Table of Contents

Program Purpose and Philosophy 3
Training Model 5
Student Rights and Responsibilities 7
University of Georgia Statement on Discrimination and Harassment 8
Program of Study 9
Background Checks 14
Suggested Curriculum Course Schedule 15
Minor Concentration 18
Information Regarding the School Psychology Area of Emphasis 19
Information Related to Practica and Internship 20
Internship Requirements 21
Practicum and Internship Evaluation 23
Comprehensive Examinations 24
Annual Student Evaluation 27
Department of Educational Psychology Grievance and Dispute Process 34
Appendix 37
   Program Advising Checklist 38
   Comprehensive Exam Information 42
   Practicum/Internship Forms 50
   Practicum Placement Descriptions 81
   UGA School Psychology Program Fieldwork Handbook 87
   Non-APPIC CDSPP Internship Checklist 89

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1 Although students maintain an informal website in which they share information with each other related to courses, practicum sites, and the internship application process, the formal handbook as posted on the department’s website is the official document by which student programs are guided.
Program Purpose and Philosophy

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

Evidence of the achievement of this mission is seen in the career paths of our alumni and their record of scientific productivity. For example, a study found UGA alumni contribute more research to school psychology journals than any other doctoral program in school psychology. Little (1997) observed that “…the University of Georgia had the greatest number of individuals in the top 306 authors…” and “The graduates of the University of Georgia published in the school psychology literature at a rate 26% higher than number two ranked Indiana University” (p. 24). Little, Akin-Little, and Tingstrom (2004) examined the training programs that have produced the most persons who are currently at universities in faculty roles. The School Psychology Program at the University of Georgia was ranked seventh of all training programs in the U.S. In this vein, a more recent study found that when adjusted for the number of faculty in the program, UGA was 4th in authorship credit, 6th in articles, and 6th in citations per faculty member in a comparison of 59 APA- accredited school psychology programs (Kranzler, Grapin, & Daley, 2011).

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

Philosophy

The philosophy of the faculty is to provide students with comprehensive academic coursework, a variety of experiential components which are in agreement with varied theoretical and philosophical orientations, and a degree of individualization that enhances the student’s professional goals and ultimately the professional practice of health service psychology. The faculty take their responsibility to socialize students into the profession of psychology seriously. This goal is partially accomplished by frequent faculty interaction with the students, encouraging student engagement in professional organizations such as the Association for Psychological Science, National Association of School Psychologists, American Psychological Association, Society for Research in Child Development, and other professional organizations, including the Georgia Psychological Association, International Society for Autism Research, and Georgia Association of School Psychologists, ensuring numerous opportunities to interact with distinguished psychologists from other universities, and systematically reinforcing student research efforts by providing partial funds to allow student travel for presentations.
at national and international conventions. In addition, and perhaps most significantly, the program
draws heavily on faculty expertise and resources in the on-campus APA- accredited Clinical
Psychology and Counseling Psychology Programs, the Department of Educational Psychology,
Department of Psychology, the Owens Institute for Behavioral Research, Center for Autism and
Behavioral Education Research, Department of Special Education, and to a lesser extent, other related
departments. Students are encouraged to participate in informal seminars to discuss and synthesize
their knowledge and research interests. The implicit goals which faculty reinforce are the student’s
identification with the field and commitment to life-long professional growth.
Training Model

The School Psychology Program at UGA has designed a training model and curriculum that ensures graduates have well-developed practice and research competencies and are thus prepared for careers in practice- and research-based settings. Our conceptual model of training centers on the development and integration of knowledge and expertise in Developmental Psychopathology, Development & Systems, Intervention & Consultation, and Assessment (Figure 1).

Figure 1. Conceptual Model of Training

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

Figure 2. Training Model
Student Rights and Responsibilities

UGA Pillars of the Arch, Code of Conduct

Students are not only members of the academic community but are also members of the larger society. Students, therefore, retain the rights, guarantees and protections afforded to and the responsibilities held by all citizens. A student is not immune to prosecution by local, state, or federal law enforcement agencies irrespective of whether the University initiates judicial proceedings in a given situation. As members of the University community, students have a responsibility to know and follow the University conduct regulations. Violations of these regulations will result in action by the Office of Student Conduct.

As would be expected, standards for University of Georgia students are higher than those of communities not engaged solely in scholarly pursuits. Not every situation a student may encounter can be anticipated in a written document. Therefore, students are expected to act in a manner that demonstrates integrity and respect for others and the campus environment. To provide direction for that expectation, the University of Georgia has adopted The Pillars of the Arch as a means of articulating three guiding principles or values. By adhering to these principles, students can enjoy their own rights while also respecting others’ rights. By doing so, students assist in furthering the University’s aspirations to uphold The Pillars of the Arch.

The Pillars of the Arch
As members of the University of Georgia community, we aspire to uphold the principles manifested in the three Pillars of the Arch:

Wisdom, Justice and Moderation

- **Wisdom** challenges us to apply lessons received inside and outside the classroom to our everyday lives. Wisdom transcends knowledge, embracing curiosity, discovery, and expression throughout our community.
- **Justice** leads us to be fair in our dealings, accountable for our actions, responsible for ourselves, and empathetic for others. Justice requires honesty and celebrates diversity, establishing credibility and integrity for our community and ourselves.
- **Moderation** compels us to act with civility, bolstering our faith in others and the faith others have in us. Moderation accentuates our self-respect, promotes responsible citizenship, and enhances pride in our university.

Without each of these pillars, the Arch would lose its strength and balance. Likewise, all three qualities are necessary for us to be strong and complete citizens.
University of Georgia Statement on Discrimination and Harassment

The UGA School Psychology Program adheres to the University of Georgia Non-Discrimination and Anti-Harassment Policy. This policy is excerpted below. The complete text and resources may be found at this following web address: https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy.

The University of Georgia (“the University”) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.

Bias based on the protected categories of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status will not hinder employment, study or institutional services, programs or activities. Bias factors will not be permitted to have an adverse influence upon decisions regarding students, employees, applicants for admission, applicants for employment, contractors, or volunteers or participants in or users of institutional programs, services, and activities. The University of Georgia will continue in its efforts to maintain an institutional environment free of such bias and restates its policy prohibiting the interference of such bias.
Program of Study

Outline of Events for Doctoral Students

1. **Register for the first semester of study**: When you were admitted to your doctoral program, you were assigned an advisor. Familiarize yourself with the curriculum information in this handbook and then contact your advisor to select courses for your first semester of study. Your advisor will then clear you to register. Aim to register for first semester classes as soon as you can. Students typically are allowed to register for courses once their final transcript has arrived at UGA. Consult with the department’s graduate programs office to address any barriers to registration such as immunization records, verification of residency, etc.

2. **Sign up for an account with the Georgia Professional Standards Commission (myPSC)**
   Be sure to claim the University of Georgia as your institution. In the state of Georgia, all candidates for Initial Certification in Educator Preparation Programs leading to initial certification must obtain a passing score on the GACE (Georgia Assessment for the Certification of Educators) Program Admissions Assessment, or exempt the Program Admissions Assessment with one of the following:
   - Combined minimum SAT score of 1080 (Verbal and Math scores)
   - Combined minimum ACT score of 43 (English and Math scores)
   - Combined GRE Verbal and Quantitative minimum score of 1030 (prior to Fall 2011) OR a combined score of 297 (Fall 2011 and beyond).
   Students accepted to the UGA School Psychology Program should qualify for exemption from this assessment requirement. In the rare event a student is not exempt, the student must either provide SAT, ACT, GRE, or Georgia Program Admissions Assessment scores to meet this state requirement.

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

4. **Select a Thesis Committee**: During your first year, begin to map out your initial program of study and begin discussing your thesis project with your committee chair or major professor. A non-program faculty member may serve as your co-major professor upon agreement of the School Psychology Area of Emphasis Coordinator. You also will need to identify other faculty to serve on your thesis committee. Once you have settled on a committee, you should file a Preliminary Program of Study, which will include the members of your thesis committee. This should be submitted to the Graduate Coordinator. Your thesis committee will consist of a major professor and at least two additional members, for a total of three members. At least two members of the thesis committee must have Graduate Faculty Status and at least one member must be a part of the School Psychology Program Faculty. If you choose to have co-chairs,
you must include a fourth committee member and three of four members must have Graduate Faculty Status. Once you have settled on the members of your committee, and they have agreed to participate as committee members, file an Advisory Committee form with the Graduate Coordinator, who will forward it to the Graduate School. When entering the program without a master’s degree, the Department’s Academic Affairs Professional will send an email to the Graduate School stating that the student will earn a MA along the way to the PhD. The Graduate Coordinator’s office will also help you submit a program of study for the master’s degree which must accompany your paperwork to sit for the master’s thesis defense. Finally, you will also need to submit an application for graduation to receive the master’s degree.

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

6. **Sit for the Written and Oral Comprehensive Examination:** You must plan for and take written and oral comprehensive examinations on course content (see the Comprehensive Exam section of this Handbook for more information). Written comprehensive examinations are given during the summer prior to the start of the 3rd year of doctoral study. The applied comprehensive exam is completed during the summer clinic practicum; the written comprehensive exam is administrated prior to the start of the fall semester in August. Re-takes, if necessary, will be administered in 2-3 weeks after scores are provided to students. Once the written comprehensive examination and thesis are completed, students will sit for the oral examination with at least 3 of the School Psychology Faculty. The Faculty will schedule oral examination dates during the semester that you pass the examination. The Graduate Coordinator must be informed of the oral examination date at least three weeks prior to the date the exam will occur. The Graduate School will send the appropriate form for recording the results of your written and oral examination to the Department’s Student Affairs Professional. After the School Psychology Faculty has recorded the results, the form must be returned to the Student Affairs Professional who will forward it to the Graduate School. Because you are likely completing the master’s degree program along the way to the doctoral degree, please check regularly with the Graduate Coordinator to ensure the correct advisory committee form for the doctoral degree is filed before applying for the oral comprehensive examination.

7. **Complete All Required Program Coursework:** See the required courses listed in the Program Advising Checklist in the Appendix of the Handbook. A sample curriculum by semester is listed in the curriculum table below. In alignment with APA, all students must complete a minimum of 3 full years of on-campus study.

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

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

9. **Defend the Dissertation Prospectus:** After all requirements have been completed, you must prepare and defend a dissertation prospectus. Once your prospectus has been satisfactorily defended, committee approval must be filed with the Department. You may be admitted as a doctoral candidate only after satisfactory defense of your prospectus. You must file the Admission to Candidacy form to the Graduate Coordinator to be forwarded to the Graduate School.

10. **Apply for Internship:** In addition to being a student with good standing in the doctoral program, students admitted in Fall 2003 or later must defend their dissertation prospectus before they may apply for internship (see the Practicum and Internship section of this Handbook for details). For students applying for internship through APPIC, the prospectus must be scheduled to defend by October 15th and defended prior to November 1, in advance of internship application deadlines.

11. **Sit for the GACE.** Beginning in 2014-15, all students must take and pass the Georgia Assessments for the Certification of Educators (GACE) in school psychology prior to leaving for internship. Submit your score report to the School Psychology Program Coordinator. Other forms required by the College and Professional Standards Commission may be required to be submitted at this time. **Students are strongly encouraged to sit for the Praxis in order to become a Nationally Certified School Psychologist (NCSP).** Refer to the National Association of School Psychologists for additional information.

12. **Defend the Dissertation:** You must schedule a dissertation defense at least three weeks prior to the desired defense date with the Graduate School through the Graduate Coordinator. At this time, you must also verify the membership of your doctoral committee to ensure that it is correctly recorded with the Graduate School. You are responsible for submitting verification of a satisfactory dissertation defense on the Approval Form for Doctoral Dissertation and Final Defense to the Graduate School once the appropriate signatures have been obtained. Final revisions must be approved by your major professor before your dissertation is submitted to the Graduate School. Revisions on your dissertation must be completed by the deadlines
posted by the Graduate School to complete the requirements necessary for graduation by the end of the desired semester. Additionally, the dissertation must be defended and the approval page must be signed by your major professor before the document is presented to the Graduate School for approval.

13. **Graduate!** Consult the Graduate School’s documented deadlines for applying for graduation the semester before you intend to graduate. The deadline for completing the application for graduation fluctuates but is always quite early in the semester. Failure to apply by the specific deadline for the specific semester in which you would like to graduate might result in an imposed fine by the Graduate School.

**Note:** Student records (e.g., application materials, annual evaluations, transcripts) will be maintained by the program indefinitely.
**Entering the Program with an Earned Master’s Degree**

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

Students entering with an earned master’s degree in educational psychology or closely related field may be able to complete the program in 4 years rather than 5, depending on their progress and personal career goals. You should discuss this option with your advisor to determine the best course of action for your individual situation. Should you wish for a course taken as part of your previous degree to count towards required course, the syllabus needs to be approved by the instructor of record for the required course and a letter signed by the instructor and your advisor placed in your student file. Likewise, should you wish to forgo completing a thesis because you have completed one as part of your previous degree, the thesis must be reviewed by your and two additional faculty members. A letter exempting you from completing a second thesis should be placed in your file.”

