

## **SCHOOL PSYCHOLOGY PRACTICUM II**

### **Fall 2020**

**SPS 6942 Section 5853 (2<sup>nd</sup> year graduate students)**

Instructor: Christopher Raye, Ph.D., Licensed Psychologist

Schedule: Tuesday 5:10-8:10pm (Periods 10-E1), ONLINE

Office Hours: by appointment via phone/ZOOM

Email: craye@ufl.edu

### **COURSE DESCRIPTION & OBJECTIVES:**

As an integral component of professional development, practica provides the opportunity to enhance understanding of theory and research presented in coursework through practical application.

Experiences are designed to offer interaction with diverse populations in a sequential process of graduated assignment complexity and responsibility. Each semester, each student will present results of a clinical case the student has personally conducted under the supervision of his/her site supervisor.

As the practica is designed to provide graduated skill development in both complexity and level of responsibility for psycho-educational services, case selection is closely juxtaposed with core academic curriculum. Therefore, second year students will present a social-emotional case during the first semester. Students also are expected to present their own case results at school staffing meetings and participate in designing the Individualized Education Program (IEP) goals, if applicable. Assessment components may include academic, intellectual, social-emotional, adaptive, and personality data as warranted by the referral question. The presentations will discuss recommended intervention design and implementation methods. Please include intervention outcome data, if available. In addition, students will mentor a first-year beginning student. Course objectives include:

- Demonstrated competency in conducting comprehensive social-emotional assessments, teacher consultation, and counseling
- Demonstrated competency in developing, implementing, and evaluating empirically based interventions
- Preliminary development of peer-mentoring skills
- Participation in school-based services decision-making process through IEP and staffings
- Case presentation skill development

### **COURSE GRADES:**

Grades are assigned on a Satisfactory (S) or Unsatisfactory (U) basis. These grades are based on completion of requirements listed in this syllabus as documented by practicum activity logs and individual consultation, completion of goals developed with the on-site supervisor, supervisor evaluations, and participation in weekly seminar class. As this is a supervision seminar, students must acquire adequate seminar hours, thus verification of visual and verbal participation are required to document seminar supervision hours. A grade of satisfactory (S) is awarded when all requirements are met at a level clearly expected of practicum students (e.g., competency, professional conduct). Satisfactory competencies also are rated by field supervisors each semester. A grade of unsatisfactory (U) may be given in consultation with the site and University supervisor when there is an agreement (after review of concerns with student) that the general site-based practicum expectations have not

been met. Decisions regarding repeating a practicum will be made in a formal meeting including the student, practicum coordinator, course instructor, program director, and the student's advisor. Additional information on current UF grading policies for assigning grade may be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

More than two unexcused absences from practicum seminar may result in an unsatisfactory grade as field/clinical supervision hours will be diminished. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> The program understands that specialist students are interviewing for internships during the 2<sup>nd</sup> year fall and spring semesters, thus interviews are considered excused absences and the instructor is available to provide additional individual supervision hours as needed. Students will complete a minimum of 300 clock hours yearly (10 hours per week/30 weeks/150 hours per semester) in practicum activities. Practicum activities include (but are not limited to) weekly attendance and participation in seminar class, assessment, intervention, therapy, consultation, counseling and support activities. These activities will be documented in a log and reviewed by site and University supervisors during the semester. The site supervisor must sign the log.

Materials and fees related to practica and program assignments that include usage of test library assessments and/or protocols are delineated in the program handbook. Any questions regarding these charges should be directed to the Program Director. Any questions regarding materials should be addressed to the practica seminar instructor.

### **UF CLASS POLICY:**

“Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.”

