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1. Welcome and Introduction

The faculty and students of URI’s School Psychology Program extend their warmest welcome and congratulations to you on your entrance to our program. Embarking on your graduate education is an important decision and one that demonstrates your commitment over the next few years to attaining a graduate degree in psychology and becoming a scientist-practitioner school psychologist.

The purpose of this handbook is to serve as a source of information and as a guidebook for students about how to progress successfully through the program. The handbook describes important policies and procedures in the School Psychology Program, as well as those of the Psychology Department. Although this handbook is meant to serve as a guide, it is not a comprehensive document. Our policies and requirements have been developed over the years by various faculty and student committees to meet the unique needs of the program, and they are frequently reviewed and revised for improvements. You are ultimately responsible for your graduate education and therefore you should make every effort to keep informed about all policies, procedures, and deadlines that apply to fulfilling the requirements for your degree and graduation.

The School Psychology Program and Psychology Department policies and guidelines usually elaborate on University of Rhode Island Graduate School policy. Relevant policies from URI’s Graduate School, which pertain to all URI graduate students also are mentioned and referenced. When policies are included or summarized from the URI Graduate Student Manual (URI-GSM), the appropriate section number is cited. As a graduate student, you are responsible for following all policies and guidelines set forth in the University of Rhode Island Undergraduate and Graduate Catalog and the Graduate Student Manual.

Each advanced degree awarded by the University requires as a minimum the successful completion of a specified number of approved credits of graduate study at the University and the passing of prescribed examinations. Credit hours for a master's or doctoral degree may include formal course work, independent study, research, preparation of a thesis or dissertation, and other scholarly activities that are approved by the candidate's program committee and the Dean of the Graduate School. It is the student's responsibility to know the calendar, regulations, and pertinent procedures of the Graduate School and to meet its standards and requirements. These are described in this document, the Graduate Student Manual, the Statement on Thesis Preparation, and other publications found at the URI Graduate School webpage. These documents govern both masters and doctoral degree programs. The Graduate Student Manual gives detailed information on responsibilities of major professors and program committees, examination procedures, preparation of theses and dissertations, academic standards, and the Graduate Student Academic Appeals System. The requirements immediately following are general requirements for all graduate students. Specific requirements for the Doctoral (Ph.D.) Program in School Psychology are also detailed in this handbook.
2. URI’s School Psychology Program

Overview

The University of Rhode Island’s School Psychology Program has historically maintained a leadership position among graduate education and training programs both regionally and nationally. Housed in the environment of the URI Psychology Department, our program provides students with a strong foundation in psychological science combined with best professional practices in serving the needs of children, families, schools, and communities.

School Psychology at the University of Rhode Island originated in 1964 by offering a master’s degree and several years later (1970) introduced a course of study leading to the doctoral degree. Our Doctor of Philosophy (Ph.D.) Program in School Psychology was among the first in the United States to be fully accredited by the American Psychological Association (APA) and successfully participated in the initial series of joint accreditations by APA and the National Association of School Psychologists (NASP), and continues to be accredited and approved by these agencies, respectively. In addition to the Ph.D. Program, we also offer a separate Master of Science (M.S.) Program in School Psychology (a 60-hour master’s or specialist-level program) that is approved by NASP. Both programs are currently in the process of seeking approval by the Rhode Island Department of Education (RIDE).

In the fall of 2014, our Program hosted its most recent American Psychological Association Accreditation Site Visit. As a result of this visit and subsequent review of our Program by the APA Commission on Accreditation, our Program has “APA Accredited” status through 2021. Information about APA accreditation is available from the Commission on Accreditation; American Psychological Association; 750 First Street, NE; Washington, DC 20002-4242, (202) 336-5979; and information about NASP program approval is available from the National Association of School Psychologists; 4340 East West Highway; Suite 402; Bethesda, MD 20814; (301) 657-0270.

The following description provides information about the graduate program in School Psychology at the University of Rhode Island. When read in conjunction with relevant sections of the URI Undergraduate and Graduate Catalog, it should facilitate an understanding of both the general philosophy and specific objectives of the programs, as well as course requirements and various policies. Graduate programs and degree requirements are governed by rules and regulations set forth by the Graduate School and outlined in the URI Graduate Student Manual. Specific policies, guidelines, and requirements are provided by the program and department upon enrollment and determined by the combination of Graduate School, Psychology Department, and School Psychology Program policies, along with each student’s program of study.

Although there is some overlap in course content between our M.S. and Ph.D. Programs in School Psychology, they are substantially different, and it is incumbent on the student at the time of application to decide to which program admission is desired. Such a decision is based on one’s educational preparation, experience, research interests, and professional career goals.
Mission

The mission of URI’s School Psychology Program is:

- To promote the healthy psychological and educational development of all children through the preparation of professional psychologists who are scientist-practitioners competent to enhance the functioning of individuals or systems within the diverse social contexts of school, family, and community;

- To provide a graduate education program of high standards, based on a curriculum requiring mastery of the most current knowledge in psychological science, empirically supported professional practices, and research methodologies; and

- To prepare graduates to serve in leadership roles as scientific problem solvers, whose practice and research will advance the application of psychology to the prevention and resolution of developmental problems

Our programmatic mission is consistent with and guided by the broader missions of the Psychology Department and the land-, urban-, and sea-grant charges of the University of Rhode Island.

Program Philosophy and Model

The scientist-practitioner model forms the basis for the philosophy of education for both the Ph.D. and M.S. Programs in School Psychology. The scientist-practitioner model is not a bipartite one, but rather comprises an integrated philosophy of professional education derived from the conceptualization of school psychologists as data-oriented problem solvers and transmitters of psychological knowledge and skill. The programs are committed to the synthesis of science with practice, providing academic and experiential opportunities throughout a unified course of study. The programs engender the philosophy that the scholarly and research roles of school psychologists are inextricably linked to their clinical and applied roles, and discourage the viewpoint that these roles are separate ones in professional practice.

Although students receive preparation relevant to current job proficiency, the philosophy that guides the scientist-practitioner model of the programs is that of education for professional competency and continuing development. Most didactic courses include research and applied components and, in some instances, formal practicum experiences. Required fieldwork expands the concept of a scientist-practitioner to include thorough applied practice experiences grounded in empirical and theoretical foundations of psychology and education. Students receive preparation in statistics and research methodology, including techniques relevant to field research and quasi-experimentation, as well as more traditional and classical experimental designs. Moreover, the scientist-practitioner model is fostered through required participation in faculty-supervised research groups and practica. All these experiences provide vehicles to encourage a scientific, scholarly approach to problem solving in psychology and education.

The program recognizes the growing importance of understanding and serving the needs of
individuals of all ages; from diverse cultural, linguistic, and ethnic groups; of all abilities and disabilities; and with different lifestyles. A major focus of the program is on conceptualization of the client within diverse social and cultural contexts and at the differing levels of individual, group, population, organization, or system. This organizational and systems focus is emphasized both in the direct, as well as the indirect, service-delivery approaches that are presented. An appreciation for the advantages of indirect over direct approaches is cultivated. Students are encouraged to consider a wide range of orientations, (e.g., behavioral, cognitive, developmental, ecological, family-systems, humanistic, and psychodynamic) that are modeled and taught by faculty within the programs and department. Consistent with the scientist-practitioner model articulated by our programs, the overriding emphasis is on theoretically and empirically based problem-solving and decision-making skills.

Despite the similarities of their underlying philosophies, there are some major differences between our M.S. and Ph.D. Programs in School Psychology. For example, the M.S. Program is organized around entry-level professional preparation as a school psychologist. This three-year program provides the skills and knowledge necessary for a practicing psychologist in the schools and includes an internship. The Ph.D. Program expands on the M.S. curriculum, and doctoral students receive more extensive research preparation and applied practical experience, adding breadth and depth to the professional preparation experience. In addition, Ph.D. students complete significantly more research experiences, including a doctoral dissertation intended to contribute to the extant knowledge in the field of school psychology. The goal of the Ph.D. program is to prepare future scientist-practitioner psychologists to assume leadership and problem-solving roles in broadly defined educational and social systems serving children.