**NOTE:** The Program requires a minimum of 3 full-time academic years of graduate study on-campus (in residence) at the University of Georgia prior to internship. This requirement is in accordance with the Standards of Accreditation C-5 D.
Background Checks

The College of Education at the University of Georgia requires that a background check specified by the COE be completed on any student that will participate in a field experience. Background checks other than that approved by the COE will not be accepted. Given the nature of school psychological service delivery, we require that a background check is completed annually in the School Psychology Program. More information can be found by contacting the Office of Experiential Learning. A pdf document confirming completion must be emailed to the Director of Clinical Training at the start of every academic year. Without a current background check on file with the Director of Clinical Training you are not allowed to enter schools or complete practicum work. Failure to comply with this yearly request will result in an incomplete in practicum or internship courses.
## Suggested Curriculum Course Schedule

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<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td></td>
<td>EPSY 6300- Introduction to School Psychology (3)</td>
<td>EPSY 7200: Diagnosis of Social/Emotional Behavior in Education (3)</td>
<td>EPSY 8720 – Practicum in School Psychology [School Psychology Clinic] (3 hours)</td>
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<td>EPSY 7100 Individual Assessment of Development (3)</td>
<td>EPSY 6720 Master’s Practicum in School Psychology (3)</td>
<td>EPSY 7720 – Practicum in Psychoeducational Assessment (register for 2 sections (one for each instructor) of 3 hours each)</td>
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<td></td>
<td>EPSY 6720- Master’s Practicum in School Psychology (2 sections total: One tied to EPSY 6300 [1 credit], one tied to EPSY 7100 [3 credits])</td>
<td>ERSH 8320 Applied Correlation and Regression Methods in Education (3)</td>
<td>EPSY 8030 - Development Across the Lifespan for Educators and School Psychologists (3)</td>
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<td>EPSY 8140 – Developmental Psychopathology and Schooling (3)</td>
<td>EPSY 7000 (master’s research) or 7300 (Master’s thesis) (1-3; varied)</td>
<td># Minor coursework / Cognition / Motivation / Biological / History / Education course / Statistics</td>
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<tr>
<td></td>
<td>ERSH 8310 Applied Analysis of Variance Methods in Education (3)</td>
<td>EPSY 8990 Doctoral Seminar in Educational Psychology (1-3; Varied)</td>
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<tr>
<td><strong>Year 2</strong></td>
<td>EPSY 7720 – Practicum in Psychoeducational Assessment [School Psychology Clinic]; students must sign up for 2 sections of this course¹</td>
<td>EPSY 7720 – Practicum in Psychoeducational Assessment [School Psychology Clinic]; students must sign up for 2 sections of this course¹</td>
<td>EPSY 8720 Practicum in School Psychology [School Psychology Clinic]¹ (3 hours)</td>
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<td></td>
<td>EPSY 8720 Practicum in School Psychology [School Psychology Clinic] (3)</td>
<td><strong>EPSY 7310 Consultation Processes in Educational Settings OR EPSY 7320 Individual Psychoeducational Intervention</strong></td>
<td>EPSY 7720 Practicum in Psychoeducational Assessment; students must sign up for 2 sections of this course¹ (sign up for at least 1 credit per supervisor)</td>
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<td>EPSY 7330 Individual Academic Interventions (3)</td>
<td>EPSY 7000 (Master’s Research) or 7300 (Master’s Thesis) (1-3)</td>
<td>EDAP 7040 School Law (3)</td>
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<td>EPSY 7000 (Master’s Research) or 7300 (Master’s Thesis) (1-3)</td>
<td>EPSY 8990 – Doctoral Seminar in Educational Psychology (1-3)</td>
<td>#Minor Coursework / cognition / motivation/ biological / history/ statistics</td>
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<td>ERSH 9210 Quantitative Design in Education (3)</td>
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<td>Year 3</td>
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<td>ERSH 8610 Educational Measurement Theory</td>
<td>EPSY 8720 Practicum in School Psychology (external practicum 3-6)</td>
<td>EPSY 8720 Practicum in School Psychology (external practicum 3 hours)</td>
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<tr>
<td>EPSY 8720 Practicum in School Psychology (external practicum 3-6)</td>
<td>**EPSY 7310 Consultation Processes in Educational Settings OR EPSY 7320 Individual Psychoeducational Intervention</td>
<td>**EPSY 7310 Consultation Processes in Educational Settings OR EPSY 7320 Individual Psychoeducational Intervention</td>
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<td>EPSY 7000 (Master’s Research) or 7300 (master’s thesis) or EPSY 9000 (doctoral research) or EPSY 9300 (Doctoral Dissertation) (1-3)</td>
<td>EPSY 7000 (Master’s Research) or 7300 (master’s thesis) or EPSY 9000 (doctoral research) or EPSY 9300 (Doctoral Dissertation) (1-3)</td>
<td>EPSY 9000 (doctoral research) or EPSY 9300 (Doctoral Dissertation) (1-3)</td>
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<tr>
<td>EPSY 8990 Doctoral Seminar in Educational Psychology (1-3)</td>
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<tr>
<td>EPSY 8720 Practicum in School Psychology (external practicum 3 hours)</td>
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<tr>
<td>EPSY 9000 (doctoral research) or EPSY 9300 (Doctoral Dissertation) (1-3)</td>
<td>EPSY 9000 (doctoral research) or EPSY 9300 (Doctoral Dissertation) (1-3)</td>
<td>EPSY 9720 Advanced Internship in School Psychology (3)</td>
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<td>EPSY 9720 Advanced Internship in School Psychology (3)</td>
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Notes:

1. Must be taken in the semesters indicated
2. You must sign up for 12 hours total of EPSY 9710 during your internship year. You will register for 3 credit hours of EPSY 9720 each semester: the summer before you start (most internships have a start date that falls before the beginning of the Fall semester), Fall Semester, Spring Semester, and the following Summer. This ensures you are a registered student at UGA during all terms in which you are on internship.
3. Students must have taken or be currently enrolled in 3 hours of 9300 before or in the semester that they defend. For students who have not defended their dissertation by the completion of their internship year, you must maintain a minimum enrollment of 3 hours for 2 of 3 semesters per academic year to remain current until you graduate per Graduate School policy.

** – These are required courses that will be offered every other year. EPSY 7330 and EPSY 8030 should be completed in Year 1 and Year 2. EPSY 7320 and EPSY 7310 should be completed in Year 2 and Year 3.

# – Minor coursework requirement:

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

# – Additional required courses to be completed prior to internship:

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

Note about statistics and measurement coursework:

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

In the appendices, see the program advising checklist for the complete list of courses that MUST be completed prior to internship
Minor Concentration

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

Examples:

Statistics and Measurement
Multivariate methods
Exploratory and confirmatory factor analysis Structural equation modeling

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

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

Board Certified Behavior Analyst (BCBA)

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

Autism Spectrum Disorders

Autism Spectrum Disorders
Seminar Autism Spectrum Disorders Practicum
Instructing Children with Autism Spectrum Disorders
Information Regarding the School Psychology Area of Emphasis

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

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

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

Practicum:
EPSY 6720 (total 6 credits): Master’s Practicum in School Psychology
EPSY 8720 (minimum of 12 credits): Practicum in School Psychology
EPSY 9720 (minimum of 9 credits): Advanced Internship in School Psychology

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

Students must be enrolled in practica during years 1 through 4 of the program. Four practica are required during the second year in the School Psychology Clinic. Successful completion of these practica, and associated applied comprehensive examination, are required in order for students to be released for external practicum placements. Students are then encouraged to take practica in settings congruent with their career objectives. Although a single faculty member is designated as the primary instructor for a practicum, students have access to all faculty for supervision and consultation as needed. The practicum taken during the summer of the first year is designed to prepare new students for the following year of clinical work. During this summer practicum students serve as assistants in the clinic where they are mentored in clinic operations, and practice their testing skills. Students then perform the second year practicum duties on a full year basis thus creating a “real world” work schedule. In addition, they respond to emergencies or client requests during holidays and vacation periods as needed. The SPY Clinic has close working relationships with schools, which ensures that students develop a strong understanding of the nature of psychological services for school aged children.

Local Training Opportunities

A partial list of sites where students have obtained practicum experience prior to seeking their full year predoctoral internship is included in the handbook appendix. Numerous other professional settings that serve as training sites are not listed. Students must clear their plans and proposed sites/supervisors with the Clinic Director prior to contacting the site. A Memorandum of Understanding (MOU) must be completed one week prior to commencing practicum/internship placements. This can take several weeks to move through all of the channels so this must be submitted well before starting placement.

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4 This may be modified to years 1-3 for student who enter with a master’s degree.
**Internship Requirements**

Students are encouraged to pursue internships through APPIC. If a student elects to pursue a school-based non-APA/APPIC internship, it must be in an accredited school setting and should conform to the CDSPP internship guidelines [https://docs.google.com/viewer?a=v&pid=sites&srcid=Y2RzcHAubmV0fGhvbWV8Z3g6NTY1OGU3M DQ3NTZhMWJkYQ](https://docs.google.com/viewer?a=v&pid=sites&srcid=Y2RzcHAubmV0fGhvbWV8Z3g6NTY1OGU3M DQ3NTZhMWJkYQ).

Students that opt to pursue a non-APPIC internship must complete and submit the checklist included in the handbook appendix to the Clinic Director to ensure that the internship meets both CDSPP guidelines as well as the UGA SPY program guidelines.

Regardless of internship type, the University of Georgia School Psychology Program requires the following:

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

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

3) We require 2,000 internship hours. All students, regardless of whether completing APA/APPIC or other program-approved internship, must spend a minimum of 600 hours in an accredited school setting; 500 hours must be in direct patient service or considered face-to-face hours.

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

5) Supervision of school-based hours must be completed by a doctoral psychologist licensed at the individual-level (from the respective State Board of Psychology) and as a school psychologist (with an active credential from the State Department of Education or agency that credentials school psychologists).
6) Students must register for at least 12 hours total of EPSY 9720 during the internship year and be registered each semester in which you are on internship. For a one-year full-time internship, internship credits should be distributed as follows: You must take 3 credit hours of 9720 the summer before you start (i.e., most internships will have a start date that falls before the beginning of the Fall semester) as well as 3 credit hours of 9720 during the following summer to ensure that you are a registered student at UGA all terms during which you are on internship. You must also register for 3 hours during the Fall and Spring terms of the internship year.

**Additional notes:**
Students may elect to complete a full-time internship over 12-months or a half-time internship over 2 years.
Practicum and Internship Evaluation

Students are required to ensure their direct supervisors have submitted completed Practicum/Internship Supervisor Rating Forms at by the last day of class the Fall semester, Spring semester, and Summer semester, as applicable, of their clinical training experiences. Students must also submit completed Student Ratings of Practicum/Internship to provide program faculty with feedback regarding their training experiences in the same time line as above for each semester. For students enrolled in 12-month internship training, Fall, Spring, and Summer rating forms should be submitted to the Director of Clinical Training. Students can opt to have their supervisors complete evaluations either the first or second summer they are on internship depending on what is most reasonable with their start date. They must have three evaluations on file. These forms may be found in the handbook appendix. These program specific forms must be completed in addition to any evaluation forms the internship site has.
Comprehensive Examinations

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

A. Applied Comprehensive Examination.
   1. Students complete an applied comprehensive examination during the summer following their 2nd year in the School Psychology Clinic. Students complete two cases and are graded by a different supervisor for each. The rubric for grading of this exam may be found in the Appendix of this handbook. If a student does not pass the applied comprehensive examination, they will not be released for external practicum in the third year.

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

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

   2. Written comprehensive examinations will cover the four content areas of our conceptual model: Developmental Psychopathology, Intervention & Consultation, Assessment, and Development and Systems. All questions must be attempted during the administration.

   3. Students are allowed 1.5 hours per exam question. Students will be given 1 question in each area. The examination is to be completed independently without the use of books, notes, internet, or any other supplemental material, unless approved by the Program Faculty. Laptop computers are checked out from the College for each individual student’s use.

   4. Every question will be read and evaluated by at least two faculty members, although most questions will be evaluated by more than two faculty members. In the case that only two faculty members initially evaluate a question, and there is a split decision, the question will be read by an additional faculty member to determine the outcome.

   5. Scoring of questions is on a pass/fail basis. The following criteria have been developed to give guidance to students taking the examination. The nature of responses will be evaluated on the basis of the following criteria:

      • The response should be relevant to the question
      • There should be detail and depth in the response.
      • Ideas should be logically developed
      • Statements and ideas shall be supported by scientific theory, scholarly research, and professional standards.
• Writing should be scholarly in paragraph development, grammar, spelling, and clarity.

*Note:* Please see examples of comprehensive examination questions asked in years past and a comps scoring rubric in the handbook appendix.

6. The student must pass all areas of the examination, as the faculty considers each area tested to be a core competency for graduates of our program.

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

8. See the rubric and examples in the appendix.

C. Oral Comprehensive Examination

1. After the written preliminary examination is passed, the oral comprehensive examination is given. School Psychology Faculty will hold an oral examination date for eligible students during the Fall and Spring semesters. The Program Coordinator will work with the Graduate Coordinator to ensure that the Graduate School is notified of the time and place of the examination at least three weeks prior to the date of the examination. Typically, the examination will be scheduled within the same semester in which the student has been notified of their successful completion of the written preliminary examination.

2. The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School.

3. The oral examination will be directed toward discussion of the content of the written preliminary examination and is to include the student’s entire field of study and may include discussion of the dissertation prospectus.

4. Each member of the advisory committee [comprised of School Psychology Faculty] will
cast a written vote of “pass” or “fail”. At least three positive votes are required to pass.

5. The results will be reported by the Program Coordinator to the Graduate Coordinator who will forward a formal report to the Graduate School.