### **COVID-19 RELATED CONSIDERATIONS:**

Due to COVID-19 considerations, most practica settings have adapted a hybrid service model that includes a combination of virtual, telehealth, and on-site service delivery. This model may change over time as schools respond to State and local health mandates. As part of their demonstrated professionalism, practica students are expected to follow all UF and school-based health safety provisions (e.g., required health screenings; track and trace provisions; use of all recommended site safety precautions including masks, hand sanitizer, social distancing, and self-quarantine if ill or suspected exposure has occurred; restricted use of common touch points such as copiers, light switches etc.). Please remain diligent in maintaining awareness of site safety protocols and communicating any absences with your site and University supervisors. Absences due to COVID-19 illness or self-quarantine are excused and every effort will be made to facilitate make-up opportunities.

Supervisors and instructors have a commitment to providing their best effort to assure practica requirements as stated in this syllabi are facilitated. However, there may be unforeseen circumstances,

thus flexibility and adaptability will be important. Accommodations and deadline extensions will be considered on an individual basis with the goal of insuring a successful training experience. Your practica seminar instructor is available to discuss any concerns you may encounter. Your personal health and wellbeing are very important and this seminar will provide a forum for continued discussions and support resources throughout the year.

### **CANVAS:**

This class will utilize CANVAS as a common depository for resources, submitting some assignments, and reference materials. Further instruction on CANVAS will be provided in practica seminar class.

### **ZOOM MODALITY**

This class will be presented using Zoom meetings. Breakout rooms during the sessions may be utilized for group projects and practice exercises. Please be mindful of synchronistic online learning environment etiquette. Following the guidelines below will optimize the learning environment for all participants:

- Given the nature of clinical supervision, extreme care must be taken not to divulge any personally identifiable information (PPI) regarding clients, patients, students, school locations, or teachers and supervisors when reviewing cases.
- Please login on time, have materials ready, and assure your name is accurate (no pseudonyms)
- Please stay present during the entire zoom meeting and attentive to speakers
- Please find a quiet spot and use natural background to avoid distracting others
- Please be mindful of personal appearance

### **ACCOMMODATIONS:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **STUDENT PROFESSIONAL OBLIGATIONS:**

- **HEALTH INSURANCE:** Students in the School Psychology Program (SPP) must accept personal responsibility for any injuries or illness they may sustain while performing any required practicum and internship placements. Neither the school, school district, nor the University of Florida provides workers' compensation for students while they are engaged in field experience, practica, or internships required by the SPP. Therefore, **we strongly encourage all students to maintain health insurance** to cover any injury or illness they might sustain while participating in a required field placement. Should a student be injured while in a required field setting, it is highly likely he or she will not be covered by workers' compensation insurance.
- **PROFESSIONAL LIABILITY INSURANCE:** In addition, all students registered and/or participating in practica must maintain professional liability insurance. Lawsuits involving student school/clinical cases are rare; however, in that event liability insurance may provide some individual protection for costs associated with defense. Student liability insurance is required for all students beginning the first semester, prior to entry in the school systems, and must be renewed annually. Once students have joined one of the national professional

organizations (e.g., APA, NASP), they may qualify for substantially reduced student rate liability insurance premiums. Insurance may cover educational and/or clinical settings. Please review policy options in lieu of your placement setting. A copy of confirmation of insurance must be provided and will be placed in the student's permanent file. Some sites also require a copy.