Program Educational Philosophy, Goals, Objectives, and Competencies

The faculty and students of the University of Rhode Island School Psychology Program are committed to the highest professional standards and quality in professional training, practice and research. Toward this end we recognize the need to be guided by a clearly identified set of program goals, objectives and outcomes, as well as a clearly identified educational philosophy. These facets of our program are stated in the following sections. It is our belief that careful attention to the integration of these aspects of professional training and practice will lead to continuous improvement of our program, and will also lead to practices that will benefit everyone affected by the work of our program faculty and students.

Educational Philosophy

The educational philosophy of the URI Ph.D. Program in School Psychology comprises a professional commitment of faculty, students, and graduates to immersion in research, teaching, and service characterized by:

1. Intellectual engagement and academic inquiry into the foundations, methods, and applications of school psychology and related fields.
2. Pursuit of research-based understandings and critical appraisals of the theories and concepts underlying the foundations and practices of psychology and education, and their intersections within school psychology.

3. Development and dissemination of school psychology related information, knowledge, skills, policies, and practices for the benefit of children, families, teachers, schools, and society.

4. A commitment to a scientist-practitioner model of professional training and practice.

**Relationships between Program Goals, Curriculum Objectives, and Student Competencies**

School Psychology Program content consists of an integrated set of both common and individualized student experiences involving coursework, practica, research, and internship. The arrangements for and provision of these experiences are referred to by our program as Curriculum Objectives. It is our program’s delivery and accomplishment of these Curriculum Objectives that allow for each student to develop the identified Student Competencies (primary proximal outcomes), and therefore, allow each graduate to achieve the identified Program Goals (primary distal outcomes). These Program Goals, Curriculum Objectives, and Student Competencies are as follows:

**URI School Psychology Goals, Objectives, and Competencies**

**Program Goal 1**
The work of program graduates will be grounded in the foundations and principles of psychological and educational science.

**Curriculum Objective 1.** Students will be engaged in coursework, applied experiences, and research activities that grounds student work in the foundations and principles of psychological and educational science.

**Competency:**
1.1 Students demonstrate basic knowledge of the breadth of scientific psychology and foundations of education.

**Program Goal 2**
Program graduates will be skilled in research methods and applications.

**Curriculum Objective 2.** Students will be engaged in research and service delivery activities guided by contemporary research methods of psychology and education.

**Competencies:**
2.1 Students synthesize psychological and educational theoretical and empirical knowledge bases, and use findings in designing research and delivering school-psychology service.
2.2 Students demonstrate knowledge and appropriate use of a range of research designs and methods employed in psychological and educational research studies.

2.3 Students disseminate psychological and educational knowledge and empirical findings to professional and community audiences.

**Program Goal 3**
Program graduates will adhere to ethical, legal, and professional standards and guidelines.

**Curriculum Objective 3.** Students will be engaged in research and service delivery activities, guided by the ethical, legal, and professional standards and guidelines of psychology and education

**Competencies:**
3.1 Students conduct themselves in accordance with the ethical, legal, and practice guidelines of the profession (e.g., APA, NASP) as a framework for research, teaching, and service activities.

3.2 Students engage in continuous professional learning, grounded in self evaluation, by participating in education and training to improve professional practices

**Program Goal 4**
Program graduates will demonstrate appropriate professional disposition and interpersonal skills.

**Curriculum Objective 4.** Students will be engaged in research, service, and teaching activities that allow students to develop and demonstrate appropriate professional dispositions and interpersonal skills.

**Competencies:**
4.1 Students use well developed communication and interpersonal skills.

4.2 Students show respect and concern for the needs and views of others.

4.3 Students demonstrate a professional disposition.

4.4 Students respond well to supervision and feedback.

**Program Goal 5**
Program graduates will demonstrate awareness and responsiveness to client and community diversity.

**Curriculum Objective 5.** Students will be engaged in research, service, and teaching activities that allow for the development and demonstration of responsiveness to client and community diversity.

**Competencies:**
5.1 Students demonstrate ability to examine their own cultural and linguistic backgrounds and how they influence methods, practices, and approaches to service delivery.

5.2 Students demonstrate ability to analyze critically how diversity issues are manifested in educational contexts and other systems and use this information to facilitate/promote positive development/adjustment.

5.3 Students demonstrate effective interpersonal and collaborative skills with diverse clients about diversity issues, across diverse settings/agencies.

**Program Goal 6**
Program graduates will demonstrate knowledge and skills in systems-oriented service delivery.

**Curriculum Objective 6.** Students will be engaged in research, service, and teaching activities that promote the incorporation of systems-oriented (school, family, and community systems) perspectives, as appropriate.

**Competencies:**
6.1 Students design programs or policies intended to promote positive psychological and educational outcomes at universal, targeted, and indicated levels of service delivery.

6.2 Students advocate for effective policies, systems, programs, and services to benefit all children, youth, and families at local, state, and/or national levels

**Program Goal 7**
Program graduates will inform themselves and others through data-based decision making and problem solving.

**Curriculum Objective 7.** Students will be engaged in research, service delivery and teaching activities that promote the incorporation of data-based decision making and problem solving strategies.

**Competencies:**
7.1 Students use and integrate empirically based and culturally congruent techniques to inform professional decisions.

7.2 Students apply empirical decision-making rules and takes precautions to protect decisions from errors arising from cognitive biases and heuristics.

**Program Goal 8**
Program graduates will enhance the development of cognitive and academic skills of those they serve.

**Curriculum Objective 8.** Students will be engaged in research, service delivery and teaching activities to enhance the development of cognitive and academic skills of learners, through evidence-based practices.
**Competencies:**
8.1 Students consult and collaborate with others to provide culturally congruent evidence-based instructional strategies and/or programs to enhance the development of cognitive skills.

8.2 Students consult and collaborate with others to provide culturally congruent evidence-based instructional strategies and/or programs to enhance the achievement of basic and advanced academic skills.

**Program Goal 9**
Program graduates will enhance the development of wellness, social skills, mental health, and life competencies of those they serve.

**Curriculum Objective 9.** Students will be engaged in research, service delivery and teaching activities to enhance the development of wellness, social skills, mental health, and life competencies of learners, through evidence-based practices.

**Competencies:**
*Promote Wellness and Resiliency:*
9.1 Students design culturally congruent programs at universal, targeted, and indicated levels of service delivery that promote wellness and resiliency.

9.2 Students are knowledgeable regarding appropriate actions to be taken in crisis situations pertaining to students, staff, and communities.

*Promote Social Skills and Life Skills:*
9.3 Students develop goals to promote feelings of belonging (i.e., reduce alienation), foster the expression of pro-social behavior, and promote respect and dignity for all persons, and also apply strategies to attain those goals at universal, targeted, and indicated levels of service delivery.

**Program Goal 10**
Program graduates will enhance their research and practice with technology

**Curriculum Objective 10.** Students will be engaged in research, service delivery, and teaching activities that incorporate and are enhanced by contemporary technology.

**Competency:**
10.1 Students demonstrate the ability to evaluate and integrate technology into their professional work, including the delivery of psychological services.

**Multicultural Emphasis**

Because our Program recognizes the important role of diverse cultural influences on human development and behavior, we believe that understanding the relationship between culture and behavior is essential to effective and meaningful professional practice. Thus, an appreciation for diversity is fostered and stressed through multiple channels such as formal coursework, colloquia,
symposia, and practica. Nearly all courses include required readings and class discussions about multicultural perspectives and diversity. Moreover, departmental colloquia and programs frequently address topics relevant to diversity and psychology, and include invited speakers who delivered presentations on topics such as: the importance of diverse perspectives to psychology, history and implications of diversity in research participation, community empowerment, and public policy planning for a diverse population.