6. A student who fails the oral comprehensive examination may be scheduled for reexamination one-time only.
Annual Student Evaluations

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

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

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


Therefore, our annual evaluation process is designed to evaluate student progress in the foundational aspects of our training model: Foundational Knowledge, Research Competencies, Evidence-Based Practice Competencies, and Professional Conduct. With respect to professional conduct, students should be aware that faculty, staff, and supervisors have a professional and ethical obligation to specifically evaluate professional conduct of students. Our policy regarding the evaluation of professional conduct closely follows the model policy (Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs) developed by the Council of Chairs of Training Councils. As such, professional conduct includes: (a) emotional stability, well-being, interpersonal skills, professional development, and potential fitness for practice; and (b) ethical and responsible management of relationships (e.g., client, collegial, public, professional). We strive not to advance or recommend graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, ethical) that may interfere with professional competence to other programs, profession, employers, or the public at large. Evaluation of professional conduct is a continuous process based on our professional judgment. If concerns arise they may be addressed in the annual review process or, if the concern is severe, endangers others, or involves a violation of ethics codes, an immediate remediation process will be triggered for review by the School Psychology Faculty. Additional information about the evaluation of Professional Conduct may be found at the end of this section.
As part of the annual evaluation process, we require students to complete three documents and turn these in to the Program Coordinator by the first Monday in May. The three documents include: 1) Vita, 2) Self-Statement, and 3) Cumulative Summary of Progress Sheet (see this in the appendix). Specifically, the Curriculum Vita should include, where relevant, educational history; awards and honors; scholarly activities, including research group activities; practicum experiences and activities; teaching activities; grant and fellowship activities; service activities; and professional affiliations. The Self-Statement is a narrative summary of accomplishments in the past year and goals for the future in four domains, consistent with the program’s Training Model: Foundational Knowledge, Research Competencies, Evidence-Based Practice Competencies, and Professional Conduct. Finally, the Cumulative Summary of Progress Sheet mirrors the Training Model and is a system for tracking and reporting your accomplishments throughout your graduate career. The student is responsible for retaining a copy of his or her own Cumulative Progress Sheet from year to year. When the student graduates, they are asked to submit the final version of the Cumulative Progress Sheet to the Program Coordinator, along with a Curriculum Vita that portrays the student’s record at the time of graduation. A copy of the Cumulative Summary of Progress Sheet may be found in the appendix.

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

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

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

In May of each year, the School Psychology Faculty meets to discuss the progress of each student in the program. Prior to this meeting, we also contact teaching and research supervisors outside of the program and invite them to provide feedback about the student under their supervision. Following the annual student evaluation faculty meeting, the student’s advisor writes a feedback letter that takes into account issues raised in the materials submitted by the student, impressions of strengths and/or weaknesses raised during the faculty meeting, and comments submitted by research and teaching supervisors (where appropriate). The feedback letter is organized into the four areas specified in the Training Model: Foundational Knowledge, Research Competencies, Evidence-Based Practice Competencies, and Professional Conduct. Whereas the evaluation letter is written by the advisor and reflects his/her opinions about your progress in these areas, these opinions are, in part, a reflection of the opinions of the entire faculty in school psychology. However, discretion is given to the major advisor to synthesize these opinions and to add their personal opinions about a
Satisfactory Progress
Most students are making appropriate progress. Although students may seek individualized feedback in specific areas, the faculty will typically simply note that the progress has been “appropriate” or “fine.” No specific connotation is intended in such cases, and the feedback will tend to be brief. The student should pay most attention to those areas in which the adviser has provided more extended feedback.

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

- Receiving a grade of a “B-” or above in all courses listed on the program checklist.
- Satisfactory performance in the 2nd Year SPY Clinic sequence and external practicum and internship placements (EPSY 6720, EPSY 7720, EPSY 8720, EPSY 9720). The Minimal Level of Achievement (MLA) is a score of “3” or above on each item of the supervisor’s practicum and internship rating form beginning with spring semester during the Clinic year and on all subsequent external practica.
- Satisfactory defense of the master’s thesis by the end of the 3rd year;
- Satisfactory performance on written and oral comprehensive exams. Students sit for the exam as a cohort at the start of the third year. A student may petition the faculty in the event of extenuating circumstances for a modification of this timeline.
- Satisfactory defense of the dissertation prospectus. Students are encouraged to apply for internships through APPIC. The prospectus must be defended by October 15 of the application year in order to apply for APPIC. Students choosing to complete an internship through a school district must defend their prospectus prior to applying. It is highly recommended that the prospectus be defended during the 4th year of study.
- Earning a passing score on the GACE by the 4th year of study, prior to leaving for internship; the report must be submitted to the Program Coordinator.
- Satisfactory development and comportment in terms of Professional Conduct.

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

Failure to Submit a Self-Evaluation
Students must submit the required annual evaluation materials by the first Monday in the month of May. Failure to do so will lead to a warning letter or email, which will include a date by which the student must submit the required documents. If a student does not submit the required materials by
the due date listed in the warning letter, then the student’s advisory committee will be convened. The committee will send a probationary letter to the student that outlines a course of action the student must pursue to remain in the program. Failure to improve progress subsequent to receipt of a probationary letter could lead to dismissal from the program.

**Due Process**

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

Professional Conduct includes the following interpersonal and professional skills:

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

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

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

**Adheres Mandatory Reporting Guidelines (outlined below)**
See the university code of conduct at the following link: [https://conduct.uga.edu/content_page/code-of-conduct](https://conduct.uga.edu/content_page/code-of-conduct) and mandatory reporting guidelines outlined by the UGA College of Education in the handbook appendix.

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

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

The School Psychology Faculty recognizes that stressors are inherent in the transition to doctoral
work and during the course of the program. Trainees may need extra support. When clinical work begins, there is additional stress inherent in being a member of a helping profession. Therefore, supervision is frequent and intensive during graduate training. All of these factors may increase a trainee’s sense of personal and professional vulnerability. It is the responsibility of the Program to make available procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, identifying clear and realistic expectations, timely evaluations with suggestions for positive change, and contact with support individuals (e.g., supervisors) and groups (e.g., other trainees or former trainees).

**Determination of Professional Competency Problems**

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

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

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

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

**Addressing Problem Behaviors**

If professional competence problems are identified, the following procedures will be implemented
with all steps documented in writing and communicated during a formal meeting with the trainee.
1. Trainees will be notified of specific areas of professional competence problems identified by School Psychology Faculty members.
2. Unless the professional competence problems are severe enough to warrant an immediate dismissal from the program, a plan to remediate the problems will be developed by the School Psychology Faculty. The plan will define the trainee’s professional competence problem behavior, identify the expected behavior patterns or goals of the remediation plan, and specify methods to reach those goals, and designate a date for goal attainment and re-evaluation.

Remediation
Several possible, and potentially concurrent, courses of action may be used to remedy professional competence problems. These actions include, but are not limited to:
1. Modifying supervision, either with the same or different supervisor/advisor;
2. Increasing field work experience;
3. Changing the format, emphasis, and/or focus of supervision;
4. Recommending or requiring personal therapy when all parties involved have clarified the manner in which therapy contacts will be used in the remediation process;
5. Reducing clinical or other workload and/or requiring specific courses; and,
6. If appropriate, repeating a particular experience (e.g., practicum) or recommending a leave of absence.

After the remediation plan deadline is met and trainees are re-evaluated, the School Psychology Faculty will notify trainees, in writing, of its decision. The Faculty may:
1. Determine that professional competence problems no longer exist, probationary status is rescinded, and the trainee is allowed to continue in the program.
2. Continue probation with an updated remediation plan and a new re-evaluation date;
3. Counsel the trainee to voluntarily withdraw from the program; or,
4. Dismiss the trainee from the program.
PURPOSE: This policy has been developed to give students a fair, explicit, and protected process to
complain about actions by faculty, staff, or other students in the Department of Educational Psychology that
they feel have resulted in unfair treatment or unfair disadvantage related to their learning or work
here. Possible applications might include, but are not limited to: grade protests, protests regarding the
conduct of comprehensive or written or oral examinations (including thesis and dissertation
defenses), complaints regarding the actions of an advisor or a supervisor, and complaints relating to
Program or department policies which they regard as unfair. According to the Southern Association
of Colleges and Schools (SACS), the institution is required to have “adequate procedures for
addressing written student complaints and is responsible for demonstrating that it follows those
procedures when resolving student complaints.”

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

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

The mediation coordinator will meet with the student, those cited in the Grievance or Dispute, and
any other relevant parties (e.g., staff, students, faculty) in order to gather information about the
expressed concern. The mediation coordinator will complete this inquiry within a period of 10
business days, except under exceptional circumstances. The mediation coordinator may seek to help
the student resolve the dispute through various avenues, including scheduling a meeting between all
concerned parties, working individually with the student and faculty member to identify and initiate
a resolution, etc.

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

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

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

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

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

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

At the hearing, each party shall have the right to speak with and/or submit additional documentation to the Committee. Both student and faculty may also choose to include “an advisor other than an
attorney to assist and advise the complainant” (Office of Legal Affairs). In exceptional cases, an outside witness(es) may be brought in with the approval of the Committee chair.

The Committee’s decision shall be restricted to the following options:
- dismissal of the grievance as unfounded
- granting of the full redress requested in grievance
- granting of some, but not all, of the elements of redress requested in the grievance
- approving an alternative resolution agreed to by all parties in the presence of the Committee

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

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

SOME ADDITIONAL UNIVERSITY RESOURCES:

*Equal Opportunity Office* ([http://www.uga.edu/eed/](http://www.uga.edu/eed/))
The Non-Discrimination/Anti-Harassment Officer (NDAH Officer) is the individual or individuals designated by the President to be primarily responsible for providing education and training about discrimination and harassment to the University community, and for investigating reports and complaints of discrimination and harassment in accordance with this policy. The Director of the Office of Equal Opportunity, and/or his designee(s) currently serves as the NDAH Officer. The NDAH Officer(s) can be reached at the Equal Opportunity Office at (706) 542-7912.

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

1. Program Advising Checklist 38
2. Comprehensive Exam Information 39
   a. Comprehensive Exam Examples 40
   b. Written Comprehensive Exam Rubric 41
   c. Case Management and Report Evaluation Rubric 43
3. Practicum/Internship Forms 46
   a. Memorandum of Understanding (MOU) 47
   b. Institution and Faculty Applied Learning Experience Agreement (ALE) 54
   c. FERPA agreement (Authorization for Release of Records and Information) 59
   d. Practicum/Internship Evaluation of Student 60
   e. Practicum/Internship Evaluation of Supervisor/Site 64
   f. Hours Log 68
4. Practicum Placement Descriptions 69
5. UGA School Psychology Program Fieldwork Handbook 74
6. Non-APPIC CDSSP Internship Checklist 86
This is a guide to be used for advising purposes for the MA/PhD program in School Psychology. The actual program of study may vary based on a student’s goals and background. The doctoral committee in consultation with the student decides the student’s actual program of study. Only graduate level courses (course numbers 6000 and above) may be used toward the earning of a graduate degree. Online courses will have an "E" after the number on the schedule (ex. EPSY 7110E). Some courses listed below require additional prerequisite courses. Individual course descriptions may be found on the UGA Bulletin webpage, [http://www.bulletin.uga.edu/](http://www.bulletin.uga.edu/).

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

<table>
<thead>
<tr>
<th>Advising Checklist</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Psychology Core (All)</td>
<td>EDAP 7040</td>
<td>School Law</td>
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<td></td>
<td>EPSY 6300</td>
<td>Introduction to School Psychology and School-Based Services</td>
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<td></td>
<td>EPSY 6800</td>
<td>Foundations of Cognition for Education</td>
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<td></td>
<td>EPSY 7100</td>
<td>Individual Assessment of Development</td>
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<td>EPSY 7200</td>
<td>Diagnosis of Social-Emotional Behavior in Education</td>
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<td></td>
<td>EPSY 7310</td>
<td>Consultation Processes in Educational Settings</td>
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<td></td>
<td>EPSY 7320</td>
<td>Individual Psychoeducational Intervention</td>
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<td>EPSY 7330</td>
<td>Individual Academic Interventions</td>
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<td></td>
<td>EPSY 8140</td>
<td>Developmental Psychopathology and Schooling</td>
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<td>Social Aspects of Behavior</td>
<td>PSYC 6200</td>
<td>Advanced Social Psychology</td>
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<tr>
<td>Diversity (required for students beginning fall 2017 and after)</td>
<td>ECHD 7060</td>
<td>Cross-Cultural Counseling</td>
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<tr>
<td>Statistics</td>
<td>ERSH 8310</td>
<td>Applied Analysis of Variance Methods in Education</td>
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<td>ERSH 8320</td>
<td>Applied Correlation and Regression Methods in Education</td>
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<td>Measurement and Design</td>
<td>ERSH 8610</td>
<td>Theories of Educational Measurement</td>
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<td></td>
<td>ERSH 9210</td>
<td>Quantitative Design in Education</td>
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<tr>
<td>Statistics/Measurement Elective (1 required)</td>
<td>BIOS 8110</td>
<td>Categorical Data Analysis</td>
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<td>BIOS 8130</td>
<td>Multivariate Design for Public Health</td>
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<td>ERSH 8350</td>
<td>Multivariate Methods in Education</td>
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<td>ERSH 8740</td>
<td>Exploratory Factor Analysis</td>
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<td>ERSH 8750</td>
<td>Introduction to Structural Equation Modeling</td>
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<td>SPED 8370</td>
<td>Single-Subject Research Methodology in Special Education</td>
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<tr>
<td></td>
<td>Other</td>
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<tr>
<td>History of Psychology</td>
<td>ECHD/EPSY 8010</td>
<td>History of Psychology and the Evolution of Contemporary Practice</td>
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<td>Behavioral Neuroscience</td>
<td>ECHD/EPSY 8610</td>
<td>Fundamentals of Behavioral Neuroscience</td>
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<tr>
<td>Development</td>
<td>ECHD/EPSY 8080</td>
<td>Development Across the Lifespan for Educators and School Psychologists</td>
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# Advising Checklist