- HIPAA: Students are required to demonstrate entry-level basic knowledge of health records security based on the Health Insurance Portability and Accountability Act (HIPAA) at the beginning of each year of practicum. HIPAA certification is provided at no charge online through the University of Florida and additional information will be provided in class. A copy of the HIPAA certificate must be provided and will be placed in the student's permanent file. Some sites also require a copy.
- COMMUNICATION: It is important to keep the instructor well informed of any practicum-related or supervision issues promptly (e.g., access to materials, case needs for portfolio and classes, ethical dilemmas, case complications, access to site supervision). Procedures for reporting emergencies or suspicion of abuse/neglect will be reviewed in class.
- SECURITY CLEARANCE: Students in the School Psychology Program must pass all security screenings required by their practica site prior to entrance into the site. Security screenings are a legal mandate and designed to protect the public by ensuring that personnel providing direct services to students and patients have passed clearance. Security at all school-based sites will require fingerprinting and a criminal records review as a minimum standard. Some sites also may require driving record checks and drug screening. Security procedures at clinical sites are variable and may include fingerprinting, driving records, drug screening, and mental health history. The costs of screening are the sole responsibility of the student although some sites may waive this fee. If a student changes sites, the security process will most likely be repeated as school districts and mental health agencies do not share this information. In addition, the State of Florida will periodically update new criminal records incidents and notify schools if any personnel have infractions. Thus, security clearance is an ongoing process. If a security issue arises, notify your site supervisor, practica seminar instructor, and the practica coordinator immediately. In some circumstances security issues may prohibit participation in practica either temporarily or permanently, at that time the Practica Coordinator will bring this issue to program faculty and the graduate student to initiate due process and determine if requirements can be met to complete the program. These determinations are made on an individual basis (see handbook for due process procedures).
- GATOR EVALS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
- UNIVERSITY HONESTY POLICY: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and

our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

- **ELECTRONIC DEVICES:** Please turn off all cell phone ring tones during class to assure that the work of others is not interrupted. Use of phones, laptops and iPads are limited to taking notes and accessing ZOOM meetings or websites prompted by the instructor/speaker(s). They are not to be utilized for checking e-mail, social media, or non-instruction related activities. Thank you for your consideration of others and professionalism in this matter.

### **STUDENT RESOURCES:**

Health and Wellness U Matter, We Care:

If you or a friend is in distress, please contact

- [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161. University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources

**REQUIRED TEXT & READINGS:** Additional readings may be assigned in seminar as needed

American Medical Association (2020). *Managing mental health during COVID-19*.

Retrieved from <https://www.ama-assn.org/delivering-care/public-health/managing-mental-health-during-covid-19>

Joyce-Beaulieu, D., & Rossen, E. (2015). *The school psychology practicum and internship handbook*. NY: Springer Publishing Co. (a copy of the required chapters will be provided in class)

National Association of School Psychologists. (2020). Countering coronavirus stigma and racism: Tips for teachers and other educators. Retrieved from <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators>

National Association of School Psychologists, (2020). *Equity considerations during and after COVID-19 School Closures*. Retrieved from

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>

National Association of School Psychologists, (2020). *Helping children cope with changes resulting from COVID-19*. Retrieved from

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

Simon, D. J., & Swerdlik, M. E. (2017). *Supervision in school psychology. The developmental, ecological, problem-solving model, 1<sup>st</sup> Edition*. NY: Routledge. ISBN 9781138121539  
pub: 2016-12-16

<b>Course Outline</b> Class Sessions are Subject to Change as Practicum or Professional Issues Arise	
Sept 1	Syllabus Review, Placements, Verification of Placement Form, Mandatory Abuse Reporting Review, HIPAA Confidentiality, Liability Insurance, Finger Printing/Security Clearance Procedures, Peer-mentoring, Test Library Policy Agreement, Consent to Exchange Information, FCTE/PRAXIS Exam Schedules
Sept 8	<p>Discussion of COVID-19 impact on students/education and practitioners wellbeing.</p> <p>Readings: NASP, Three COVID-19 articles and American Medical Association article on self-care for service providers</p> <p>Open Forum Discussion – Maintaining personal balance in practica during COVID-19, the roles of flexibility and adaptability. – 1<sup>st</sup> Week’s Site Visit Review, Clinical and Peer Mentoring Issues</p>
Sept 15	<p>Supervision Topic: History of Supervision Literature and Roles</p> <p><u>Readings</u>: Simon &amp; Swerdlik Chapters 1 &amp; 2 (Current perspectives and principles, roles and responsibilities); Joyce-Beaulieu &amp; Rossen, Chapter 4 (Peer mentoring and supervision)</p> <p>Open Forum Discussion – Practicum Placement – 1<sup>st</sup> Week’s Site Visit Review, Clinical and Peer Mentoring Issues</p> <p><b>Due: HIPAA Certification, Test Library Policy (signed)</b></p>
Sept 22	<p>Supervision Topic: Supervision and Interpersonal Relationships</p> <p><u>Readings</u>: Simon &amp; Swerdlik, Chapters 3-5 (Effective supervisory relationships, processing, and ethical issues)</p> <p>Open Forum Discussion – Clinical Issues and Peer-mentoring</p> <p><b>Due: Verification of Placement, Consent to Exchange Information, Peer Mentoring Contract</b></p>
Sept 29	<p>Supervision Topic: Supervision Models</p> <p><u>Reading</u>: Simon &amp; Swerdlik, Chapters 6-7 (Developmental, ecological and problem-solving models, supporting competencies)</p> <p>Open Forum Discussion – Clinical Cases and Peer-mentoring Issues</p> <p><b>Due: Professional Liability Insurance</b></p>