The Department's Inclusion and Diversity Committee (IDC) best demonstrates our commitment to multiculturalism. The committee is comprised of a representative group of Department faculty, students, and staff who meet regularly and explore ways to enhance the department’s climate through activities and initiatives that promote cross-cultural sensitivity and multicultural competence. Students are invited to join the IDC as participants in any planning or program activities.

The Department of Psychology and the School Psychology Programs have entered into partnerships with the URI Multicultural Center to exchange mutual information and technical assistance. Our faculty and students have played leadership roles in campus-wide initiatives such as the university's annual Diversity Week, organizing various informational workshops, round table discussions, art exhibits, and cultural events. Several faculty members have participated in the Multicultural Center's Faculty Fellows Program designed to enhance the teaching, research, and scholarly interests of faculty in multicultural issues.

The Psychology Department has established a requirement that all students attain a basic level of multicultural competence in three areas: coursework, research, and practice. For details, please refer to the Multicultural Competence policy adopted by the department that appears in Section 14 of this Handbook.

The School Psychology Program is particularly enthusiastic about establishing relationships with community agencies and schools that serve low-income and minority students in Rhode Island. Although Rhode Island is small in size, it is a densely populated state, with many urban minority groups residing in ethnic neighborhoods and culturally rich communities. These groups include African-Americans, American Indians, Latinos, Southeast Asians, Cape Verdeans, Portuguese, and Dominicans, as well as those from diverse linguistic and religious backgrounds.

Given the changing demographics of schools and the importance of multiculturalism and diversity to the program and department, we also seek to recruit applicants with an interest in these issues. We work with the Institute for the Recruitment of Teachers as a source of applicants from underrepresented groups who have a strong interest in education oriented careers. We also undertake efforts to recruit from the APA Minority Undergraduate Students of Excellence program and the McNair Scholars Program. The department and the Graduate School offer scholarships, fellowships, and assistantships to support students with the potential for significant contributions in the area of diversity while at the university and into their post-graduation career.
School Psychology Program Faculty and Interests: 2017-2018

Paul Bueno de Mesquita, Ph.D., Professor. University of Texas at Austin (1987). Interests: Nonviolence, violence prevention, school-based mental health services, social emotional development, problem-based learning, cultural diversity, self-efficacy, inquiry science education.


Gary Stoner, Ph.D., Professor and Program Director. University of Rhode Island (1986). Interests: Prevention and intervention with achievement and behavior problems, early school success, parent and teacher support, Attention-Deficit Hyperactivity Disorder, and professional issues in school psychology.


W. Grant Willis, Ph.D., Professor. University of Georgia (1984). Interests: cognitive developmental neuropsychology, professional decision making in psychology, and professional practice issues in school psychology.

Adjunct Faculty: 2017-2018

Lori Liguori, Ph.D., Course Instructor

Catherine Vieira-Baker, Ph.D., Practicum Supervisor

3. Overview of URI’s Psychology Department

The University of Rhode Island is a state-supported coeducational institution with an enrollment of approximately 3,000 graduate and 14,000 undergraduate students and a continuing, tenure-track faculty of about 600. It was founded in 1892, as one of the land-grant colleges and in 1971 became one of the first four sea-grant colleges in the United States. The University is located in the picturesque village of Kingston, in historic "South County" near the state's beautiful coastline and many lovely beaches. Kingston is about 30 miles south of the capital city of Providence and within easy access of the main population areas of the region, including Boston and New York City.

The School Psychology Program resides within an academically strong research-based Psychology Department. The Psychology Department at the University of Rhode Island is one of the largest departments within the College of Health Sciences, and comprises six interdependent programs:
(a) B.A./B.S. Programs in Psychology (Kingston), which coordinates with the B.A. Program in Psychology at the Feinstein College of Continuing Education (Providence); (b) Ph.D. Program in Clinical Psychology; (c) Ph.D. Program in Behavioral Science (formerly Experimental Psychology); (d) Ph.D. Program in School Psychology; and (e) M.S. Program in School Psychology. Indeed, it is the cooperation and interdependence among these programs that is perhaps one of the greatest strengths of the Psychology Department, and constitutes a major attractive feature for our students and faculty.

The Psychology Department is located on the third and fourth floors of the Chafee Social Science Center with offices for faculty and clerical staff and space for meetings, conferences, and research laboratories. Additional space is located on the first floor for a variety of research and training activities. These facilities include laboratories for physiological psychology, social psychology, and animal research; the Psychological Consultation Center (our on-campus clinic), and office space for graduate assistants. Allied with the Psychology Department is the Cancer Prevention Research Center (CPRC), which occupies a nearby building and provides research space for some Psychology faculty and graduate students.

**Departmental Philosophy and Mission**

The philosophy of the Psychology Department at URI is based on a scientist-practitioner model of education, which stresses the importance of scientific methods and psychological principles in solving problems. As a research-based department, our goals include the generation as well as the dissemination of knowledge and methods of discovery in the discipline of psychology. Members of the Department are particularly sensitive to broadly defined issues associated with diversity, and students are exposed to a variety of theoretical orientations such as applied methodological, behavioral, cognitive, developmental, ecological, family-systems, humanistic, and psychodynamic approaches. As part of an ongoing effort to help guide curriculum reform, the faculty developed the following mission statement for the Psychology Department.

The Mission of URI’s Psychology Department is as follows:

- To generate knowledge of basic psychological processes and contextual influences on psychological and physical functioning;
- To apply knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems;
- To translate knowledge into science-based programs, policies, and professional practices responsive to societal needs; and
- To transmit knowledge through educational programs that inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.

In accomplishing this mission, we…

- Value the fundamental rights, dignity, and worth of all people in achieving our goal to
create a climate of understanding and respect among diverse individuals;

- Respect cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics;

- Commit to fostering and integrating multiculturalism at both a didactic and personal level; and

- Promote conflict resolution in a just and responsible fashion that avoids or minimizes harm while respecting the rights of all individuals.

Research, Teaching, and Public Service

The varied scholarly interests of faculty and students in the Psychology Department include (a) family and community research; (b) methodology; (c) health psychology research; (d) neuropsychology; (e) clinical psychology practice; (f) school psychology practice; (g) nonviolence and peace studies; and (h) gender, diversity, and multicultural research. These areas show progress in moving toward specialization in particular areas of scholarly excellence and public service. At the same time, they provide a reasonable degree of breadth and an appropriate sampling of modern psychology to support both the undergraduate and graduate teaching missions of the Department and University.

The Psychology Department offers a broad range of courses, research experiences, and practica that serve the needs of our undergraduate programs, our four graduate programs, majors other than psychology, and basic liberal studies requirements for the University. Undergraduate- and graduate-level courses are offered in all core areas of psychology (e.g., developmental, cognitive, learning, multicultural, physiological, and social), and more specialized coursework and experiences are available in areas such as health psychology, neuropsychology, research methodology, various clinical practices, and specialized topics in social psychology such as gender and diversity.