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<thead>
<tr>
<th>Area Emphasis</th>
<th>Course No.</th>
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<tbody>
<tr>
<td>Seminar (min. 3 sections)</td>
<td>EPSY 8990</td>
<td>Doctoral Seminar in Educational Psychology (Professional Issues)</td>
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<tr>
<td></td>
<td>EPSY 8990</td>
<td>Doctoral Seminar in Educational Psychology (Law &amp; Practice)</td>
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<td></td>
<td>EPSY 8990</td>
<td>Doctoral Seminar in Educational Psychology</td>
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<tr>
<td>Minor Area (3 course sequence)</td>
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<tr>
<td>Practicum and Internship</td>
<td>EPSY 6720</td>
<td>Master's Practicum in School Psychology</td>
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<tr>
<td>6000 Level (min. of 6 credits)</td>
<td>EPSY 6720</td>
<td>Master's Practicum in School Psychology</td>
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<td>EPSY 6720</td>
<td>Practicum in Psychoeducational Assessment</td>
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<td>7000 Level (min. of 21 credits)</td>
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<td>Practicum in Psychoeducational Assessment</td>
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<tr>
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<td>Practicum in Psychoeducational Assessment</td>
</tr>
<tr>
<td>8000 Level (min. of 12 credits)</td>
<td>EPSY 8720</td>
<td>Practicum in School Psychology</td>
</tr>
<tr>
<td>9000 Level (min. of 12 credits)</td>
<td>EPSY 9720</td>
<td>Advanced Internship in School Psychology (min. of 3 credits)</td>
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<td>Advanced Internship in School Psychology (min. of 3 credits)</td>
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<td>EPSY 9720</td>
<td>Advanced Internship in School Psychology (min. of 3 credits)</td>
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<tr>
<td>Master’s Thesis (min. 3 credits, max. 15 credits)</td>
<td>EPSY 7300</td>
<td>Master’s Thesis</td>
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<td>EPSY 7300</td>
<td>Master’s Thesis</td>
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<tr>
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<td>EPSY 7300</td>
<td>Master’s Thesis</td>
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<tr>
<td>Dissertation (min. 3 credits, max. 45 credits)</td>
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<td>Doctoral Dissertation</td>
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<td>EPSY 9300</td>
<td>Doctoral Dissertation</td>
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</table>

## MA Program Major Events Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td></td>
<td>Advisory Committee for Master of Arts and Master of Science Candidates form submitted to the Graduate School</td>
</tr>
<tr>
<td></td>
<td>Program of Study for Master of Arts and Master of Science Candidates form submitted to the Graduate School</td>
</tr>
<tr>
<td></td>
<td>Draft of Thesis submitted to Graduate School for Format Check</td>
</tr>
<tr>
<td></td>
<td>Approval Form for Master’s Thesis and Final Oral Examination, Master of Arts and Master of Science Candidates form submitted to the Graduate School</td>
</tr>
<tr>
<td></td>
<td>Electronic Thesis and Dissertation (EThD) Submission Approval for submitted to the Graduate School</td>
</tr>
<tr>
<td></td>
<td>Final Thesis submitted to the Graduate School</td>
</tr>
<tr>
<td></td>
<td>Application for Graduation through Athena</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>1st</td>
<td>Advisory Committee for Doctoral Candidates form submitted to Graduate School (Oral Comprehensive Exam committee)</td>
</tr>
<tr>
<td></td>
<td>Final Doctoral Program of Study submitted to the Graduate School</td>
</tr>
<tr>
<td></td>
<td>Written Comprehensive Exam</td>
</tr>
<tr>
<td></td>
<td>Oral Comprehensive Exam Announcement submitted to the Graduate School (must be submitted by the Graduate Coordinator’s Office at least two weeks before Exam)</td>
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<tr>
<td></td>
<td>Oral Comprehensive Exam</td>
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<tr>
<td>2nd</td>
<td>Advisory Committee for Doctoral Candidates form submitted to Graduate School (Dissertation Defense committee)</td>
</tr>
<tr>
<td></td>
<td>Dissertation Prospectus Meeting</td>
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<tr>
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<td>Application for Admission to Candidacy for Doctoral Degrees form submitted to the Graduate School</td>
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<tr>
<td></td>
<td>Dissertation Defense Announcement submitted to the Graduate School (must be submitted by the Graduate Coordinator’s Office at least two weeks before Defense)</td>
</tr>
<tr>
<td></td>
<td>Draft of Dissertation submitted to the Graduate School for Format Check</td>
</tr>
<tr>
<td></td>
<td>Approval Form for Doctoral Dissertation and Final Oral Examination form submitted to the Graduate School</td>
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<tr>
<td></td>
<td>Electronic Thesis and Dissertation (ETD) Submission Approval form submitted to the Graduate School</td>
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</tr>
<tr>
<td></td>
<td>Application for Graduation through Athena</td>
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</table>
COMPREHENSIVE EXAM
INFORMATION
EXAMPLE OF COMPREHENSIVE EXAM QUESTIONS

Intervention & Consultation
Explain why, from a behavioral analytic perspective, each of the steps of Bergen's behavioral consultation is necessary yet possibly not sufficient to the development of an effective intervention.
A) What additional steps should be taken to increase the probability that if implemented as designed, a behavioral intervention will improve student behavior?
B) What does the literature suggest should be done to promote treatment fidelity?
C) From a behavioral analytic perspective what variables should be considered and steps taken to increase the probability that the teacher will continue implementing the intervention.

Development & Systems
A large body of research exists regarding the stressors children and adolescents face and how these stressors influence success in school. Briefly describe the role of stress in the lives of P-12 students and how exposure to stressful life events and circumstances might influence development of intervention plans to assist children with behavioral or academic support.
Explain how cumulative risk from such factors as chronic poverty, abuse or neglect, poor mental health of a parent or caregiver, or other stressful components of contexts or environments might influence the effectiveness of any proposed intervention. Discuss how cumulative exposure to stressors might alter gene expression and state the specific physiological process that modifies gene expression.

Assessment Theoretical Question
Explain why the KABC has 2 different indices that can be used to summarize cognitive performance – the Mental Processing Index (MPI) and the Fluid-Crystallized Index (FCI). Be sure to include the following components in your answer:
a.) A thorough description of the theoretical rationale for each index. b.) A description of which scale is omitted from the MPI and why?
c.) Provide two brief clinical vignettes to serve as examples of when you would use each index.

Developmental Psychopathology
Imagine that you have been tasked with developing a prevention program for children at risk for developing major depression. Given what you know about the prospective risk factors for a major depressive episode, what are three prospective risk factors that you believe you should target in your prevention program?
UGA School Psychology Comprehensive Examination Scoring Rubric

In general, the responses will be evaluated on the basis of the following criteria:

a. Response to be relevant to the question
b. There should be detail and depth in the response
c. Ideas should be logically developed
d. Statements and ideas shall be documented by available research
e. Writing should be scholarly in paragraph development, grammar, spelling, and clarity.

Score each question you feel competent to score. The scoring system is 1 through 5: 1 = clear failure, 3 marginal pass, 5- outstanding

5-point answer

a. Response to be relevant to the question
   - There are rare instances of tangential writing
b. There should be detail and depth in the response
   - All question components thoroughly and correctly answered
c. Ideas should be logically developed
d. Statements and ideas shall be documented by available research
   - Multiple pieces of research evidence should be used to support response
   - There should be multiple full accurate citations to support the research presented
   - Writing should be scholarly in paragraph development, grammar, spelling, and clarity.
   - There are no or very few grammatical or spelling errors
   - The writing flows well and the argument is easy to read and follow.

4-point answer

a. Response to be relevant to the question
   - Occasional tangents but comprise the vast minority of the response
b. There should be detail and depth in the response
   - All but 1 of the question components thoroughly and correctly answered
c. Ideas should be logically developed
d. Statements and ideas shall be documented by available research
   - Multiple pieces of research evidence should be used to support response
   - There should be multiple full accurate citations to support the research presented
e. Writing should be scholarly in paragraph development, grammar, spelling, and clarity.
   - There are occasional grammatical or spelling errors
   - Occasionally the organization of the response could benefit from restructuring
3-point answer

a. Response to be relevant to the question
   - Tangential comments are frequent but do not distract from the accuracy of the other
     information in the response
b. There should be detail and depth in the response
   - While some question components are sufficiently answered, other parts have been ignored
     in the response or are answered incorrectly
c. Ideas should be logically developed
d. Statements and ideas shall be documented by available research
   - Multiple pieces of research evidence should be used to support response
   - There should be multiple full accurate citations to support the research presented
e. Writing should be scholarly in paragraph development, grammar, spelling, and clarity.
   - Grammatical or spelling errors occur frequently but don’t necessarily detract from
     readability or content

2-point answer

a. Response to be relevant to the question
   - Tangential comments are so frequent that they distract from the accuracy of the other
     information in the response
b. There should be detail and depth in the response
   - A large part of the question not addressed or not correctly answered
c. Ideas should be logically developed
d. Statements and ideas shall be documented by available research
   - Multiple pieces of research evidence should be used to support response
   - There should be multiple full accurate citations to support the research presented
e. Writing should be scholarly in paragraph development, grammar, spelling, and clarity.
   - Grammatical or spelling errors occur frequently and at times detract from readability or
     content

1-point answer

a. Response to be relevant to the question
   - The document is comprised primarily of tangential information
b. There should be detail and depth in the response
   - All or almost all of the question is answered incorrectly or all main question components
     have been missed
c. Ideas should be logically developed
d. Statements and ideas shall be documented by available research
   - Multiple pieces of research evidence should be used to support response
   - There should be multiple full accurate citations to support the research presented
e. Writing should be scholarly in paragraph development, grammar, spelling, and clarity.
- Egregious grammatical or spelling errors which detract from readability or content
Psychological Report Evaluation Rubric
University of Georgia School Psychology Clinic

Name of Student: ___________________________________________
Name of Supervisor: ________________________________________
Child Assessed (initials): ___________________________________

The quality of the case management and final report will be assessed on the following scale. Information to be used in the final determination will be gathered throughout the conduct of the case -- from initial contact to the final report -- and will include group and individual supervision sessions, client contact, and written reports.

1 Inadequate/Unsatisfactory (does not meet expectations for level of training; needs much more practice and supervision than the majority of candidates at this same level of training).
2 Adequate (emerging competence--it is understood that continued practice and on-going supervision are recommended).
3 Advanced level (competence beyond that expected for a candidate at current level of training; continued practice and on-going supervision are recommended).
4 Exceptional level (student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required)

NOTE: This form is to be completed by the university supervisor and attached to a written summary of the evaluation of the case management and the report.

CASE MANAGEMENT

____ Case conceptualization is thorough and covers relevant domains, including cognitive, social-emotional, and language functioning, as well as social, cultural, familial, and academic functioning, and considers all relevant DSM-5 diagnoses.

____ Initial assessment plan is comprehensive and appropriate and includes a specific plan for addressing the differential diagnostic questions posed in the case conceptualization. The initial plan is modified as necessary, with input from the supervisor, as the case progresses.

____ Assessment methods are listed and scores are reported in an accurate and clear fashion that is understandable to parents, teachers, and others.

____ Assessment methods follow logically from the referral question(s).

____ Multiple assessment methods, primarily those with demonstrated validity and reliability, are employed, including (where appropriate) review of records, standardized tests, rating scales, curriculum-based assessment, classroom observations, interviews with teacher(s), parent, and child, and other types of clinic-based observations when appropriate.

____ Salient educational history is included based on a complete review of school records, such as: (1) prior grades, (2) group achievement test scores, (3) health records (e.g., vision and screening results), (4) records of behavior, (5) previous evaluation reports, and (6) previous and existing interventions related to the referral.

____ Parent/guardian interview covers (1) age of onset of problems, (2) course/prognosis of problem, (3) etiology (as appropriate), (4) family psychiatric history (as appropriate), (5) child's developmental and educational history, (6) child’s social and emotional functioning, and (7)
relevant cultural information (e.g., language of the home). A semistructured or structured interview format is used to assure that all pertinent areas are covered.

____ Teacher interview (when available) covers: (1) current classroom achievement in all pertinent areas (e.g., reading, mathematics), and (2) friendships and peer relationships as well as any concerns regarding behavioral, social or emotional skills.

____ Child interview covers (1) child’s views on referral concerns/problems, (2) activities and interests, (3) home and family relationships, (4) general health and eating/sleeping routines, (5) academic and school functioning, (5) friendships and peer relationships, (6) social emotional functioning and (7) strengths and aspirations. A semi-structured interview format is used that is tailored to the developmental level of the child and covers all pertinent areas including specific concerns/risk assessments for adolescents as appropriate.

____ The report presents a clear description of relevant behaviors of the child observed during testing and includes a statement regarding probable validity given the child’s test session behaviors.

____ The report presents a clear description of classroom behavior, using systematic methods of observation. Observed factors that contribute to the student's behavior (e.g., peers, instruction, etc.), and are relevant to the referral question(s), are highlighted. These observations are integrated, as appropriate, with all data collected. [If a classroom observation was not possible, this has been discussed with the supervisor.]