Oct 6	<p>Supervision Topic: Ecological &amp; Problem-Solving Components</p> <p><u>Readings</u>: Smith &amp; Swerdlik, Chapters 8-9 (Incorporating contextual factors, core activity of psychological practice)</p> <p>Open Forum Discussion – Clinical Issues and Peer-mentoring</p>
Oct 13	<p>School District Service Delivery Model Presentations</p> <p>Open Forum Discussion – Clinical Issues and Peer-mentoring</p>
Oct 20	<p>School District Service Delivery Model Presentations</p> <p>Open Forum Discussion – Clinical Issues and Peer-mentoring</p> <p><b>Due: Practicum Log</b> (must have Site Supervisor's Signature)</p>
Oct 27	<p>Clinical Case Presentations</p> <p>Open Forum Discussion – Clinical Issues and Peer-mentoring</p>
Nov 3	<b>No Class – FASP Conference Nov. 4-6 <a href="http://www.fasp.org">www.fasp.org</a></b>
Nov 10	<p>Clinical Case Presentations</p> <p>Open Forum Discussion – Clinical Site and Peer-mentoring Issues</p> <p><b>Evaluation Form- provide to supervisor</b></p>
Nov 17	<p>Clinical Case Presentations</p> <p>Open Forum Discussion – Clinical Issues and Peer-mentoring</p>
Nov 24	<b>No Class – UF Holiday (Thanksgiving)</b>
Dec 1	<p>Clinical Case Presentations</p> <p>Open Forum Discussion – Clinical Site and Peer-mentoring Issues</p>
Dec 8	<p>Clinical Case Presentations</p> <p>Open Forum Discussion – Clinical Site and Peer-mentoring Issues</p> <p><b>Due: Evaluation Form, Practicum Log (Must have Site Supervisor Signature and Include Summary Table and Pie Chart for the Fall Semester)</b></p>



## ASSIGNMENTS

### **SCHOOL DISTRICT SERVICE DELIVERY MODEL PRESENTATION:**

In groups based upon practicum site, students will provide a brief presentation delineating the service-delivery model within her/his practica site. This will include a review of the supervisor's assigned schools/populations including demographic data (e.g., race/ethnicity, income, rural/urban community, grade levels) and any special needs populations the site supervisor serves. The administrative departmental structure of the primary assigned schools, the varying roles of related-service personnel (e.g., counselors, social workers, etc.) within the school, the site supervisors roles (i.e., type of assessments, meetings etc.), and the Response to Intervention (RtI) or Multi-tiered Systems of Support (MTSS) infrastructure processes within the school.

### **SOCIAL-EMOTIONAL ASSESSMENT CASE:**

Document with practicum log, specific requirements will be discussed in SPS6192, Assessment II – Social-Emotional. Conduct an assessment of a school-age student with a behavioral or social-emotional need. Include a developmental history/interview, behavioral observations, omnibus and single construct behavioral rating scales (e.g., BASC, Beck, etc.). Additional measures maybe included based on the referral question and the site supervisor's recommendations. Please refer to the SPS6192 instructor's syllabi for specific case requirements.