Faculty and students within the Psychology Department are involved in a significant number of public service activities at the department and university levels, locally, throughout the state, nationally, and internationally as well. The public service provided by our faculty is particularly extensive. Examples include (a) consultation and program evaluation to agencies such as the Rhode Island (RI) Department of Health, the RI Department of Behavioral Health Care, Developmental Disabilities, and Hospitals, the Attorney General of RI, and the U.S. Office of Education; (b) membership and executive offices in the American Psychological Association, the Society for Multivariate Experimental Psychology, the Society of Behavioral Medicine, the American Association of University Women; (c) participation on advisory committees and executive boards such as the Leadership Council for Women-Focused AIDS Policy, the RI Substance Abuse Treatment Outcome and Performance Pilot Studies Enhancement Project Advisory Council, Women of Color Leadership Council; (d) editorial boards for professional and scientific journals such as the American Journal of Health Promotion, Annals of Dyslexia, Clinical Psychology: Science and Practice, Journal of Clinical Psychology, Journal of Educational and Psychological Consultation, Journal of School Psychology, Journal of Trauma and Dissociation,
International Journal of Psychophysiology, Journal of Social Issues, Multivariate Behavioral Research, Psychology in the Schools, School Psychology Quarterly, Structural Equation Modeling Journal; and (e) volunteer work in local and tri-state area school systems and community agencies such as teaching disadvantaged adolescents in the South Kingstown Schools and providing services at Progresso Latino in Central Falls, RI. Of course, our faculty also contribute significantly to the service demands of the department and university such as reviewing internal research proposals, serving on the IRB and other university-wide committees, being a faculty mentor, participating in program reviews and search committees for other departments, contributing to the Multicultural Faculty Fellows Program, sponsoring honors colloquia, and serving on graduate student committees. These are but a small sampling of the public service contributions of our faculty who clearly provide excellent examples for aspiring graduate students.

Psychology Department Faculty and Staff

URI’s Psychology Department currently has 24 tenure-track faculty and 22 Graduate Teaching Assistants, as well as a Director of our on-campus clinic (Psychological Consultation Center), and several clerical staff. For organizational reasons, faculty members in the Psychology Department affiliate with one of our three graduate program areas (i.e., behavioral science, clinical, or school). Nearly all faculty members teach graduate courses that enroll students from all graduate programs. Most faculty members also contribute to the undergraduate curriculum as well. Despite particular program affiliations, all Psychology Department faculty members participate (directly or indirectly) in the education of our psychology students in all program areas. The entire faculty of the Department meets monthly to discuss issues of general concern in the department, and also monthly in graduate program area subgroups to discuss issues of specific importance to those graduate programs. Additionally, faculty members serve as representatives on our two department committees: the Inclusion and Diversity Committee and Undergraduate Committee.

The URI Psychology faculty have earned many awards and distinctions including outstanding research and teaching awards, national television appearances, and professional society awards; have published numerous books through well respected publishing houses; have published research extensively in prestigious national and international journals; and have made countless presentations at local, national, and international conferences such as the American Psychological Association, the European Health Psychology Association, the International Neuropsychological Society, the National Association of School Psychologists, the Association of Black Psychologists, and the National Multicultural Summit.

Psychology Department Faculty Members and Interests

Su Boatright-Horowitz, Ph.D., City University of New York (1992), Behavioral Science. Interests: Antiracism teaching, public perceptions of domestic violence, undergraduate research, teaching, and programming.

Juliana Breines, Ph.D., University of California Berkeley (2012), Behavioral Science. Interests: Process and response to social evaluative threats, with focus on effects of self-compassion and self-criticism on health-relevant behavioral and biological outcomes.

David Faust, Ph.D., Ohio University, Clinical. Interests: Psychology and law, neuropsychology,
clinical judgement and decision-making, philosophy/psychology of science, and methodology.


Paul Florin, Ph.D., George Peabody College of Vanderbilt (1981), Clinical. Interests: Community psychology. Note: Dr. Florin is not currently accepting new students.

Kathleen Gorman, Ph.D., University of Maryland (1987), Behavioral Science. Interests: Infant and child development, malnutrition and behavior, risk and resilience in the context of poverty.

Lisa Harlow, Ph.D., University of California Los Angeles (1985), Behavioral Science. Interests: Applied multivariate statistics (e.g., structural equation modeling), attitudes & performance in friendly science curriculum, psychoexistential functioning, equity & diversity, and women's health.

Shanette Harris, Ph.D., Virginia Polytechnic Institute and State University (1989), Clinical. Interests: Body image, eating disorders, African-American cultural issues in health psychology, multiculturalism. Note: Dr. Harris is not currently working with graduate students.

Robert Laforge, Sc.D., Johns Hopkins University (1987), Behavioral Science. Interests: Epidemiology with emphasis on harm reduction approaches to substance abuse, biostatistical methods, survey research, and cancer epidemiology.

Patricia Morokoff, Ph.D., S.U.N.Y. at Stony Brook (1980), Clinical. Interests: Health psychology and human sexuality, HIV/AIDS prevention, psychophysiological and hormonal factors affecting sexual functioning. Note: Dr. Morokoff is not currently working with graduate students.


Mark Robbins, Ph.D., Rutgers University (1993), Clinical, Chair of Psychology Department. Interests: Heath promotion, disease prevention, and decision-making for planned change at individual and population levels.

Joseph Rossi, Ph.D., University of Rhode Island (1984), Behavioral Science. Interests:Quantitative methods and health psychology.

Nichea Spillane, Ph.D., University of Kentucky (2008), Clinical. Interests: Positive psychology to enhance physical and mental health functioning, motivational interviewing, substance use prevention/intervention, with focus on underserved populations (particularly Indigenous populations) and health disparities.
Lyn Stein, Ph.D., Kent State University, Clinical. Interests: Incarcerated adolescents and substance use.

Wayne Velicer, Ph.D., Purdue University (1972), Behavioral Science. Interests: Statistics and methodology, measure development, and health psychology.


Nicole Weiss, Ph.D., Jackson State University (2013), Clinical. Interests: emotion dysregulation in posttraumatic stress disorder, conceptualization and measurement of difficulties regulating positive emotions, and the influence of cultural and contextual factors.

4. Admissions

Qualities sought in all our students include high levels of intelligence, motivation, interpersonal effectiveness, and professional commitment; a match between student-faculty research interests; an appreciation for the scientific focus of the Program; and sensitivity toward diversity in terms of age, disability, ethnicity, language, race, gender, and lifestyle. Consistent with our goals and philosophy, in recent years we have attempted to recruit students to the Ph.D. Program who primarily are interested in research, systems-level professional practice in school psychology, and university-level teaching. Students with similar qualifications, but who have a more decided interest in pursuing applied and direct-service goals typically seek admission to our M.S. Program in School Psychology. We welcome all applicants, especially those with diverse ethnic, linguistic, and cultural backgrounds who would contribute to the mission of the program and department.

The annual application deadline is January 15th for possible enrollment the following fall semester. Admission decisions are made once a year in the spring semester only. A large number of inquiries and requests for applications are received each year. From the pool of completed applications, we strive to admit and matriculate 5-6 students in the Ph.D. program.

For more information contact or see the following:

Psychology Graduate Admissions
Department of Psychology
University of Rhode Island
142 Flagg Road, Room 314
Kingston, RI 02881-0808

Phone: (401) 874-2193 or 874-4225
FAX: (401) 874-2157
Web: http://web.uri.edu/psychology/school-psychology-ph-d-program/
Email: school@etal.uri.edu
Application Requirements and Process

All applications to the program are completed online through the URI Graduate School applications portal. To be considered for admission for either the M.S. or Ph.D. Programs applications must include (a) completed personal contact information and application fee; (b) GRE Verbal and Quantitative Test scores aptitude test scores are required; the Psychology Subject test is recommended for those applicants without an undergraduate major in psychology; (c) GPA: at least 3.00 is preferred; all transcripts are required; (d) Personal Statement: that provides a sample of writing, a conceptualization of the field of school psychology, and an indication of the student's clarity of purpose, interests, and directions for career development in the field of school psychology; and other information relevant to one’s background and preparation; and (e) three letters of recommendation. Applicants should note the faculty considers each component of the application individually and together as a whole in making decisions about admissions to the program. The program does not use any one piece of the application to rule in or rule out an applicant’s admission.

