PA) Schools Intermediate Unit
Kristen Sobus	Cumberland County (NC) Schools
Hannah Leary	Anderson Two (SC) Schools
2015 Alumni	
Brittany Fatzinger	Bellefontaine (OH) City Schools
Liz Kiser Williams	Winston-Salem Forsyth County (NC) Schools
Corrie Gifford	Charlotte-Mecklenburg (NC) Schools
Taylor Fenig	Charlotte-Mecklenburg (NC) Schools
Kathryn Brown	Charlotte-Mecklenburg (NC) Schools
Kerri Wittholt-Provost	Macon County (NC) Schools
Liz Hall Jackson	Fort Mill (SC) Schools
Al Yasneski	Clover (SC) Schools
2016 Alumni	
Katie Brown	Clover (SC) Schools
Hayley Colvard	Lexington County (SC) School District 4
Laura Flanders	Charlotte-Mecklenburg (NC) Schools
Lauren Hinkel	Spartanburg (SC) School District 7

Raven Hundley	Charlotte-Mecklenburg (NC) Schools
Mariah Katsohis	Charlotte-Mecklenburg (NC) Schools
Michael Jacobson	Fort Mill (SC) Schools
Amber McCoy	Lexington (SC) School District One
2017 Alumni	
Janel Richardson	Wake County (NC) Public Schools
Katelyn Noel	Lexington (SC) School district 4
Heather Morris	Lexington (SC) School District 1
Phillip Foltz	Laurens (SC) School District 55
Kathryn Witter	Cartert County (NC) Schools
Sarah Ramsden	Fort Mill School (SC) District- The Grit Project
Dwana David	Rock Hill (SC) School District Three
Rachel Pickel	Rock Hill (SC) School District Three
2018 Alumni	
Kelsey Sassar	Spartanburg (SC) School District 2
Fran Holoman	Charlotte Mecklenburg (NC) Schools
Kayla Brown	Fort Mill School District
Tanner Sullivan	Little Johnny, LLC
Elizabeth Brock	Charlotte Mecklenburg (NC) Schools
Melinda Newman	Charlotte Mecklenburg (NC) Schools
Brittany Hintz	U of Kent (England) Master's in Neuropsychology
Hunter Singleton	Lexington School District 1
2019 Alumni	
Madison Anderson	Spartanburg District 7
Brittany Blackmon	Lancaster County Schools
Matthew Cooper	Lexington District 1
Jennifer Dodds	Clover School District
Leonardo Garcia	Charlotte Mecklenburg (NC) Schools
Emily Gromowski	Charlotte Mecklenburg (NC) Schools
Gildrette Jones	Union County Public Schools
Jared Kleven	Cleveland County Schools
Chelsea Munger	Charlotte Mecklenburg (NC) Schools
Kristin Thomas	Fort Mill Schools
Brett Tietz	Bellevue (WA) School District
Shauna Waldron	Harnett County (NC) Schools
2020 Alumni	
Kimberly Breland	Kershaw County School District
Clay Bryant	York School District 1
Elizabeth Buckner	Richland School District Two
Shannon Condello	Whitesboror (NY) Central School Districts
Ashley Jamerson	Cabarrus County (NC) Schools
Casey Jones	Pickens County School District
Julia Roman	Laurens County School District 55
Mary Maxwell Smith	Lexington School District 1
Jessey Terpening	Horry County Schools
Ashley Watson	Lexington School District 1
Courtney Watson	Lexington School District 1
Krista Yockel	Greenville County School District
2021 Alumni	

Allyson Walters	Charles County Public (MD) Schools
Jordan Laws	Cabarrus County (NC) Schools
Maya Vines	Fulton County (GA) Schools
Rachel Grider	Sumner County (TN) Schools
Rachel Labrador	Lexington School District 2
Sunny Ross	Howard County (MD) Public School System
Tori Rhinehart	Clover School District
Kayla Tucker	Prince George's County (MD) Schools
Chelsea Powell	Prince George's County (MD) Schools
Genna Shelley (Griffith)	Spartanburg School District 6
Stephanie Wilson	Rock Hill School District
Joyden McKiver	Charlotte Mecklenburg (NC) Schools
2022 Alumni	
Blakely Abercrombie	Cleveland County (NC) Schools
Katie Newell	Rock Hill Schools
Kaitlyn Maine	Charlotte Mecklenburg (NC) Schools
Nicole Wesson	Lancaster County Schools
Luci Devore	Stanley County (NC) Schools
Jordan Simpson	Spartanburg District 5
Lindsay Sturgis	Clover School District
Lauren Hurley	Spartanburg School District 6
Courtney Furlong	York County Schools
Atley Citeno	Charlotte Mecklenburg (NC) Schools
Samantha Rudolph	Lexington/Richland School District 5

*Note: 100% of 2012-2022 graduates had school psychologist or psychologist employment offers within 3 months of graduation.