____ The report synthesizes and integrates information from multiple sources, including school records, interviews, and standardized and curriculum-based measures of ability, achievement, and social and emotional functioning, as appropriate to the referral question.

____ A description of the child’s strengths is provided based on information gathered from multiple measures and multiple sources.

____ Data are presented and interpreted in a clear, accurate and integrated manner throughout the report and are likely be helpful in guiding the IEP team’s eligibility determination and/or intervention support team for developing interventions. The report reveals the nature of the disability, ways that others have already tried to remediate it, and how the client’s strengths can benefit the recommended intervention.

____ The report offers multiple, specific, evidence-based, and practical recommendations that address the referral question(s) and that may serve as the basis for developing an IEP or intervention plan, where appropriate. The recommendation(s) incorporate knowledge of developmental, cognitive, educational, neuro-psychological, emotional, social and behavioral psychology.

____ Effectively interprets and reports standardized test results as well as results from other measures and clearly communicates overall diagnostic impressions and recommendations during verbal feedbacks.

Professional Behavior:
____ Complies with ethical and legal requirements
____ Seeks and uses supervision and feedback as needed
____ Is responsive to feedback and incorporates feedback from current and prior reports
____ Meets deadlines and responsibilities in timely and appropriate manner
____ Shows motivation and initiative
____ Demonstrates knowledge and sensitivity to cultural diversity and individual differences
Demonstrates effective interpersonal skills with colleagues, clients, parents, teachers, others

**FORMAT OF WRITTEN REPORT**

- Report was completed in a timely manner.
- Appropriate headings are employed throughout the report.
- A confidentiality statement is provided at the top of the first page.
- The report provides one or more clear referral questions.
- Language is used effectively (concise and clear).
- Technical language and jargon is kept to a minimum.
- Spelling errors are avoided.
- Grammar is appropriate.
- Verb tense is consistent.
- Paragraphs are well organized and begin with topic sentences.
- A proof read copy and best work in initial report drafts is provided.

**Additional Reviewer’s Comments:**
PRACTICUM/INTERNSHIP FORMS
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
BY AND ON BEHALF OF
THE UNIVERSITY OF GEORGIA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND

(Name of Facility)

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

A. PURPOSE:

1. The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality applied learning experiences for the Institution's students.

2. Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or to any third party. However, the understandings contained herein may be incorporated into and made a part of a subsequent agreement executed between the respective Institution and Facility in a form substantially similar to that which is attached hereto and hereby incorporated by reference as "Exhibit A" (hereinafter referred to as the "Agreement").

B. GENERAL UNDERSTANDING:

1. The applied learning experience (hereinafter referred to as the "A.L.E.") will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the Institution and the Facility. The starting and ending dates for each A.L.E. shall be agreed upon at least one month before the A.L.E. commences. A.L.E. implementation at the Facility shall be subject to final approval by the Facility.

2. The number of students designated for participation in the A.L.E. will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be acceptable to both parties. Either the Facility or the Institution may withdraw any student from an A.L.E. at the Facility based upon a lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility, or, for any other reason where either party reasonably believes that it is not in their best interest for the student to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.
There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, disability or veteran's status in either the selection of students for participation in the A.L.E., or as to any aspect of the A.L.E.; provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the student's effective participation in the A.L.E.

C. FACILITY RESPONSIBILITIES:

1. The Facility will retain responsibility for the care of its clients and patients and will maintain supervision of students insofar as their presence and A.L.E. assignments affect the operation of the Facility and its care, direct and indirect, of its clients and patients. No provision of this Relationship shall prevent any Facility client or patient from requesting not to be a teaching client or patient or prevent any member of the Facility's staff from designating any client or patient as a non-teaching client or patient.

2. The Facility will provide adequate facilities for participating students in accordance with the A.L.E. program objectives and plan developed through cooperative planning by the Institution's departmental faculty and the Facility's staff. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with the A.L.E. However, specific classroom, conference space and facility requirements may be set forth in the Agreement.

3. Facility staff shall upon request, assist the Institution in the evaluation of the learning and performance of participating students, provided the student has signed a consent to exchange of educational information in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. However, the Facility hereby agrees to keep confidential any student records or information it may obtain, unless it has otherwise obtained prior written consent of the student. Although the Institution shall obtain all required consents, the Facility shall have the right to rely on such consents and to obtain copies of such consents upon request. The Facility will assign a staff representative as liaison between the Facility and the Institution. The Facility staff representative may be designated in the Agreement. Unless otherwise specified in the Agreement, any evaluation of students by the Facility shall relate only to general student participation in the A.L.E., and shall in no way be construed as a certification by the Facility as to the competence of any student or a representation by the Facility of any student's ability or competence in connection with the practical implementation of any knowledge gained through the A.L.E.

4. The Facility shall provide for the orientation of both Institution faculty and participating students as to the philosophies, rules, regulations and policies of the Facility.

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

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

D. INSTITUTION RESPONSIBILITIES:

1. The Institution will use its best efforts to select students for participation in the A.L.E. who are prepared for effective participation in the training phase of their overall education. The Institution will retain ultimate responsibility for the education of its students.

2. Prior to the commencement of the A.L.E., the Institution will, upon request and with proper authorization, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.

3. The Institution will use its best efforts to see that the A.L.E.s at the Facility are conducted in such a manner as to enhance the resources available to the Facility for the providing of care to its clients and patients. Only those students who have satisfactorily completed the prerequisite courses of their curriculum will be selected for participation in an A.L.E., as specified in the curriculum course descriptions.

4. The Institution will not assign any faculty member to the Facility in connection with the operation of the A.L.E. who is not appropriately licensed or certified, and will make evidence of the licensure or certification of all its assigned faculty available to the Facility upon request. It is agreed that all Institution faculty are employees of the Institution, unless otherwise agreed upon in writing.

5. The Institution will inform all its participating students of the Facility's requirement that they must procure and maintain throughout the A.L.E. professional liability insurance in amounts, form, and by a carrier satisfactory to the Facility and the Institution, and covering their activities at the Facility, and to provide evidence of such insurance to the Facility prior to participation in any A.L.E. Institution faculty members will be provided professional liability coverage pursuant to the terms and conditions of the Georgia Tort Claims Act (O.C.G.A. Û50-21-20 et seq.). The Institution will provide Worker's Compensation Insurance coverage for its participating faculty members. However, the Institution will not provide Worker's Compensation Insurance or other insurance coverage for its students. This paragraph will survive the termination of this MOU.

6. The Institution will encourage participating student and faculty compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students and faculty informed as to the same and any changes therein. Specifically, the
Institution will keep each participating student and faculty member apprised of his or her responsibilities, including but not limited to the following:

a. To follow the administrative policies, standards and practices of the Facility when in the Facility.

b. To report to the Facility on time and to follow all established regulations of the Facility.

c. To keep in confidence all medical, health, financial and social (including mental health) information pertaining to particular matters, clients or patients.

d. To not publish any material related to the A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless prior written permission is received from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.

e. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.


g. To arrange for and be solely responsible for living accommodations while at the Facility.

h. To conform to established standards and practices while training at the Facility.

i. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

j. To wear a name tag that clearly identifies him/her as a student or faculty member.

k. To sign a written agreement obligating the student or faculty member to observe all rules and policies established by the Facility, to maintain the confidentiality of patient information, and to refrain from publishing any material related to the A.L.E. that identifies or uses of the name of the Board of Regents, the Institution, or the Facility, directly or indirectly, or uses the name of the Facility, without first obtaining written approval. Subject to the right to publish set forth in section d above.
7. The Institution will require all student participants at the time of enrollment in the A.L.E., if required and as necessary and appropriate during the period of participation, to undergo a health examination, as will be necessary to determine that they are free from any infectious or contagious diseases, and are able to perform their activities in the A.L.E. program in order to ensure that students do not pose a direct threat to the health or safety of others, which may include TB, PPD test or chest x-ray, hepatitis-B core antibody test, and Rubella, measles and mumps tests or documentation of immunization. At the option of the Facility, such health examinations may be performed by the Facility, at the sole expense of the student participants. Any medical or health care (emergency or otherwise) that may be received by an Institution student or faculty member at the Facility in the course of the A.L.E. shall be at the sole expense of the individual recipient of such care; provided that nothing herein shall require the Facility to provide any such care. Any student or faculty participant who does not meet the health criteria established by the Facility will not be assigned to the Facility or allowed to continue to participate in the A.L.E. at the Facility. The Facility has the right, at any time, to request health status reports on student and faculty participants, to the extent allowed by applicable law. Moreover, if the student and/or faculty member has an exposure to blood or body substances, if there is an injury to the student and/or faculty member or if there is an infectious disease outbreak, the Institution agrees, to the extent allowed by law, to send the student's and/or faculty member's health records within two (2) business days of the receipt of a written request by the Facility for such health records.

8. The Institution shall have the full responsibility for the conduct of any student or faculty disciplinary proceedings and shall conduct the same in accordance with all applicable statutes, rules, regulations and case law.

9. The Institution will assign faculty/staff representative(s) as liaison(s) between the Facility and the Institution. The Institution faculty/staff representative(s) will be designated in the Agreement.

E. MUTUAL RESPONSIBILITIES:

1. The parties will work together to maintain an environment of quality learning experiences for the Institution's student(s), while at the same time enhancing the resources available to the Facility for the providing of care to its clients and patients. At the request of either party, a meeting or conference will be held between Institution and Facility representatives to resolve any problems or develop any improvements in the operation of the A.L.E.

2. This working relationship and affiliation shall be reviewed annually by the parties. This Memorandum of Understanding may be amended at any time by mutual written agreement of the parties. It may also be canceled at any time by either party upon not less than ninety (90) days written notice to the other party, but any students currently in an A.L.E. may complete the A.L.E.

3. The Institution and the Facility acknowledge and agree that neither party shall be responsible for any loss, injury or other damage to the person or property of any student or faculty member participating in the A.L.E. unless such loss, injury or
damage results from the negligence or willful conduct of that party, its agents, officers or employees.

4. This relationship is intended solely for the mutual benefit of the parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than Facility and the Institution; without limiting the generality of the foregoing, no rights are intended to be created for any patient, student, parent or guardian of any student, spouse, next of kin, employer or prospective employer of any student.

5. Neither party is an agent, employee or servant of the other. The Regents, Institution, and the Facility acknowledge and agree that student participants in the A.L.E. are not employees of the Regents, Institution, or the Facility by reason of such participation, and that they assume no responsibilities as to the student participants that may be imposed upon an employer under any law, regulation or ordinance. Student participants shall in no way hold themselves out as employees of the Regents, Institution, or the Facility.

6. Facility and Institution acknowledge that protection of participants in the A.L.E. from exposure to bloodborne pathogens is the joint concern of Facility, Institution and the participant. Facility will make available to participants for use within the Facility all personal protective equipment, including gloves, gowns, masks, and other supplies necessary to comply with Centers for Disease Control guidelines, as appropriate to the participant's A.L.E. If the A.L.E. involves exposure to bloodborne pathogens, Facility shall provide participants with education regarding bloodborne pathogens appropriate to the participant's educational training at Facility, and, shall maintain documentation of such education. Institution shall, to the extent required by law or regulation, offer to participants at substantial risk of directly contacting body fluids, antibody and or antigen testing and vaccination in accordance with requirements of the Occupational Health and Safety Administration and Centers for Disease Control. Facility will use its best efforts to appropriately test the source patient and to obtain that patient's consent to disclosure of test results to the Institution and participant.

7. This Memorandum of Understanding shall be governed by, construed and applied in accordance with the laws of the State of Georgia.

8. This Memorandum of Understanding shall supersede any and all previously executed Memoranda of Understanding between the parties for applied learning experiences.
AGREED TO BY:

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

Denise Spangler, PhD Dean,
College of Education:

Date

(Name of Facility)

Name

Title

Signature

Date
EXHIBIT A
INSTITUTION AND FACILITY APPLIED LEARNING EXPERIENCE AGREEMENT

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

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

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

1. This agreement applies to the following programs:

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

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

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

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

Check the applicable documents that have been executed.

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

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

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

A. Institution Faculty/Staff Representative(s):

   Program: UGA School Psychology Program
   Name(s): Chitra Pidaparti
   Address: Department of Educational Psychology
            323 Aderhold Hall, Athens, GA 30602
   Telephone Number: 706 542 4110
   Fax Number: ____________________________

B. Facility Contact Person:

   Program: ________________________________
   Name(s): ________________________________
   Address: ________________________________
   Telephone Number: ______________________
   Fax Number: ______________________________

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

7. It is understood and agreed that all terms and conditions forming a part of the attached Memorandum of Understanding by and between _______________________________ and the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia Department of Educational Psychology are hereby incorporated by reference and shall remain in full force and effect during the term of this Agreement.

8. Unless sooner canceled as provided herein, the term of this agreement shall be for a period of one (1) year, commencing on the date the last agreeing party executes, by signature, this agreement, and ending 365 days after such execution. This agreement may be renewed or amended at any time by mutual written consent of the parties. It may also
be canceled at any time by either party upon not less than ninety (90) days written notice, but any students currently in an A.L.E. may complete the A.L.E.

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

_________________________ Date
Denise Spangler, PhD
Dean, College of Education:

(NAME OF FACILITY)

_________________________ Date

Name: ____________________________ (Please Print)
Title: ________________________________
STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT

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

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.