Selection Process

Selected Ph.D. applicants are invited for on-campus interviews. Interviews are typically held in late February or early March. The purposes of the interview are to discuss student interests, experiences, and goals in greater detail; to answer questions about the program; and to determine if there is a good match between applicant needs and program offerings. These interviews provide opportunities for applicants to talk individually with faculty, to meet current graduate students, and to tour the department and campus facilities. Applicants who are invited to join the program are notified by April 1st and are requested to confirm their acceptance no later than April 15th. Other qualified applicants may be placed on a waiting list and subsequently may be notified if initial offers of admission are declined.

5. Change of Program

Students who are currently enrolled in one of the other graduate programs in the department (Behavioral Science or Clinical) may wish to change their specialty area and enter the school psychology program. In this case, students are asked to make a formal application to the school psychology program area and proceed through the application review and interview process. Students may submit application information and supporting materials from their current records. This same process applies to students entered in the M.S. program who wish to apply to the Ph.D. program.

6. Policy on Transfer Credit

The Graduate School and the specific policies in the Graduate Student Manual govern rules regarding the transfer of credit toward your program of study at URI. Under those rules, students entering our department from another closely related graduate program might
• Transfer 30 credits if they have a master's degree; or

• Transfer as many as one-fifth of the credits required to complete their master's or doctoral programs in this department.

Transfer credit is granted only when the major professor endorses the request and is approved by the Dean of the Graduate School. Requests for credit equivalency for courses offered in our department are typically also endorsed in a memo from the faculty member who usually teaches the course. In order to expedite the approval process, please have syllabi from all previous graduate coursework available. Transfer credit to meet core course requirements is limited to 6 credits (2 courses).

Transfer credit requests taken prior to admission are typically submitted as part of the program of study using the appropriate form from the Graduate School. Students who wish to take coursework at another institution while pursuing a graduate program at URI must file a separate Request for Transfer Credit (form obtainable at the Graduate School office) prior to enrollment at the other school.

7. Filing for Rhode Island Residency

For information about Rhode Island residency and New England regional residency descriptions and requirements, use this link.

8. Students with Disabilities

Disability is defined as a permanent, longstanding significant condition that substantially or significantly limits one or more of the major life functions (including but not limited to: seeing, hearing, walking, breathing, learning, working, concentrating, etc.).

Students with qualifying disabilities may be eligible, under the Americans with Disabilities Amendments Act of 2008 (ADA), for reasonable accommodations that will support equal opportunity and inclusion in university programs and services.

Documentation from a credentialed examiner is required to substantiate the presence of a possible disability and to establish the possible need for accommodations at the University of Rhode Island. These guidelines are summarized below.

Temporary conditions are NOT regarded as ADA eligible; however, depending on the nature of the temporary condition and on the availability of resources, environmental supports may be provided.

9. Faculty Advisor and Major Professor

The initial Faculty Advisor is the faculty member to whom the student has been assigned at the
time of admission to "assist the student in the selection of courses to be taken the first semester" (URI-GSM 8.20). Your initial advisor will assist you as you begin to plan your program of study. Initial advisors are assigned on the basis of availability and interests, but you are free to select any other faculty member as your major professor. It is your major professor who will guide and advise you throughout your program of study. The major professor, chosen by you, the student, "has overall responsibilities for the student's training" (URI-GSM 8.30), and serves as the chair of your program committee. Because of the importance of your major professor, we encourage you to take every opportunity in your first semester to introduce yourself to faculty and spend some time getting to know them better.

The Major Professor is a key person in your graduate career. Aside from chairing the program committee, which has overall responsibility for shaping and approving your progress, the major professor typically guides and directs research, assists in planning training goals and practice experiences, helps you organize and prepare for comprehensive exams, and can greatly facilitate your movement past the various milestones involved in Graduate School. It is very important, therefore, that your major professor be someone who not only can guide your research and training, but also a person who will be available to you and with whom you feel comfortable discussing the various phases of your graduate student life. Although graduate students are inclined to trade advice with each other and follow in the footsteps of those who went before them, the most trusted information you can receive is from your major professor.

10. Doctoral Program Committee

As a URI doctoral student, you are required to have a Program Committee. Program committees in the Psychology Department consist of a minimum of three full-time faculty, distributed as follows: one Psychology Department faculty member from your Program Area, one Psychology Department member from a different Program Area, and one URI faculty member from a department other than Psychology.

In the case where the major professor is outside of the School Psychology Program Area, a full-time departmental faculty member within the School Psychology Program Area should serve as your professional development and training advisor.

11. Program of Study
(URI-GSM 7.43, 7.52)

The purpose of the program of study is to ensure that students, at an early stage in their graduate study, organize coherent, individualized plans for their course work and research activities. It is expected that the successful completion of students' program of study along with collateral readings, research, etc., will enable them to demonstrate that they have achieved the high level of competence required of graduate students in their respective fields. All degree candidates are required to prepare a program of study with the guidance of their major professors (for master's degree programs) or of their program committees (for doctoral programs) in accordance with the guidelines in the Graduate Student Manual. After the major professor has approved the program for master's degree candidates or by the program committee for doctoral candidates, the program
of study is submitted for approval to the Dean of the Graduate School.

By the end of the first semester, or after the first 18 credits are completed, doctoral students must submit a tentative program of study to the Dean of the Graduate School. Your Program of Study is prepared in consultation with your initial advisor or major professor and requires his or her approval. A tentative plan can be changed more easily and allows you to make adjustments early in your program without the delays involved in seeking formal approval from your entire program committee. Tentative plans are later finalized with full committee approval for doctoral students. Doctoral students entering without a previous graduate degree should develop a program of study for the Master of Arts degree first. A copy of the appropriate form is available on the URI Graduate School TransForm site. A tutorial on how to use the TransForm system can be found here. Although professional standards, credentialing requirements, and university guidelines determine much of the curriculum, each student’s program of study should be individually developed depending on previously earned degrees, prior graduate credits earned, professional goals, and special interests. Sample programs of study leading to the M.A. degree and Ph.D. degree in Psychology for the School Psychology Program appear in Appendix A and Appendix B, respectively.

12. School Psychology Doctoral Program Requirements

All requirements for the Ph.D. degree must be completed within seven years of the date when the student first enrolled. Requirements for the Ph.D. degree in school psychology consist of accomplishments in three interrelated components of the graduate education curriculum. These are didactic coursework, research, and field experiences. Each of these components relates to and influences the others. In this manner, the program encourages the integration of science and practice across all curricular areas.

Coursework

For the Ph.D. Program a prerequisite course on psychometrics is required which is comparable to a course described in the URI Catalog (PSY 434: Psychological Testing). This course can be taken upon entrance to either Program, but does not count as part of the required number of credits. Certification requirements include 12 credits from education courses. The program admits students only in the fall semester and requires full-time registration (i.e., 9 credits per semester) until completion of degree requirements.

Students in the Ph.D. Program complete a minimum of 90 graduate credits. Students who enter the Program with a bachelor’s degree first earn a M.A. in Psychology before proceeding on to the doctorate. Students entering with a master's degree may include up to 30 credits of previous study in their doctoral programs of study. Course requirements in the doctoral program can be conceptualized as a three-by-two matrix, with three areas of study (i.e., research methodology, psychological science content, and professional applications), in each of the two levels: general (i.e., requirements for all doctoral students in the Psychology Department) and specific (i.e., requirements for all doctoral students in the School Psychology Program). Please refer to the URI Catalog for course descriptions.
Note. Rhode Island certification requirements include 12 credits from education-related courses (see Section 21.2). We suggest the following: (a) school counseling (PSY 690), (b) learning disabilities assessment/intervention (PSY/EDC 540), (c) organization/structure or curriculum of schools (e.g., EDC 502 or EDC 503 or equivalent), and (d) reading disability (PSY/EDC 544/527). At least one of these courses must include curriculum development.

*PSY 600, 601, 603, 604, 606, and 608 (Multicultural, Physiological, Developmental, Cognitive, Social, and Theories and Systems) are required for School Psychology students. Other core course should be chosen carefully to fulfill APA and state licensing requirements.

