



TheChicagoSchool[®]
of Professional Psychology

2012-2013 Program Guidebook

Ed.S. in School Psychology

Chicago

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Department Policies and Procedures

Program Mission

The mission of the TCS School Psychology Department is to provide students with a broad-based education that promotes best practices, cultural sensitivity, and innovation to support the needs of children and families. We are committed to preparing graduates who transform our profession, schools and communities.

Course Grading and Performance Feedback

Performance feedback in the School Psychology program is provided through course grades and through Professional Performance Evaluation ratings. Course grades and appeals of grades follow the policies delineated in the "Academic Policies and Procedures" section of the TCSPP student handbook.

In addition to knowledge of course material, which is measured through course grades, candidates in the program are evaluated through their professional dispositions. Candidates must demonstrate that they will be able to function in a professional and ethical manner in classroom, off-site training, and work-setting. The demonstration of professional dispositions is a key element of professional competency within ILNASP. The dispositions have been translated into clearly delineated behaviors for students that can be monitored (for growth and development) in the department's assessment system.

- Professional disposition – The student assumes roles with children and adolescents students, families, and communities that reflect skill areas; has developed a positive work ethic; and is curious and creative about issues that affect children and the practice of school psychology.
- Relationship disposition – The student can display empathy and respect; establish professional relationships with students, parents and professional staff; has knowledge of the creation, maintenance and products of relationships; and an interest in forming meaningful relationships.
- Individual and cultural difference disposition – The student creates conditions that permit the exploration of diversity issues; adjusts conceptualizations and interventions in light of diversity variables; is knowledgeable about issues pertaining to diversity; and is interested in exploring and celebrating diversity.
- Ethical and professional behavior disposition – The student conducts him or herself in a professional and ethical manner; appropriately seeks guidance and supervision; understands relevant ethical and legal guidelines; and is invested in behaving in a professional manner.
- Critical thinking disposition – The student thoughtfully and appropriately challenges existing formulations; pauses and reflects before taking action; has the knowledge and experience base to permit the calculation of risks, benefits, and likelihoods; and is interested in evaluating personal assumptions and decision-making processes.

Professional Development Group and Academic Advisor Assignment

Students will enroll in a Professional Development course during the first year of the program. In this class, students explore issues of professional and career development in school psychology; become orientated to The Chicago School and the field of psychology as a whole; review policies and procedures of the program; learn and demonstrate mastery of program technology requirements; discuss the implementation of APA and NASP ethical guidelines; plan for progression through the

program; develop skills in self-evaluation and reflection; and begin their first “shadowing” field experience (120 hours total). The instructor of the Professional Development course will be the student’s advisor throughout the length of the program.

Academic Development Plans

Academic advisors are expected to work with students to develop an academic development plan (ADP) to support students who have an identified area of weakness during the course of the program. Advisors should create ADPs whenever a student receives a "C" or "F" in a course, or whenever a student has received scores on the Dispositional Rating Form that a professional disposition needs improvement. Please see the Student Handbook for more information.

Departmental Academic Standards (DAS) Policy (3C/2F)

In addition to meeting the institutional Satisfactory Academic Progress (SAP) requirements as outlined in the Student Handbook, Chicago School students must meet additional academic standards as set forth by their academic department.

Students are evaluated against DAS by the department at the end of each grading period. Students are expected to evaluate their own records and contact the department upon receipt of a grade below B- or NP. The academic department will notify students affected by DAS in writing.

DAS OUTCOMES and ACTIONS

1. Student earns:

- a. 1 “C” grade
 - i. Student understands that s/he may be placed on an ADP if standards are not met in the subsequent term

2. Student earns ANY of the following:

- a. 1 “F” grade
 - i. Student contacts the academic department and is placed on an ADP
- b. 1 “NP” grade
 - i. Student contacts the academic department and is placed on an ADP
- c. 2 “C” grades
 - i. Student contacts the academic department and is placed on an ADP
- d. A “C” grade plus one “F” grade or one “NP” grade
 - i. Student contacts the academic department and is placed on an ADP

3. Student earns ANY of the following:

- a. Any combination of *two* of these designations - “F” grade/“NP” grade
 - i. Student receives written notification from academic department and is academically dismissed
- b. 3 “C” grades
 - i. Student receives written notification from academic department and is academically dismissed
- c. A combination of *three* of these designations - “C” grades/“F” grades/“NP” grades
 - i. Student receives written notification from academic department and is academically dismissed

Required Examinations

Students are required to complete and pass the Illinois Test of Academic Proficiency before advancing to practicum. During practicum, students will need to complete Illinois Type 73 School

Psychology Content Exam in order to be approved to go on internship. During internship year, all students will be required to take the Praxis School Psychologist exam.

Practicum and Internship

The Chicago School requirements for school placements exceed the NASP *Standards for Training and Field Placement Programs in School Psychology*.

Three field experiences are required and earn a total of 10 academic credits:

- First year service learning project: 120 hours (imbedded in professional development seminar)
- Second year practicum: 600 hours total (6 credits)
- Third year internship experience: 1200 hours, full-time (4 credits)

School Psychology service learning and practicum placements are developed by the School Psychology department chair in collaboration with the directors of field based training. All fieldwork is completed under the supervision of an experienced, certified school psychologist in a school setting. Students receive academic credits for off-site training experiences. First and second year field placements have specific objectives that require the application of competencies appropriate to the students' year in the program. These objectives, however, do not incorporate the level of integration required of students on internship.

Upon qualifying for an internship placement, the student may seek placement with field sites already developed by the Directors of University School Psychology Training Programs (DUSPP) in the State of Illinois. Students may apply for internship placement outside of Illinois with the approval of the department chair. Our School Psychology Internship Accomplishment Form is a 20 page assessment instrument that includes all of the knowledge and performance indicators identified by the institution and by IL/NASP. At the beginning of internship, the form is completed by the student with the site supervisor. Midterm and cumulative evaluations are completed by the supervising psychologist.

Permission to Apply to Practicum and Internship

Students must receive approval from the department chair before beginning a practicum placement or applying for internship. This approval will be contingent upon successful completion of required academic work and demonstration of appropriate professional dispositions.