2. To report to the Facility on time and to follow all established regulations of the Facility.

3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.

4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.

5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.


7. To arrange for and be solely responsible for my living accommodations while at the Facility.

8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

9. To wear a name tag that clearly identifies me as a student.

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

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

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

I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.
I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

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

This the _________________ day of _________________ 200__.

Signature
Name: ____________________________
(Please print)

Witness Signature
Name: ____________________________
(Please print)

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

Witness Signature
Name: ____________________________
(Please print)

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

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

RE: ____________________________
(Print Name of Student)

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

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

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

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

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".
This the ________________ day of ________________, 200 __.

Student Signature
Name: __________________________
(Please print)

Witness Signature
Name: __________________________
(Please print)
UGA School Psychology Practicum/Internship Evaluation - Supervisor

Start of Block: Introduction

**Supervisor Evaluation of UGA School Psychology Practicum Students and Interns**

As required by practicum and internship guidelines, site supervisors are to evaluate students at the end of each semester that the student serves at the practicum site. Please consider your interactions with a student over the past few months. Based on your perceptions of these interactions, rate the student’s behavior through this survey.

The Minimal Level of Achievement for our Program is a score of "3" on each item of the practicum/internship evaluation form. Scores lower than this will trigger a program remediation plan for the student. Students should be evaluated relative to their year in the program.

This information will be used by the University of Georgia School Psychology Program Faculty to provide individual feedback to students, but you are encouraged to discuss your evaluation with the student.

If you have questions about this survey, please email the UGA School Psychology Clinic Director, Chitra Pidaparti, chpidapa@uga.edu, or call the UGA Department of Educational Psychology at (706) 542-4110.

Please press ">>" to begin.

End of Block: Introduction

Start of Block: Placement Information

Student's Name:

________________________________________________________________________

Field Placement:

________________________________________________________________________

Supervisor's Name:

________________________________________________________________________

End of Block: Placement Information

Start of Block: Term Information
Semester of Practicum/Internship:

- [ ] Fall
- [ ] Spring
- [ ] Summer

4-Digit Year of Practicum/Internship:

________________________________________________________________

Page Break
If any of the information in bold text is incorrect, please use the "<<" button to fix the appropriate question.

Please evaluate the following statement as true or false.

I, $Place 3/ChoiceTextEntryValue$, directly supervised $Place 1/ChoiceTextEntryValue$ during his/her practicum experience at $Place 2/ChoiceTextEntryValue$ during the $Term 1/ChoiceGroup/SelectedChoices$ $Term 2/ChoiceTextEntryValue$ semester.

- True
- False

End of Block: Term Information

Start of Block: General Applied Skills
**General Applied Skills: Appraisal/Diagnostic Skills**

<table>
<thead>
<tr>
<th></th>
<th>Inadequate (1)</th>
<th>Below Expectations for level of training (2)</th>
<th>At basic acceptable level (3)</th>
<th>Above acceptable level (4)</th>
<th>Exceptional (5)</th>
<th>N/A or lack of sufficient knowledge to rate item (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands referral concerns and plans assessment batteries to address identified needs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Integrates information from numerous sources to draw logical conclusions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Diagnoses strengths and weaknesses based on integrated information</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Demonstrates knowledge of federal and state regulations related to special education</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Makes recommendations that incorporate knowledge of developmental, cognitive, educational, neuropsychological, emotional, social, and behavioral psychology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Interprets standardized and other test results effectively communicating assessment results orally and in writing</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>

Comments on the student's Appraisal/Diagnostic Skills (optional):

________________________________________________________________

________________________________________________________________

________________________________________________________________

### General Applied Skills: Therapy/Intervention Skills

<table>
<thead>
<tr>
<th>Inadequate (1)</th>
<th>Below Expectations for level of training (2)</th>
<th>At basic acceptable level (3)</th>
<th>Above acceptable level (4)</th>
<th>Exceptional (5)</th>
<th>N/A or lack of sufficient knowledge to rate item (6)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

- Develops **individual** psychological/educational interventions in consultation with teachers, parents, and other caregivers
- Demonstrates appropriate use of generally accepted approaches to **individual** psychotherapy
- Develops **group** psychological/educational interventions in consultation with teachers, parents, and other caregivers
- Demonstrates appropriate use of generally accepted approaches to **group** intervention

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Comments on the student's Therapy/Intervention Skills (optional):

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________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
### General Applied Skills: Consultation Skills

<table>
<thead>
<tr>
<th></th>
<th>Inadequate (1)</th>
<th>Below Expectations for level of training (2)</th>
<th>At basic acceptable level (3)</th>
<th>Above acceptable level (4)</th>
<th>Exceptional (5)</th>
<th>N/A or lack of sufficient knowledge to rate item (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to describe the societal and institutional factors that foster and impair a consultation relationship</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Differentiates between services that can be provided by the school and those that need to be provided by outside agencies or other professionals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Successfully consults with teachers or other child care professionals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Comments on the student's Consultation Skills (optional):**

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________________________________________________________________
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**End of Block: General Applied Skills**

**Start of Block: Leadership and Professional Development**
### Leadership and Professional Development

<table>
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<tr>
<th></th>
<th>Inadequate (1)</th>
<th>Below Expectations for level of training (2)</th>
<th>At basic acceptable level (3)</th>
<th>Above acceptable level (4)</th>
<th>Exceptional (5)</th>
<th>N/A or lack of sufficient knowledge to rate item (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts an in-service program for teachers/parents/administrators or other school stakeholders</td>
<td>❌</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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</tr>
<tr>
<td>Trains a group of professionals in the use of a psychological assessment or intervention method</td>
<td>❌</td>
<td>☑</td>
<td>☑</td>
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<td>☑</td>
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</tr>
<tr>
<td>Coordinates a major academic or service activity such as grant preparation or proposal development for new services</td>
<td>❌</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Engages in ethical practices and uses appropriate steps to resolve ethical dilemmas</td>
<td>❌</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Develops cultural competencies and seeks consultation as appropriate related to issues of student diversity</td>
<td>❌</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Demonstrates general motivation to learn required skills</td>
<td>❌</td>
<td>☑</td>
<td>☑</td>
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</tr>
</tbody>
</table>

Comments on the student's leadership and professional development (optional):

___________________________________________________________________
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End of Block: Leadership and Professional Development

Start of Block: Interpersonal Relations & General Work Orientation
<table>
<thead>
<tr>
<th>Interpersonal Relations and General Work Orientation</th>
<th>Inadequate (1)</th>
<th>Below Expectations for level of training (2)</th>
<th>At basic acceptable level (3)</th>
<th>Above acceptable level (4)</th>
<th>Exceptional (5)</th>
<th>N/A or lack of sufficient knowledge to rate item (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates appropriate reactions to change and</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>stress</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Displays a willingness to be of service to others</td>
<td></td>
<td></td>
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<tr>
<td>Adheres to established timelines in completing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tasks and follows through on commitments</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Adheres to the policies and procedures of the</td>
<td></td>
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<tr>
<td>work setting (e.g., confidentiality, punctuality,</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>child abuse reporting procedures)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comments on the student's interpersonal relations and general work orientation (optional):
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: Interpersonal Relations & General Work Orientation

Start of Block: Additional Comments

Do you have any additional comments about the student's practicum/internship experience (optional)?
________________________________________________________________
End of Block: Additional Comments

Start of Block: Feedback

For your records, upon completion of this evaluation, you will be directed to a report containing your responses, which you can print or save via keyboard shortcuts or your internet browser menu.

In addition to this automatic report, would you like to have a copy of your evaluation of $\{Place 1/ChoiceTextEntryValue\}$ emailed to you?

- Yes
- No

End of Block: Feedback
School Psychology Student Evaluation of Practicum/Internship Experience

As required by practicum and internship guidelines, students are to evaluate their supervisor and practicum experiences at the end of each semester that they are placed at the site. Please consider your interactions and experiences over the past few months, in order to complete the following survey.

The information obtained through this survey will be used by the University of Georgia School Psychology Program to evaluate the practicum site for future placements. If problems are evident, the University Practicum/Internship Supervisor may contact the field supervisor regarding your concerns.

If you have questions about this survey, please email epsy@uga.edu.

Please click the ">>" button to begin.
Semester of Practicum/Internship:

- Fall
- Spring
- Summer

4-Digit Year of Practicum/Internship:


End of Block: Term Info

Start of Block: Supervision

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Inadequate (1)</th>
<th>Adequate but Below Expectations (2)</th>
<th>At Basic Acceptable Level (3)</th>
<th>Above Acceptable Level (4)</th>
<th>Exceptional (5)</th>
<th>N/A (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularity of Supervision</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Quality of Supervision</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Technical Skills of Supervisor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</table>

Comments on Supervision:

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End of Block: Supervision

Start of Block: Learning Opportunities
<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Inadequate (1)</th>
<th>Adequate but Below Expectations (2)</th>
<th>At Basic Acceptable Level (3)</th>
<th>Above Acceptable Level (4)</th>
<th>Exceptional (5)</th>
<th>N/A (6)</th>
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<tbody>
<tr>
<td>Variety of Assessment Opportunities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Consultation Opportunities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intervention Opportunities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Opportunities for Professional Development (Workshops, conferences, in-services)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Opportunities to learn from other interns or professionals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

Comments on Learning Opportunities:

________________________________________________________________________
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End of Block: Learning Opportunities

Start of Block: Interpersonal Relations
### Interpersonal Relations

<table>
<thead>
<tr>
<th></th>
<th>Inadequate (1)</th>
<th>Adequate but Below Expectations (2)</th>
<th>At Basic Acceptable Level (3)</th>
<th>Above Acceptable Level (4)</th>
<th>Exceptional (5)</th>
<th>N/A (6)</th>
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</thead>
<tbody>
<tr>
<td>Quality of Interactions with Support &amp; Clerical Staff</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Quality of Interactions with Professional Staff</td>
<td>○</td>
<td>○</td>
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Comments on Interpersonal Relations:

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End of Block: Interpersonal Relations

Start of Block: Block 6

For your records, upon completion of this evaluation, you will be directed to a report containing your responses, which you can print or save via keyboard shortcuts or your internet browser menu.

In addition to the automatic report, would you like to have a copy of your responses emailed to your UGA email address?

- ○ Yes
- ○ No

Please enter your UGA email address:

________________________________________________________________

End of Block: Block 6
# Practicum/Internship Log

**Ph.D. in School Psychology**

**Student Name** __________________________  **Supervisor Name** __________________________

**Date Submitted** __________  **Log sheet for** ________________ semester

<table>
<thead>
<tr>
<th>APPIC ACTIVITIES CATEGORY</th>
<th>ACTIVITY DESCRIPTION</th>
<th>DIRECT HOURS</th>
<th>INDIRECT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Assessment, Intervention, Consultation, Other)</td>
<td>Briefly describe the activity under each of the APPIC category (e.g., Social skills groups, Psychoeducational Assessments, Teacher consultation, etc.)</td>
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</tbody>
</table>

Total Direct hours: __________

Cumulative total: __________
Student’s signature: ________________________________