A sample program of study is included in Appendix B (Ph.D. Degree). It should be noted that the Program continually appraises its goals and processes for achieving those goals in order to maintain and to improve quality. Accordingly, requirements appearing in these appendices may change. Of course, once a student's individual program of study is formally approved, these kinds of changes do not necessitate a change in a student's program.

## Research

The Ph.D. program places a high priority on student research. Doctoral students entering the program without previous graduate degrees or coursework in the area of research are required to complete a minimum of 39 credits of research and research-related courses. Those who enter the Ph.D. Program with a baccalaureate degree must complete a master’s thesis, and those who enter with a non-thesis master’s degree must complete a research competency. For more information on research competency requirements, please see Section 14. A formal dissertation, including proposal, written product, and defense is required of all Ph.D. students.

PSY615 Collaborative Research in Psychology, "SPRIG" (6 credits)
PSY532 Experimental Design (3 credits)
PSY533 Advanced Quantitative Methods (3 credits)
PSY611 Methods of Psychological Research (3 credits)
PSY599 Master's Thesis (6 credits), or Research Competency for those entering with a non-thesis Master’s degree
PSY699 Dissertation (18 credits)
School Psychology Research Interest Groups

Students have a variety of ways of being introduced to and participating in research. A unique aspect of the Programs is the School Psychology Research Interest Groups (SPRIG). For SPRIG activities, students register for PSY615: Collaborative Research in Psychology. The research interest groups are organized into three interrelated formats: Combined, Cohort, and Topical. All Ph.D. students are required to enroll in PSY 615 continuously through the end of the semester in which they propose their dissertation research.

The Combined SPRIG consists of meetings of all students and provides a forum for introducing students to a wide variety of research designs and analytic approaches. It also provides opportunities for those who wish to present at a professional conference to practice this presentation in advance. In addition, students who are preparing for the oral defenses of their theses or dissertations sometimes use this means to practice their presentation. Still other students use this opportunity to brainstorm about research hypotheses or designs for a particular study.

Occasionally, the Combined SPRIG meetings are divided into Cohort SPRIGs, consisting of all students divided into groups according to program and level (e.g., first-year M.S. students, Ph.D. students working on M.A. thesis projects, Ph.D. students completing dissertations, etc.). These cohort groups allow students to offer advice and support to each other during similar stages of research experiences. Cohort groups also allow the faculty to provide students with consistent and efficient guidance and information at certain stages of their programs.

Topical SPRIGs are comprised of smaller groups of students who meet with a faculty member to discuss and plan research in specific areas. Students of all levels participate in these groups, providing a kind of apprenticeship and mentoring atmosphere, where more advanced students model research skills and newer students gain confidence in their own competencies while learning to generate research questions for projects, presentations, theses, and dissertations. SPRIG is coordinated with the statistics and methodology courses in a sequence designed to assist the student in moving systematically from introductory collaborative to independent research. Topical interest groups typically center on applied concerns and in recent years have included issues such as early interventions, developmental neuropsychology, primary prevention, child abuse, school learning styles, clinical judgment and decision-making, and reading disability.

Field Experience

The Doctoral Program in School Psychology requires both practicum and internship experiences. An on-site school psychologist supervises these experiences, conducted in a manner consistent with the current legal-ethical standards of the profession of school psychology, and supplemented by the University-based supervisor, who is responsible for establishing and maintaining the various field placements, and maintaining contact with site supervisors. In addition, coursework in assessment and counseling contain practicum components contributing to the accumulation of practicum experience hours.

Practicum

Practicum involves a developmental sequence of weekly, supervised experiences in schools,
community agency sites, or the department’s campus-based Psychological Consultation Center (e.g., child anxiety team). Credit for practicum experience is obtained via registration for PSY 670 in each semester. (Also, see separate Practicum and Internship Handbook). A minimum of 900 hours of field-based practica distinct from and prior to internship is required in the Ph.D. Program. The typical expectation for fulfilling this requirement is approximately 1 to 1 and 1/2 days per week of field experiences, or 300 hours per year over the first 3 years of training. In addition, students often complete advanced practica, leading to the accumulation of additional hours beyond those 900 required hours. Students are not required to be involved in practica activities during school holidays and examination periods. Doctoral students are expected to seek advanced practicum and accrue additional hours (e.g., in the areas of teaching and supervision) in preparation for internship. For example, students can enroll in PSY 695 (Teaching of Psychology) and PSY 696 (Practicum in the Teaching of Psychology). Supervised practicum experiences include opportunities to learn and practice skills in the areas of assessment, intervention, consultation, counseling, multidisciplinary teams, early intervention, prevention, college teaching, and program development and evaluation.

School-based practica in Years 1 and 2 of the program are individually organized, and supervised either by cohort or in mixed cohort groups. In addition, each year students in years 1 and 2 of their programs participate in practica experiences organized around a cooperative learning teams format designed to provide direct practicum experience and to help students integrate theory and research with their professional work. Some practicum teams are designed to be "vertical" in the sense that each comprises students at a variety of levels of training. An example is the currently operating team focusing on delivering a violence prevention curriculum in elementary school classrooms. Thus, more advanced students have the opportunity to model and practice supervision skills and less experienced students have the opportunity to observe and team up with more experienced individuals. All students meet regularly under faculty supervision to discuss issues arising from their professional work. Meetings involving advanced students and interns may include guest speakers such as local psychologists, attorneys, special education directors, and other professionals. Various topics are discussed.

**Sequence of Practicum Experiences**

Practicum experiences are arranged to provide opportunities for students to meet the following expectations in a graduated sequence of experiences, progressing from introduction, orientation, and observation to basic skill acquisition, assuming professional responsibilities, and development of proficiency in multiple areas of competence. Practical work in the field is preceded by and integrated with the professional course sequence. Therefore, field experiences should offer numerous activities to translate course knowledge into best practices. In addition, practicum experiences provide opportunities to explore applied research topics and questions for thesis and dissertation work. The sequence of field experiences is meant to serve as a general guide and should allow flexibility for each student to establish individual training goals based on prior education and professional experiences.
YEAR 1 Fall Semester

*Primary placement is with a classroom teacher and supervising school psychologist.

1. Gain an orientation to schools, the community, special education, and the roles and functions of the school psychologist through the following experiences:
   
a. Become familiar with the demographics of the community, including its economic and cultural characteristics;

b. Become familiar with the demographics of the student population; the number, size, and levels of individual schools; the size of the school staff; the size of the special education population; the administrative hierarchy; and the range of school programs and services;

   c. Participate in a series of classroom observations in regular and special education settings, ranging from preschool to the twelfth grade; gaining a greater understanding of child development and form conclusions about the developmental appropriateness of school curriculum and instructional methods; and

   d. Interview and interact with a variety of school personnel, including administrators, school committee members, teachers, specialists such as guidance counselors, speech and language pathologists, and/or other professional staff, to understand their roles, functions, and relationships to psychological services.

2. Accompany and observe a school psychologist. Notice the school psychologist’s professional problem solving and decision making while functioning in the following roles:

   a. Consulting with teachers about academic and behavioral issues;

   b. Designing, implementing, and evaluating classroom-based interventions;

   c. Conducting individual and/or group counseling;

   d. Participating in student services teams, including attending IEP, MDT, and 504 meetings;

   e. Conducting all phases of the pre-referral, referral, evaluation, and multidisciplinary team processes in the schools.

YEAR 1 Spring Semester

*Primary placement is with a school psychologist or other licensed professional.

1. Continue with orientation activities and observations from the preceding semester.
2. Become familiar with how to establish rapport and interact effectively with children by engaging in a one-on-one role with at least one student (e.g., as a tutor or homework buddy).

3. Plan activities to complement coursework, such as conducting classroom observations, reviewing files, and/or observing the case study or cognitive assessment of students.