### **PEER MENTORING:**

Each second year student is assigned as the peer mentor of a first year student(s). The peer mentor consults with the supervisee(s) each week. This communication may take place in-person, via phone, text, or e-mail. Mentors are careful to respect appropriate confidentiality of both written and spoken information during these consultations. Peer mentoring activities may include advising first year students on; log entries, protocol scoring, adjustment to graduate school expectations, navigating school systems, and facilitating peer social networks.

### **CLINICAL CASE REVIEW PRESENTATION:**

The comprehensive case review must include a formal 30-40-minute presentation (e.g., PowerPoint) that does not disclose the identity of the child and includes all pertinent case data. Visual representations of data may include EXCEL graphs, CBM tables, or norm distribution graphic denoting child's scores. **Please do not use cases presented in other classes.** Following the formal presentation, the student with lead a discussion with the group to include questions/answers on case assessment results, intervention recommendations, and review of any resource referrals for parents (e.g., CARD). In addition, the student should address any changes in the evaluation or intervention process that may have been warranted based on his/her own personal reflection on the case. The class and instructor will provide feedback (see form) and suggestions to the presenter regarding case factors, resources, and/or previous similar case experiences.

Case Components:

- The referral question, background information including records review (e.g., medical, academic, Response-to-Intervention/Multi-tiered Systems of Support data, social functioning, attendance, state testing results)
- Demographic data for the student (e.g., race/ethnicity, sex, grade, free/reduced lunch, ESOL and any additional cultural considerations) and discussion of what impact these demographic factors may have on resources, perceptions, and intervention best practices.

- Classroom observations and evaluation results including cross comparison of convergent and divergent information
- Intervention recommendations, implementation and outcome data (if available)
- Questions for collaboration with the group

### **BRIEF ARTICLE REVIEW PRESENTATION**

For this assignment, you will identify a recent empirical study journal article (published within the past year) that highlights an area of professional interest. You will present a brief summary of the article as well as lead a discussion on it (5-10 minutes). In your review, you can discuss the important aspects surrounding the topic, the study's purpose/methodology/results, as well as the applications/implications/limitations/future directions of this research. Please select a study that has a diverse sample and includes data analysis/outcomes by race/ethnicity to better understanding findings and applications. A study that also includes other demographic factors is encouraged (e.g., gender, socio-economic status, rural/urban, faith/religion, ESOL etc.). Article reviews will be staggered so that a different student will present at the start of class each week.

## **Practicum Seminar: Clinical Case Presentation Feedback**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_

Needs Improvement  Excellent

### **Presentation Content**

Well-organized, logical sequence	1	2	3	4	5	N/A
Easy to comprehend rationale/introduction	1	2	3	4	5	N/A
Comprehensive in covering the topic/case	1	2	3	4	5	N/A
Sophistication of case content	1	2	3	4	5	N/A
Scholarly rigor in supporting findings	1	2	3	4	5	N/A
Citations noted (as needed) on slides	1	2	3	4	5	N/A
Resources/references provided as needed	1	2	3	4	5	N/A
Knowledgeable in answering questions	1	2	3	4	5	N/A
Educational value of presentation	1	2	3	4	5	N/A

### **Diversity**

Visual Aids include persons of diversity	1	2	3	4	5	N/A
Non-gender bias language is employed	1	2	3	4	5	N/A
Multiple perspectives are explored	1	2	3	4	5	N/A
Multi-cultural perspectives acknowledged	1	2	3	4	5	N/A
Diversity is valued and respected	1	2	3	4	5	N/A

### **Presentation Materials**

PowerPoint easy to read/concise slides	1	2	3	4	5	N/A
PowerPoint visual/educational appeal	1	2	3	4	5	N/A
Length of presentation adequate (Min. 20min)	1	2	3	4	5	N/A
Handouts legible, organized, good quality	1	2	3	4	5	N/A
Value of any additional education/resources	1	2	3	4	5	N/A