Site supervisor’s signature: ________________________________
PRACTICUM PLACEMENT
DESCRIPTIONS
<table>
<thead>
<tr>
<th>Location</th>
<th>Supervisor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarke County School District School Psychology Practicum Experience</td>
<td>Scott Ardoin, Ph.D.</td>
<td>The practicum provides graduate students with the opportunity to fully experience the Response to Intervention framework as they are provided with multiple opportunities to assist in intervention development, intervention implementation, and progress monitoring for elementary students identified as needing Tier 2 supplemental intervention. When elementary students fail to respond to intervention, practicum students conduct and write up the psychoeducational evaluation under the supervision of a district level school psychologist. Thus students are able to see cases through the inception of a student in the RtI process through the evaluation and development of an IEP.</td>
</tr>
<tr>
<td>Jackson County Public Schools</td>
<td>Debbie Williamson <a href="mailto:dwilliamson@jcss.us">dwilliamson@jcss.us</a></td>
<td>Jackson County is a public school district adjacent to Athens-Clarke County that has 5,472 students enrolled across 10 total schools. It serves several rural communities. Practicum experiences involve intervention and assessment with children with learning, emotional, psychiatric, and intellectual disabilities as well as teacher consultation.</td>
</tr>
<tr>
<td>Cobb County</td>
<td>Jana Ladner (<a href="mailto:Jana.Ladner@cobbk12.org">Jana.Ladner@cobbk12.org</a>) and Kim Saye (<a href="mailto:Kim.Saye@cobbk12.org">Kim.Saye@cobbk12.org</a>)</td>
<td>Cobb County is a public school district in a suburban county within metro Atlanta. It is the second largest school system in Georgia with 111,751 students. Practicum experiences involve intervention and assessment with children with learning, emotional, psychiatric, and intellectual disabilities as well as teacher consultation.</td>
</tr>
<tr>
<td>Gwinnett County Public Schools</td>
<td>Tom Owen, Ed.S.</td>
<td>Practicum and internship opportunities are available through the Gwinnett County Public Schools. GCPS, the 14th largest school district in the U.S., offers a wide range of services and has a diverse population of students and families.</td>
</tr>
<tr>
<td>Barrow County</td>
<td>Debbie Foster (<a href="mailto:dfoster@barrow.k12.ga.us">dfoster@barrow.k12.ga.us</a>); Jacqueline Scales (<a href="mailto:jacqueline.scales@barrow.k12.ga.us">jacqueline.scales@barrow.k12.ga.us</a>)</td>
<td>Barrow County is a public school district adjacent to Athens-Clarke County that serves the Georgia cities of Winder and Statum. There are 16 k-12 schools in Barrow County Practicum experiences involve intervention and assessment with children with learning, emotional, psychiatric, and intellectual disabilities as well as teacher consultation.</td>
</tr>
<tr>
<td>Location</td>
<td>Contact Information</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jefferson City School District</td>
<td>Donna McMullan (<a href="mailto:dmcmullan@jeffcityschools.org">dmcmullan@jeffcityschools.org</a>); assistant superintendent</td>
<td>Jefferson City County is a small public school district adjacent to Athens-Clarke County that has an enrollment of 1525 students. It is the other school district that serves the rural county of Jackson. Practicum experiences involve intervention and assessment with children with learning, emotional, psychiatric, and intellectual disabilities as well as teacher consultation.</td>
</tr>
<tr>
<td>3 Columns</td>
<td>Scott Ardoin, Ph.D.</td>
<td>UGA graduate students working on their hours towards becoming a Board Certified Behavior Analyst are provided with the opportunity to work in schools identified by the school district as having numerous behavioral challenges. In addition to conducting indirect behavioral assessments, practicum students conduct direct behavioral assessments and have the opportunity to consult directly with teachers in the development, implementation, and monitoring of behavioral interventions. Practicum students also are provided with opportunities to work directly with the school administration in the development and evaluation of classroom and school level interventions as well as in providing behavioral management skills training to teachers, staff, and students.</td>
</tr>
<tr>
<td>Walton County</td>
<td>Donna Major, Ph.D.</td>
<td>UGA student works with the school psychologist to conduct psychological evaluations. Additional responsibilities in a private school serving the needs of children with a range of disabilities including ASD.</td>
</tr>
<tr>
<td>Emory Autism Center</td>
<td>Nadine Kaslow, Ph.D.</td>
<td>Practicum opportunities are available as part of a variety of research programs associated with Emory University affiliated hospitals and clinics. Experiences with neonatal intensive care, sickle cell, outpatient mental health, childhood leukemia, and numerous other presenting problems are available.</td>
</tr>
<tr>
<td>Madison County Public Schools</td>
<td>Chris Dennis, Ph.D.; <a href="mailto:cdennis@madison.k12.ga.us">cdennis@madison.k12.ga.us</a></td>
<td>Madison County is adjacent to Athens-Clarke County and primarily serves a rural Georgia population. This district is comprised of four total K-12 schools. Practicum experiences involve intervention and assessment with children with learning, emotional, psychiatric, and intellectual disabilities as well as teacher consultation.</td>
</tr>
<tr>
<td>Neuropsychological Assessment and Intervention Practica</td>
<td>Jacqueline Kiefel, PhD</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>Department of Neuropsychology Children’s Healthcare of Atlanta</td>
<td></td>
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</tr>
<tr>
<td>Through a collaborative arrangement with the Department of Neuropsychology at CHOA, students may participate in advance practica opportunities. The first rotation is outpatient, in which the student can assess children with a variety of neurological and developmental disorders. The second rotation is in Rehabilitation, which can be inpatient or partial-hospitalization. Finally, there is a combination 20 epilepsy/outpatient rotation, in which the student can work with inpatients and outpatients who have epilepsy. These patients may be preparing for epilepsy surgery or having their epilepsy monitored as inpatients.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Marcus Autism Center Children’s Healthcare of Atlanta</th>
<th>Nathan Call, Ph.D., BCBA, Director, Behavior Treatment ClinicsDavid Jaquess, Ph.D., Director, Pediatric Feeding DisordersAlice Shillingsburg, Ph.D., Program Coordinator, Language and Learning ClinicLaura Dilly, Ph.D., Senior Psychologist, Diagnosis and Treatment for autism spectrum disorder (ASD)Michael Siller, PhD, Co-Director, Educational Science Research Core and Lindee Morgan, PhD, CCC-SL, Co-Director of Educational Science Research Core, Integrated pre-kindergarten program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum opportunities may be available through the Marcus Autism Center, students may participate in advanced practica with students with autism spectrum disorders, developmental disorders and children with feeding problems. Students have completed practicum rotations within the Behavior Treatment Clinic, Pediatric Feeding Disorder Clinic, and Language, Autism Spectrum Disorder (ASD) Diagnostic Evaluation Clinic, Inclusive preschool program for toddlers with and without ASD, and Learning Clinic at the Marcus Autism Center. See <a href="http://www.marcus.org">www.marcus.org</a> for more information about supervising faculty and services.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Georgia Autism Clinic</th>
<th>Dr. Kevin Ayers, Ph.D. BCBA, Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum opportunities may be available through the UGA Autism Clinic for those actively pursuing their BCBA.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DeKalb/Rockdale County Public Schools, Georgia</th>
<th>Dr. Ann Van Buskirk</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeKalb/Rockdale County Public Schools is a large school district comprised of two areas located between Athens and Atlanta UGA and is considered part of the Atlanta Metropolitan Area. The total minority population served is 84%. Practicum experiences involve intervention and assessment with children with learning, emotional, psychiatric, and intellectual disabilities as well as teacher consultation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private Practice: A. Shayne Abelkop, Ph.D., NCSP, PC</th>
<th><a href="mailto:drshayne@gmail.com">drshayne@gmail.com</a>, <a href="http://www.drshayneabelkop.com/">http://www.drshayneabelkop.com/</a>; 1090 Founders Blvd Suite B Athens, GA 30606</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. A. Shayne Abelkop is a GA licensed psychologist, a nationally certified school psychologist, and a state certified school psychologist. She has expertise in working with children, adolescents, young adults, and families.</td>
<td></td>
</tr>
<tr>
<td>Atlanta Speech School</td>
<td>Leslie Munson</td>
</tr>
</tbody>
</table>
University of Georgia

School Psychology Program

Fieldwork Handbook

August 2019
# Table of Contents

Table of Contents ................................................................................................................... 1
Overview of Handbook ........................................................................................................... 2
Fieldwork Coordination ......................................................................................................... 2
Guidelines for All Fieldwork .................................................................................................. 2
  Supervision Defined ................................................................................................................. 2
  Commitment to Fieldwork ......................................................................................................... 3
  Professional Conduct ................................................................................................................ 3
  Resolving Fieldwork Problems ............................................................................................... 3
  Specific Practical Experiences ................................................................................................ 4
University Supervision ............................................................................................................ 4
Site Supervision ........................................................................................................................ 4
Students’ Responsibilities for Fieldwork .................................................................................. 5
Interpersonal Competence ........................................................................................................ 6
SPY Clinic Supervision Guide .................................................................................................. 7
Internship ...................................................................................................................................... 8
  Eligibility for Internship ........................................................................................................... 8
  Internship Seminar .................................................................................................................. 8
  Evaluation ................................................................................................................................. 8
  Insurance .................................................................................................................................. 8
APPIC Internship ..................................................................................................................... 8
Minimal Internship Requirements ............................................................................................. 9
  Credits and Clock Hours .......................................................................................................... 9
  Supervision ............................................................................................................................... 9
Additional CDSPP Guidelines to Review .................................................................................. 10
Appendices ............................................................................................................................... 10
  Mandatory Reporter Protocol .................................................................................................. 10
  Important Resources ............................................................................................................... 11
  Hours Checklist ........................................................................................................................ 12
Overview of Handbook

The University of Georgia School Psychology Program is committed to the education of scientist-practitioners who apply an empirical problem-solving perspective in their applied clinical work. Program coursework, practica, and internships are designed to facilitate knowledge and skill development in intervention, assessment, consultation, supervision, ethics, and professionalism.

Students are expected to comply with all of the policies and procedures set forth in this handbook. They are responsible for reviewing the handbook and inquiring about its contents if they have questions. Failure to comply with the Fieldwork Handbook may result in remediation measures or, in the case of severe transgressions, dismissal from the Program. In addition, this handbook is designed to provide guidance to field supervisors regarding the nature of supervision that is required for students engaging in external practicums in accordance with American Psychological Association (APA) standards. The Training Director or supervisor at the site is expected to notify the program at any time when the intern’s performance is less than adequate or impaired in any way, or if there are problems that may affect the student’s standing in the program. The UGA Director of Clinical Training will communicate regularly with the site to gather data regarding student progress.

Fieldwork Coordination

The SPY Clinic Director has direct oversight of fieldwork to ensure appropriate placement, activities, evaluation, and supervision. She serves as a liaison between the Program and fieldwork sites, and regularly monitors sites. Any questions or concerns about a site or field experience should first be discussed with the SPY Clinic Director.

SPY Clinical Director, Practicum & Internship Coordinator, Director of Clinical Training: Dr. Chitra Pidaparti,
(706) 542-4265 chpidapa@uga.edu

Guidelines for All Fieldwork

Supervision Defined

Site supervisors are the linchpin for the integration of didactic coursework and field experiences in students’ development of fundamental skills and competencies. They scaffold students’ development by providing frequent constructive feedback. They model professionalism, cultural competence, and life-long learning. They help students establish an identity as a professional school psychologist, integrate science into practice, and make ethically and legally sound decisions.

Supervision is defined as “an interactive educational experience between the student and the supervisor. This relationship: a) is evaluative and hierarchical, b) extends over time, and c) has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession” (American Psychological Association Implementation Regulation C-15(b) revised November 2009).
Supervision should be tailored to the student’s professional responsibilities and present level of competency. More specific requirements for supervision are set forth below for practica and internship experiences.

**Commitment to Fieldwork**

Students must notify the SPY Clinic Director before making any oral or written commitments to complete practica or internships at a particular field site. Once students have committed to a site and have notified the SPY Clinic Director of this finalized external practicum, students are ethically obligated to follow through and complete their field experience at that site, barring extenuating circumstances. In such instances, potential discontinuation of a site commitment should be discussed with the SPY Clinic Director before any action is taken. Students need to plan accordingly. If students want to change a commitment to a field site, they need to obtain written approval from the SPY Faculty.

**Professional Conduct**

At all times, students and supervisors shall act in a manner consistent with the ethical standards of National Association of School Psychologists (NASP) and American Psychological Association (APA), as well as state and federal legal requirements. The University of Georgia provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. Fieldwork sites are expected to select and train students consistent with this policy.

**Resolving Fieldwork Problems**

The Program relies on the following procedures to resolve problems that arise during fieldwork. These procedures may be initiated by the student, field supervisor, or SPY Clinic Director. Following formal, scheduled evaluations, any item scored as a 1 or 2 will trigger the development of a remediation plan for the student. This plan should be developed and shared between the field supervisor, student, and university supervisor.

**Step 1:** The field supervisor and student will have an open and honest discussion about emerging concerns. It is recommended that this discussion occur promptly and that topics and outcomes discussed be documented in writing.

**Step 2:** If the concerns persist, the student and/or field supervisor should seek assistance from the SPY Clinic Director. The SPY Clinic Director and field supervisor, along with the student, will develop a mutually agreeable plan for resolving the problem. The plan will identify specific goals, action steps, and a date for progress review.

**Step 3:** If the concerns persist, the Program faculty will meet to determine appropriate actions, which may include changing field supervisors or placements, requiring the student to repeat the field placement, or terminating the student from the Program, among other things.

**Specific Practical Experiences**
Eligibility for External Practicum

Opportunities to pursue internship are available only after students have met all prerequisite requirements set forth in the Student Handbook. In particular, except in rare extenuating circumstances, all students must have completed the second year practicum in the School Psychology Clinic and have practicum evaluations that indicate that the student has demonstrated the competencies necessary to begin an external practicum. Students should consult with their advisor before applying for external practicums.

University Supervision

Students are enrolled in a practicum course (EPSY 8720) during the practicum that is overseen by the SPY clinic director. In addition to meeting the requirements set by the external placement supervisor, students must also meet the requirements outlined in the syllabus for EPSY 8720. At the end of each practicum, the SPY Clinic Director reviews the evaluations from the Field Supervisor and assigns a final grade/determine the need for remedial activities.

Site Supervision

Site Supervisors have the following specific responsibilities:

1. **Weekly Supervision**: Provide students 1 hour of supervision each week. Supervision can be in the form of group or individual supervision but in a group format the amount of time should be increased to align with the number of students and clients.

2. **Provision of Cases and Other Assigned Tasks**: Provide students access to clients, materials (e.g., educational records), and experiences (e.g., parent interview) suitable for completing their assigned coursework. Give students tasks commensurate with their skill level. These tasks may be observational or direct assessment/intervention/consultation as appropriate.

3. **Didactic Instruction**: As necessary, the supervisor should provide didactic instruction in any format in to augment the training and ensure best practice techniques are being implemented.

4. **Scaffolding and Feedback**: Provide fieldwork experiences commensurate with students’ competency and scaffold emerging professional skills and knowledge consistent with the Program’s training model. Evaluate students’ demonstrated skills through discussion and direct observation, feedback from other personnel, and review of the student's work products.
   - Students have been trained to administer a variety of cognitive and achievement tests. If your site uses a measure with which students are not familiar, students should engage in appropriate self-study of the materials and manual, and supervisors should offer feedback on administration prior to the practicum student’s use of the measure with children.

5. **Oversight**: Monitor students' hours and activities.

6. **Semester Evaluation**: Complete the online Evaluation of Trainee form sent to you electronically by the trainee each semester (Including summer when applicable) by the final week of the University semester. The evaluation should also be reviewed with the student.
– there is an option to print the online survey as a pdf for ease of reviewing. The Minimal Level of Achievement for our Program is a score of “3” on each item of the Evaluation of Trainee form. Scores lower than this will trigger a program remediation plan for the student. Students should be evaluated relative to their year in the program.