4. Learn more about multicultural issues in schools by assisting students and teachers who are from culturally/linguistically diverse backgrounds.

5. Investigate how schools identify and respond to childhood disorders and observe how behavioral principles are used to intervene with discipline problems.

YEAR 2 Fall Semester

Having completed some basic coursework, students should be prepared to become involved in more direct service activities under the supervision of an on-site school psychologist. As they proceed through the remaining courses in the professional training sequence, practicum experiences should provide valuable opportunities to integrate knowledge while learning and practicing more advanced skills.

1. Participate in assessments such as conducting IQ testing, interviewing students and parents, conducting classroom observations, and reviewing files,

2. Practice basic skills in the assessment of children’s social and emotional difficulties, linking your findings to the design, implementation, and evaluation of classroom-based interventions,

3. Facilitate or co-facilitate group and/or individual counseling,

4. Participate in student services teams such as IEP, MDT, and 504 meetings and become familiar with legal and ethical issues relevant to guidelines, policies, and regulations.

YEAR 2 Spring Semester

As students continue to complete their professional course sequence, they should begin to extend direct service skills into broader indirect service activities.

1. Practice consultation and indirect service with teachers and parents regarding academic and behavioral problems,

2. Practice how to integrate assessment, intervention, and consultation skills while assuming more independent responsibilities under the guidance of your site supervisor,

3. Develop skills in creating integrated case reports, making case presentations, and facilitating team meetings, and functioning in leadership roles.
YEAR 3 Fall and Spring Semesters

In the final semesters of practicum, students should identify skill areas needing more practice and development. Also, this is a time for pursuing specialized interests or applied research topics in connection with student research and comprehensive exams. Advanced practicum experiences should be arranged with student interests in mind. They also should provide students with opportunities to practice supervision skills. These final practica experiences will help to integrate knowledge of science and practice and develop previously untried skills that may be needed to prepare for internship.

1. Serve as a team leader for a practicum team and gain supervision experiences

2. Look for opportunities to practice systems-oriented indirect services,

3. Become involved with school-wide needs assessment, program/policy development, and evaluation research,

4. Seek out new roles for practicing skills with which you are unfamiliar, in different contexts (e.g., medical and community settings), and with different populations (i.e., ages, problems, cultures),

5. Pursue specialty areas of interest to your future career goals and/or your research (i.e., consultation, crisis counseling, early intervention, program evaluation, etc.).

YEAR 4 Fall and Spring Semesters

Complete teaching and/or supervision training and advanced practicum experiences, similar to Year 3.

Internship

In addition to coursework, research, and practicum experiences, all doctoral students must complete an approved pre-doctoral psychology internship prior to graduation. The School Psychology Program adheres to the Internship Guidelines of the Council of Directors of School Psychology Programs.

Internship experiences are distinct from practica in that they come at the conclusion of the training program after all coursework, practica, and comprehensive examinations have been completed successfully. Students earn credit for internship and must be enrolled in a minimum of one credit of PSY 698: Internship in Professional Psychology each semester of their internship. Doctoral students register for the section entitled: Pre-doctoral Internship in School Psychology. Some doctoral students, in consultation with their major professors, will apply for and seek acceptance at APPIC/APA-accredited internship training sites relevant to school psychology. Typically, the deadline for internship application through the APPIC process is in early November of each year, requiring well in advance planning.
Philosophy

The internship in school psychology should be guided by the scientist-practitioner model of graduate education of our program, and as such, should provide the opportunity for the integration of science and practice within the context of professional development. The internship should be a comprehensive learning experience in terms of offering opportunities to practice direct and indirect psychological services, in response to various problems experienced across a range of age and grade levels, delivered to diverse student populations within varying school and community contexts and settings.

Timing and Sequence

The internship is designed to be a culminating fieldwork experience. Therefore, to be eligible for internship, students must complete required coursework according to a sequence as outlined in their program of study and approved by their major professor and committee. Experience has shown that Ph.D. students whose research is either well underway, nearing completion, or fully completed and ready for defense, can devote full attention to internship without the added stress and pressure of attempting to simultaneously conduct their dissertation study while meeting the demands of a full-time internship. Therefore, to encourage timely completion of research, students are expected to gain formal approval of at least a dissertation research proposal before beginning internship. Collection and analysis of data is strongly encouraged prior to internship. Completion of most or all of the dissertation requirement before beginning one’s internship is an optimal plan and allows interns to devote all the time and energy necessary for maximizing the internship training experience.

Professional Standards

The program requirements for the doctoral internship are in accordance with guidelines and standards set forth by the American Psychological Association, the Council of Directors of School Psychology Doctoral Programs, and the Association of Psychology Postdoctoral and Internship Centers. The internship should be designed to provide a planned sequence of supervised professional experiences consistent with the mission of the internship site, the intern’s professional goals, and the goals of the URI School Psychology Program. When internships are arranged outside of approved and accredited sites, a similar plan of supervised experiences should be designed in a manner that is consistent with the CDSPP standards.

General Requirements

Several major features of the internship requirement derived from the standards and guidelines previously mentioned are outlined below:

- **Length of Internship.** Students must complete a one-year full-time internship in a school setting or other appropriate setting relevant to the provision of psychological services to children and adolescents. School-based experiences should constitute at least half of the internship (i.e., 600 hours minimum). Internships that are approved to be completed entirely in school settings may be completed within a 10-month academic year. Under
special circumstances, the internship may be completed on a half-time basis over two consecutive years (e.g., approximately 20 hours per week over two academic years completed within a 24 month period).

- **Clock Hours.** The internship must include a minimum of 1500 clock hours of supervised experience. Students are advised that because some licensing and certification credentials in certain states may require additional clock hours beyond the minimum 1500 required by the program, they should plan their internship accordingly.

- **Planned Training Activities.** The internship must be a planned and organized sequence of training and not just the performance of routine and repetitive functions devoid of individual benefit or professional development, nor should it be a disjointed collection of clock hours in unrelated settings. The internship should be a comprehensive learning experience in terms of offering opportunities to practice direct and indirect psychological services, in response to a variety of problems experienced across a range of age and grade levels, delivered to diverse student populations within varying school and community contexts and settings.

- **Supervision.** A licensed, doctoral level psychologist who holds the appropriate credentials for independent practice in the internship setting must supervise the pre-doctoral intern. The field supervisor must have oversight and responsibility for the nature and quality of the psychological services provided by the intern. The field supervisor provides two hours per week of face-to-face supervision to the intern. In addition to the field supervisor, a member of the URI Program faculty is designated as the coordinator of field experiences. The coordinator is responsible for coordinating internships and serves as a university-based supervisor. The university-based supervisor is responsible for maintaining communication with and receiving feedback from the field supervisor, conducting regular on-campus supervision sessions for local interns, and awarding internship credit when the experience has been successfully completed and all required documentation and evaluations are on file.

- **Documentation of Compliance with Professional Standards.** Legal and ethical guidelines and standards relevant to the profession of school psychology and the internship are provided to students in professional courses, and reviewed in regularly scheduled seminar meetings for all students on internship. It is the responsibility of the student intern to become knowledgeable of these guidelines and to understand fully how their internship plans and their individual program of study must comply with these guidelines and standards. To this end, students are encouraged to discuss their plans for internship with their major professor, as well as the coordinator of field experiences early on in their program. Internship logs and documentation of training experiences should reflect adherence to program goals and professional standards.

**Steps for Applying To, Obtaining, and Completing an Internship.** In addition to the standards, students are expected to become familiar with the established procedures and specific steps for applying to, obtaining, and completing an internship. Throughout this process students should
work closely and communicate often with three key faculty members: their major professor, the coordinator of field experiences, and the program director. The remaining information in the sections below pertains mainly to the procedures and necessary steps for students to follow regarding internship eligibility, approval, application, selection, evaluation, and documentation.