### **Speaking Skills/Rapport with Audience**

Effective oral presentation/teaching skills	1	2	3	4	5	N/A
Clear voice quality, pace, and volume	1	2	3	4	5	N/A
Professional language and demeanor	1	2	3	4	5	N/A
Overall speed/pacing for comprehension	1	2	3	4	5	N/A
Variety and emphasis in tone	1	2	3	4	5	N/A
Enthusiasm/stimulation of interest in topic	1	2	3	4	5	N/A
Encouragement of audience participation	1	2	3	4	5	N/A
Respect for all audience questions/comments	1	2	3	4	5	N/A

Grade:      Pass ☐      Fail ☐

## PORTFOLIO REQUIREMENTS & TIMELINE

Goal: Defend 3<sup>rd</sup> Year (February for EdS; by appointment for PhD)

Product	Timeline Program Year	EdS	PhD
<b>Clinical Practice</b>			
Vita		X	X
Professional Goals Statement (Update yearly)		X	X
Psychological Evaluation – 1 Typical Internship Case	3	X	
Psychological Evaluation – 1 Comprehensive Case with Reflection Paper*	3	X	X
Intervention/Consultation Case with Reflection Paper*	3	X	X
<b>Research</b>			
Critical Literature Review (Statement of position and completion of literature review connected to assessment or intervention case)	3	X	
In-Service Training Program or Workshop (can co-present w/faculty, supervisor, or other professionals)	2-3	X	
Presentation at National or International Conference (can co-present paper or poster with peers and/or faculty)	2-3		X
Publishable Quality Empirical Research Study (PQERS) (Can co-author with faculty and/or peers, need proof of submission to a journal [does not require acceptance and publication of the article – although this is preferred])	2-3		X
Evidence of College Teaching (optional)	2-3		X
Critical Review of the Literature in Specialization Area (or dissertation proposal)	3-4		X

All final portfolio products are reviewed and approved by the defense committee chair.

Please seek her/his advice on portfolio selections.

\*See program handbook for reflection questions and a more detailed explanation of portfolios.



### **School Psychology Professional Organizations**

Benefits: Professional Publications, Convention Discounts, Insurance Rate Discounts, Advocacy, Legislative Alerts, Interest Groups, Listserves, NCSP, Employment Notices

#### **National Association of School Psychologists (NASP):**

Student Member: [www.nasponline.org](http://www.nasponline.org)

NASP Discounted Insurance available at:

American Professional Agency, can apply online

<http://www.americanprofessional.com/student>

Forest T. Jones [www.ftj.com](http://www.ftj.com)

Can apply online and print certificate instantly, Select Education category, and then NASP association, and then student IF your practica will be in a school site. **If your practica is in a clinic, private practice, or hospital you must have a health care provided policy (see APA option below)**

#### **Florida Association of School Psychologists (FASP):**

Student Member Rate: [www.fasp.org](http://www.fasp.org)

#### **American Psychological Association (APA):**

Student Member

Membership: <http://www.apa.org/membership/student/index.aspx>

APA discounted insurance available at: American Psychological Assoc. Insurance Trust,  
<https://www.trustinsurance.com/>

#### **APA Division 16 – School Psychology**

School Psychology Quarterly, The School Psychologist Newsletter (quarterly)

Student Member: <http://www.apadivisions.org/division-16/index.aspx>

#### **International Association of School Psychologists**

Student Member: <http://www.ispaweb.org/>

*Lawsuits involving student school/clinical cases are rare; however, in that event liability insurance may provide some individual protection for liability and/or legal fees associated with defense depending on the type of coverage purchased. Student liability insurance is required for all students beginning the first semester prior to entering practica sites and must be renewed annually. Once students have joined one of the national professional organizations, they may qualify for discounted liability insurance. A copy of confirmation of insurance must be provided and will be placed in the student's file.*

Graduate Student Name: \_\_\_\_\_ (Please Print)

**School Psychology Practicum  
Consent for Exchange of Information**

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance, and character, in whatever form maintained, may be provided by my academic program to my practicum site. I further agree that, during any practica, similar information may be provided by the practicum site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any practica site and such information may not be provided to other parties without my consent. This authorization supersedes any prior authorization involving the same subject matter.