7. **Communication with Program**: Promptly communicate to the SPY Clinic Director concerns about students’ competence or conduct.

8. **Direct observation**: In accordance with APA policy, the supervisor must directly observe the trainee perform clinical responsibilities (e.g., assessment, consultation, clinical interviewing, feedback, therapy, etc. as appropriate for each site) at least once per evaluation period (each semester) so that they can remark on this skill set in the student evaluation.

**Students’ Responsibilities for Fieldwork**

1. **Competent practice**: Students shall engage only in those services within the scope of their training and experience. Students shall request additional supervision and support from site supervisors or University Supervisors as needed. All students must adhere to the University of Georgia mandatory reporter guidelines included in Appendix A.

2. **Research-based practice**: Students shall apply the theoretical and empirical knowledge gained through their didactic training while providing supervised psychological services in school and clinical settings.

3. **Cultural sensitivity**: Students are responsible for identifying and demonstrating sensitivity to possible sexual, racial, ethnic, religious, and cognitive biases, and conforming with the ethical standards established by the NASP and the APA.

4. **Punctuality**: Students shall arrive promptly to scheduled meeting and activities, both at the practicum site and the university.

5. **Timely Task Completion**: Students shall plan, in consultation with the site and university supervisors, for appropriate and timely completion of all assigned and delegated activities. They shall complete and submit required assignments and evaluation forms in a timely manner. Both supervisor evaluation of trainee and trainee evaluation of supervisor are due by the final week of the semester. It is the trainee’s responsibility to send the link to the supervisor to complete the final evaluation and to ensure both evaluations are completed. The student will not receive a final grade in EPSY 8720 until this has been submitted.

**Professional communication**: Students shall present themselves in written and oral communication, including all electronic communications, in a professional manner.

6. **Professional presentation**: Students shall wear professional clothing suitable for the practicum site and job duties. Generally, students should be well-groomed and dress business casual, unless more casual clothing is encouraged by the supervisor, which means refraining from wearing jeans, sweatshirts, t-shirts, or clothing that is soiled, wrinkled, or otherwise inappropriate for a professional context. If students have questions about what is appropriate attire for their site, they should ask supervisors for guidance.

7. **Documentation of activities**: Students shall promptly and accurately record hours and maintain other documentation as appropriate.
8. **Active Participation in Supervision**: Students shall participate actively in supervision by critically reflecting upon their experiences. Students should request additional supervision as needed. They are responsible for seeking supervision from field supervisors, SPY Clinic Director, and/or University Supervisors when situations exceed their professional competence or present novel ethical or legal issues.

9. **Communication with Supervisors**: Students shall communicate any questions or concerns to the appropriate supervisor in a timely, collegial manner.

**Interpersonal Competence**

The Program ascribes to the recommendations of the Council of Directors of School Psychology Programs (CDSPP) Practicum Taskforce as well as the profession-wide competencies required by the APA. This means that Program Faculty and Site Supervisors are obligated to (a) evaluate the professional and interpersonal competence and emotional well-being of students who are under their supervision, and who provide services to clients and consumers, and (b) ensure to the maximum extent possible, that the students who complete the Program are competent to manage future professional relationships appropriately.

Professional competence includes personality and personal skills, cognitive skills (e.g., critical thinking, problem-solving ability), affective skills (e.g., tolerance for ambiguity, approach to interpersonal conflict), attitudes, expressive and receptive communication skills, work ethic, organization, and professionalism (e.g., knowledge of and adherence to ethical codes of conduct, punctuality, presentation).

When there are concerns about a student’s professional competence or emotional well-being, the student’s performance will be reviewed by the faculty and, when appropriate, a remediation and/or monitoring plan will be developed and implemented. In cases of refusal or inability to comply with remediation or monitoring plans, or conduct indicative of an inability to perform training or professional roles competently, the student may be dismissed from the Program.

**Documentation of Hours**: Students will record their activities and time spent at practicum using the practicum/internship log included in the student handbook. Students will be asked to submit to the clinic director a printed log of their clinical hours at the end of each semester signed by the direct practicum supervisor (electronically signatures are acceptable).
Site Supervisors have the following specific responsibilities:

1. **Weekly Supervision & Didactics**: Provide students 3 hour of supervision and didactics each week.

2. **Provision of Cases and Other Assigned Tasks**: Provide students access to clients, materials (e.g., educational records), and experiences (e.g., parent interview) suitable for completing their assigned coursework. Give students tasks commensurate with their skill level. These tasks may be observational or direct assessment/intervention/consultation as appropriate.

3. **Scaffolding and Feedback**: Provide fieldwork experiences commensurate with students' competency and scaffold emerging professional skills and knowledge consistent with the Program’s training model. Evaluate students’ demonstrated skills through discussion and direct observation, feedback from other personnel, and review of the student’s work products.
   - Students have been trained to administer a variety of tests. If your site uses a measure with which students are not familiar, students should engage in appropriate self-study of the materials and manual, and supervisors should offer feedback on administration prior to the practicum student’s use of the measure with children.

4. **Oversight**: Monitor students’ hours and activities.

5. **Semesterly Evaluation**: Complete and return the Evaluation of Trainee form (see Appendix) by the final week of the University semester. The evaluation should also be reviewed with the student.

6. **Communication with Program**: Promptly communicate to the SPY Clinic Director concerns about students’ competence or conduct.

7. **Direct observation**: Directly observe the parent and child social-emotional interviews and ensure that the first administration of any assessment be observed by the supervisor or the clinic coordinator.
Eligibility for Internship

Opportunities to pursue internship are available only after students have met all prerequisite requirements set forth in the Student Handbook. In particular, all students must have completed the second-year practicum in the School Psychology Clinic and have practicum evaluations that indicate that the student has demonstrated the competencies necessary to begin an external practicum. Doctoral students must have successfully completed their written preliminary exams, defended their preliminary oral exam, and passed their prospectus prior to starting an internship. Students must have advisor approval to apply for internships.

Internship Seminar

During every semester of the internship year (this includes the summer before and after), all students will enroll in a minimum 3 credits each term.

Evaluation

During the internship year, students will be required to complete at least three program evaluations of their supervisor and to have three evaluations completed for them. These should occur one at the end of the Fall semester, one in the end of the Spring semester and one final one at the end of the internship. To successfully complete internship, students must receive a score of 3, considered the Minimal Level of Achievement, on each item of the five domains evaluated in the Evaluation of Practicum/Internship Students form: 1) Appraisal/Diagnostic Skills, 2) Therapy/Intervention Skills, 3) Consultation Skills, 4) Leadership and Professional Development, 5) Interpersonal Relations and General Work Orientation. Failure to achieve a 3 on any item will result in a remediation plan.

Insurance

All students must provide proof liability insurance for the duration of their internship. Internship sites may provide insurance coverage for students. Alternatively, students may purchase their own coverage through the APA for a reasonable fee. A copy of the insurance title page must be submitted to the SPY Clinic Director before the internship begins.

APPIC Internships

We highly recommend that our students complete APPIC internships. Students completing APPIC accredited internships must comply with all of the requirements set forth by those internship programs and must ensure it confirms to the CDSPP internship guidelines (https://sites.google.com/site/cdspphome/2012guidelines).

Non-Accredited Internship Minimal Requirements

For students opting to pursue non-APPIC accredited internship, we have outlined the
following minimum requirements for these internships. Students must take extra precautions to ensure a non-APPIC internship confirms to the CDSPP internship guidelines (https://sites.google.com/site/cdspphome/2012guidelines) and any additional UGA guidelines.

1. **Credits and Clock Hours**
Internships may not be less than 12 months, or more than 24 months in duration (the latter being a part-time internship that must be approved by the SPY program on a case by case basis). We require 2,000 internship hours. All students, regardless of whether completing APA/APPIC or other program-approved internship, must spend a minimum of 600 hours in an accredited school setting; 500 hours must be in direct patient service or considered face-to-face hours.

2. **Supervision**
Supervision for the 2000 hour internship must be provided by a psychologist licensed at the individual level by the State Board of Psychology. Supervision of school-based hours must be completed by a doctoral psychologist licensed at the individual-level (from the respective State Board of Psychology) and as a school psychologist (with an active credential from the State Department of Education or agency that credentials school psychologists). In accordance with APA policy, the supervisor must directly observe the trainee perform clinical responsibilities (e.g., assessment, consultation, clinical interviewing, feedback, therapy, etc. as appropriate for each site) at least once per evaluation period (each semester) so that they can remark on this skill set in the student evaluation. See CDSPP guideline for specific details regarding supervision (https://sites.google.com/site/cdspphome/2012guidelines).

3. **Additional CDSPP guidelines to review:**
In addition to the guidelines outlined above for non-APPIC programs, students should also check each of the following areas to ensure that their non-APPIC internship meets the CDSPP guidelines:
1) Nature and appropriateness of training activities
2) Frequency and quality of supervision
3) Credentials of the supervisors
4) How the internship evaluates student performance
5) How interns demonstrate competency at the appropriate level
6) Documentation of the evaluation of its students in its files
(https://sites.google.com/site/cdspphome/2012guidelines)
Effective July 1, 2012, Georgia law (O.C.G.A. §19-7-5) was expanded to include as mandatory reporters all University of Georgia faculty, staff, students, and volunteers involved in programs serving minors under the age of 18 years old.

Revised statute requires all persons who have "reasonable cause to believe that a child has been abused shall report or cause reports of that abuse to be made”

- If you suspect child abuse or simply have an idea or uneasy feeling about a possible abuse situation, immediately report to:
  - **Your immediate Clinical Supervisor** and together make a decision about whether or not contact Division of Family and Children Services (DFCS)
  - If reported to DFCS, then notify the Clinic Director and the Clinic director will be responsible for contacting the **UGA Police Department at 706-542-2200 and the College of Education Associate Dean for Academic Programs**

- If you are serving in a field placement, on-site course, research project, outreach project, or other project involving a partner, **first notify your immediate on-site supervisor (i.e., supervising school psychologist) to make a determination about contacting DFCS then notify the organization’s lead administrator (e.g., school principal, facility director) if DFCS is contacted.** If your direct supervisor is not on-site, go directly to the lead administrator to make a determination about contacting DFCS. Also as soon as possible, be sure to consult with your direct supervisor so that they can follow-up with the building administrator to ensure proper mandatory reporting protocol has been followed. If a claim to DFCS is made, notify the UGA School Psychology Clinic Director so they can contact the UGA police for follow-up.

- University Supervisors and Program Directors will take immediate action in order to:
  - Protect the minor
  - To encourage employee, student, or volunteer compliance with this protocol
  - To notify the Associate Dean for Outreach and Engagement, AND
  - To work with the UGAPD during any investigation that results from the report.

**Georgia State Mandatory Reporting Guidelines:**
[https://oca.georgia.gov/mandated-reporting](https://oca.georgia.gov/mandated-reporting)
Important Resources

CDSPP Internship Guidelines: https://sites.google.com/site/cdssphome/2012guidelines

Association of Psychology Postdoctoral & Internship Centers (APPIC):


Liability insurance resources:
http://www.americanprofessional.com/profession-page/psychologists/
http://www.nasponline.org/membership-and-community/professional-liability-insurance
NON-APPIC CDSPP

INTERNSHIP CHECKLIST
| CDSPP Doctoral Internship Guideline Summary  
(https://sites.google.com/site/cdspphome/2012guidelines)  
Required for UGA School Psychology Doctoral Degree | Check If Met |
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<td>1. Organized training program designed to provide the intern with a planned, programmed sequence of training experiences; consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.</td>
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<td>2. The intern spends at least 25% of time in providing direct (face-to-face) psychological services to clients, patients or consultees, which translates to a minimum of 375 hours out of 1500 doctoral internship hours (see UGA additional requirement to total 2000 hours). The intern engages in research activity including the evaluation of services delivered and the effectiveness of the intern’s own training.</td>
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<td>3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.</td>
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<td>4. Interns receive a formal, written evaluation minimally at the end of each university semester (See UGA SPY evaluation guidelines).</td>
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<td>5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.</td>
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<td>6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours (UGA requires 2000 hours) in activities described above. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting).</td>
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7. The internship agency employs a clearly designated doctoral-level psychologist, who:
(a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

8. Includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level.

9. In addition to the individual supervision (described above), the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

10. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/inservice training; case conferences; seminars; or clinical observations. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

11. UGA does not accept tele-supervision options.

12. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

13. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

I have read each of the guidelines outlined above set forth by CDSPP and amended by the UGA SPY program and agree that the internship in questions meets all of these.
Future Intern:
Name: ____________________________
Signature _________________________ Date __________

Future Internship Director/Supervisor:
Name: ____________________________ Internship site: ____________________________
Signature _________________________ Date __________

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

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

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

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

The 1st Advisory Committee form (Oral Comprehensive Exam) should list School Psychology Program Faculty only. At least three members of the advisory committee must have Graduate Faculty Status.

The 2nd Advisory Committee form (Dissertation Defense) will consist of a major professor or two co-major professors, plus additional members so the committee is comprised of at least four members. At least three members of the advisory committee must have Graduate Faculty Status, at least one member must be a part of the School Psychology Program Faculty, and at least one member’s primary affiliation must be from outside of the School Psychology Program. If you choose to have co-chairs, all four members must have Graduate Faculty Status.

The Application for Admission to Candidacy may be submitted after the Oral Comprehensive Exam.