\_\_\_\_\_  
School Psychology Graduate Student Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Practicum Site Supervisor Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Practicum Seminar Instructor Signature

Date \_\_\_\_\_

\_\_\_\_\_  
School Psychology Practicum Coordinator Signature

Date \_\_\_\_\_

**PLEASE ENSURE SIGNATURES ARE LEGIBLE**

**DIRECTIONS FOR COMPLETING**  
**HIPAA CERTIFICATION**

1. Go to the following web address: <http://mytraining.hr.ufl.edu/>
2. Select University of Florida if you are a UF employee or student or receive a check from a UF DSO, OR Select UF Health Shands if you receive a paycheck from Shands.
3. Log in to myTraining using your GatorLink account.
4. Once logged into myTraining, go to the Catalog heading and find the Compliance/Regulatory folder.
5. Select/Click on UF – Compliance
6. Scroll down the bar on right hand side to the UF Privacy Office folder and click on/open the folder.
7. Select the Training module you would like to register for (i.e., HIPAA Privacy & General Awareness) and complete the training.
8. Under ‘Manage Training,’ select ‘Training Transcript’ to view, print or export your diploma as proof of completion.
9. Turn in the certificate to your practica seminar class instructor.

THANK YOU!

**University of Florida  
School Psychology Program  
Test Library Policies**

The school psychology program maintains a test library that includes assessment materials, program materials and forms, and selected books and materials related to the field. The library is also equipped with computers, printers, scanners, tape players, and other equipment for student use. To assure that all materials are kept in good condition, and that students in the program have ready access to materials, the following policies have been adopted.

1. Students may have access to the test library during department business hours, Monday-Friday from 8:00–5:00. The key for the test library should be obtained and returned to the Special Education, School Psychology, & Early Childhood department office (1403 Norman Hall). As a reminder, **please be certain to firmly close and lock the test library door** if you are the last person to leave. This will assure that the computer equipment and materials are kept secure.
2. When using computers in the test library, priority will be given to individuals completing program work (i.e., test scoring, report writing, course requirements).
3. All test materials must be checked-out with a signature and returned when the test librarian is available. **Only whole test kits will be checked out – not isolated test kit components.** Designated office hours will be posted on the door each semester.
4. Protocols must be obtained from the test librarian during designated office hours.
5. Test materials may be signed out for a two-week time period unless designated for shorter or longer checkout periods by course instructors. Renewal of test materials must be done in person during designated office hours.
6. A test may be recalled if requested by another student after a one-week time period. The test librarian will notify individuals if a test has been recalled, and the material must be returned immediately.
7. All test materials must be returned within two weeks. If materials are not returned, an e-mail reminder will be sent which establishes a three-day grace period for renewal or return of the materials. **THE STUDENT CHECKING THE MATERIALS OUT IS SOLELY RESPONSIBLE FOR HER/HIS RETURN.**
8. If test materials are not returned within the grace period, borrowing privileges for the school psychology test library will be suspended and a late fee will be assessed for the amount of \$1 per day from the end of the grace period to the date that materials are returned. Late fees will be assessed separately for each test that is late. All late fees will go to SPGSA and will be used for association activities.
9. At the end of each semester, a closing date for the test library will be established and announced to program students. By this date, all materials must be returned and all outstanding fees paid to receive a final practicum grade for the semester.

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STUDENT SIGNATURE

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DATE

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Print Name



### Examination Timeline

Timeline	End 1 <sup>st</sup> Academic Year	End of 2 <sup>nd</sup> Academic Year (After Consultation & Assess. III classes)		Ph.D. -Academic Year Before Internship Ed.S – Internship Year	1 <sup>st</sup> Year of Practice or Later
Exam	FTCE/General Knowledge * (4 Subtests = Writing, Eng Lang, Verbal, Math)	FTCE Professional Education Exam	FTCE/Subject Area School Psy.	PRAXIS I Sch Psy (Educational Testing Service, #5402)	EPPP & State Law Exam (Oral Exam Before Board in Some States)
UF College of Education Graduation Requirement for UF COE	X	X	X		
Florida State Teacher Permanent Certification Required to work as School Psychologist in FL	X	X	X		
	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">           Note: FTCE Exam scores do not have an expiration date at this time; therefore, they can be taken well in advance of graduation date. However, as always, state guidelines are subject to change.         </div>				
School Psychology Program Graduation Requirement				X Passing score of 147 pts	
NCSP Certification				X Score (147 pts) must be within 5 years of application review date– must also complete internship before applying	
School Psychologist License-FL				X Score 147 pts. Must complete 3 years of experience, 2 years must be supervised (can include internship year if had appropriate supervision) before applying	
Psychologist Licensure - FL					X (Ph.D. Required) Law Exam scores only good for 18 months, Can take EPPP after internship (Bifurcation Process). Must verify 2 years licensed supervision (1 yr can be internship) before applying. Application expires in 2yrs if everything not complete including exams

Note: Passing score requirements and required exams are subject to change. FCTE - Florida Teacher Certification Exam (FTCE), [www.fl.nesinc.com](http://www.fl.nesinc.com) PRAXIS - <http://www.ets.org/praxis> 1-800-722-9476; EPPP –<http://www.aatbs.com> NCSP [www.nasponline.org](http://www.nasponline.org)

\* Note: GRE test administrations conducted on or after July 1, 2015 may be used as an acceptable substitute for demonstrating competency in the four subtest areas of general knowledge (Scores Eng Language  $\geq$  151, Math  $\geq$  147, Verbal  $\geq$  151, Writing  $\geq$  4)

**Verification of Practicum Placement Form**  
**School Psychology Program, College of Education, University of Florida**

This form must be completed each semester that a student is registered for practicum. Do not indicate multiple semesters on one form. Please return to the attention of Dr. Diana Joyce Beaulieu, School Psychology Program, College of Education, PO Box 117050, Gainesville, FL 32611-7050, Phone 352-273-4288, Fax 352-392-2655, Email [djoyce@coe.ufl.edu](mailto:djoyce@coe.ufl.edu). **Completed forms are due January 20 for Spring, May 30 for Summer, and September 10 for Fall registrations.** This form is used to document where students are placed and for credit for the field supervisor towards a Certificate of Participation (Course Fee Waiver). Without this information, field supervisors will not receive a tuition credit. Supervisors may choose not to provide their social security number. However, UF credit towards a tuition fee waiver is track by the social security number and contingent upon that information. **This form must be completed and returned even if your supervisor does not wish to receive the waiver.**

**PLEASE PRINT WITH FULL SPELLINGS**

Semester:	Year:	Type of Placement: _____ SPS 6941 (Mark One)      1 <sup>st</sup> Yr. Practicum      2 <sup>nd</sup> Yr. Practicum      3 <sup>rd</sup> - 6 <sup>th</sup> Yr. Practicum	_____ SPS 6942 _____ SPS 6945
Student Name:		UF ID Number:	

**SITE INFORMATION**

School/Agency Name
School/Agency Address
City, State, Zip
County

**FIELD SUPERVISOR INFORMATION**

Degree: M.A., EdS., J.D., MHSW, PhD (Circle all that apply)	Name:
Contact Information    Telephone :	Email address:
Social Security Number: (Optional-see above)	Are You a UF Employee?    Yes    No (circle one)
Please Check All That Apply: _____ Florida State School Psychology Certification    _____ NCSP    _____ School Psychology License _____ Psychology License    _____ Clinical Educator Certification    _____ Diplomate (type)	

\_\_\_\_\_  
 Signature of Field Supervisor

\_\_\_\_\_  
 Signature of Practicum Coordinator