- **Eligibility.** In order to be eligible for internship, doctoral students should, at a minimum, complete all required coursework satisfactorily, pass the comprehensive examination, and obtain approval for their dissertation proposal. The comprehensive examination must be successfully completed and the dissertation proposal must be approved prior to internship. Eligibility for internship is approved by the major professor and verified by the coordinator of field experiences.

- **Planning the Internship.** No later than the semester prior to the start of an internship, the coordinator of field experiences will organize an orientation meeting with students to review eligibility and internship plans. Relevant policies and procedures will be discussed. Students will be surveyed and asked to specify prior experiences, desired goals, rankings of preferred internship sites, and any individual considerations or constraints. At this time students are requested to self-evaluate their skills in areas such as assessment, intervention, counseling, consultation, and program evaluation. This information is used in advising students about potential internship sites and in final decision-making about placements. For internships in Rhode Island, the coordinator facilitates placements by having available a current list of potential internship sites and by assisting in the preparation of applications and interviewing as needed. Every effort is made to match student interests and needs with internship sites and supervision. In addition, the coordinator of field experiences and the program director maintain and distribute to students copies of the CDSPP guide to internships in school psychology (published yearly).

- **Approval.** Potential internship placements should be reviewed with the coordinator of field experiences and approved by the student's major professor. Final approval of available internship sites rests with the coordinator of field experiences, and the program director according to program standards and guidelines endorsed by the full program faculty.

- **Application.**
  
  - **APA-/APPIC-approved Internships.** Doctoral students seeking APA-/APPIC-approved internship sites providing experiences relevant to school psychology should contact potential sites and request information and application materials. Most sites now participate in the APPIC computerized matching process and use a standard internship application form. This form can be obtained from the APPIC website and copies downloaded. Students that are judged as acceptable for certain sites are invited for interviews. Final offers are made by means of a national computer matching process, typically conducted in February of each year. Final arrangements are formalized with an internship contract and training plan. Approval of the program director usually is requested and confirmed by co-signing the contract.
Local (Non-APA/APPIC) Internships. For students seeking alternative locally arranged internships in the tri-state region (CT, RI, MA), the coordinator either identifies potential sites from a list of previously approved locations or develops such sites. In these cases the coordinator typically initiates contact with site supervisors or administrators and enters into contractual discussions about possible internships. Formal applications and interviews may or may not be required depending on the preferred selection process of the internship site. Both site supervisors and school administrators may interview prospective interns before final placements are determined.

- **Final Selection and Placement.** Final determination and placements are a joint decision of the program, the site supervisor, and the intern. Doctoral students participating in the APPIC national matching and selection process are notified directly of their selection.

- **Internship Contract and Plan.** The placement agreement is formally described and approved through the development of an Internship Contract. The contract specifies the nature of the internship training activities, the beginning and ending dates, amount of stipend or compensation, supervision arrangements, etc. Contracts typically require approval signatures from five persons: the intern, the on-site supervisor, a site administrator, the Program coordinator of field experiences, and the program director. Subsequently, an Internship Plan is developed in collaboration with the student, the field supervisor, and the university coordinator of field experiences. The plan must specify the goals and objectives for internship training, the nature of the internship experiences to be provided to meet those goals and objectives, and the scheduled activities and responsibilities of the intern. An internship plan must be submitted, approved by the coordinator, and kept in the student's record in the departmental graduate student files.

- **Evaluation.** Regular progress evaluations are conducted of interns in terms of meeting the goals and objectives as stated in the internship plan. The site supervisor completes these evaluations at both mid-year and end-of-year. Interns are encouraged to participate in a progress review with their supervisors as a means of identifying areas of improvement and establishing goals for professional development.

- **Documentation.** The following materials and documentation should be on file in the department files for graduate students: Eligibility for Internship, Internship Contract, Internship Plan, Evaluations (Mid-Year and End-of-Year), Log of Activities and Summary of Clock Hours, Completion of Internship (Verification) Letter.

### 13. Sequence and Timing

**Suggested Sequence for Ph.D. Degree in School Psychology**

<table>
<thead>
<tr>
<th>Fall, Year I</th>
<th>Spring, Year I</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY532: Experimental Design</td>
<td>PSY533: Advanced Quantitative Methods</td>
</tr>
<tr>
<td>PSY540: Learning Dis. Assess/Intervention</td>
<td><strong>PSY600</strong>: Multicultural</td>
</tr>
<tr>
<td>PSY660: Clinical Decision Making</td>
<td>PSY661: Cognitive Assessment</td>
</tr>
<tr>
<td>Course</td>
<td>Term</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>PSY681: Ethical, Hist… Issues SPSY</td>
<td>Fall, Year II</td>
</tr>
<tr>
<td>PSY615: Collaborative Research (SPRIG)</td>
<td>Spring, Year II</td>
</tr>
<tr>
<td>PSY670: Practicum</td>
<td></td>
</tr>
<tr>
<td>PSY527/PSY544: Reading Acq. and Disability; or PSY 550: Applied Behavior Analysis</td>
<td></td>
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<tr>
<td>PSY604: Cognitive Psychology; or PSY603: Developmental</td>
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<tr>
<td>PSY611: Research Design; or Fall Year 3</td>
<td></td>
</tr>
<tr>
<td>PSY663: Assessment and Intervention</td>
<td></td>
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<tr>
<td>PSY599: Master’s Thesis</td>
<td></td>
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<tr>
<td>PSY615: Collaborative Research (SPRIG)</td>
<td></td>
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<tr>
<td>PSY670: Practicum</td>
<td></td>
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<tr>
<td>*Options: 1. No core course this semester; or, 2. No PSY611 this semester. In each case these requirements would need to be taken in subsequent semesters/years.</td>
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<tr>
<td>PSY544: Reading Acq. and Disability; or PSY 550: Applied Behavior Analysis</td>
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<tr>
<td>PSY604: Cognitive Psychology; or PSY603: Developmental</td>
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<tr>
<td>PSY611: Research Design; or Fall Year 2</td>
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<tr>
<td>PSY599: Master’s Thesis</td>
<td></td>
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<tr>
<td>PSY615: Collaborative Research (SPRIG)</td>
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<tr>
<td>PSY670: Practicum</td>
<td></td>
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<tr>
<td>PSY699: Dissertation (data and analysis)</td>
<td>Spring, Year IV</td>
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<tr>
<td>PSY606: Social Psychology; or PSY601: Physiological Psychology; or PSY608: Theories and Systems</td>
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</tr>
<tr>
<td>PSY604: Cognitive Psychology; or PSY606: Social Psychology; or PSY603: Developmental</td>
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<tr>
<td>PSY695: Teaching of Psychology</td>
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<tr>
<td>PSY670: Practicum (advanced)</td>
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<tr>
<td>PSY699: Dissertation (proposal)</td>
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<tr>
<td>Optional/Elective Experiences:</td>
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<tr>
<td>PSY608: Theories and Systems</td>
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<tr>
<td>PSY695: Teaching of Psychology</td>
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<tr>
<td>PSY670: Practicum (advanced)</td>
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<tr>
<td>PSY670: Internship</td>
<td>Fall, Year V</td>
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<tr>
<td>PSY699: Dissertation (defense)</td>
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<tr>
<td>PSY670: Internship</td>
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</table>

*Note: This sequence is intended to serve only as a general guide. The actual sequence will vary depending on advising, student goals, number of prerequisites needed, transfer credits, previous thesis work, assistantship responsibilities, and other individual circumstances and/or scheduling constraints. Your final sequence of courses should be planned in consultation with your advisor or major professor and should be finalized in your approved program of study.

**Suggested Timetables for Ph.D. Students in School Psychology**

**Entering with Bachelor’s Degree:**

- Appoint faculty advisor: Prior to admission
- Select major professor and tentative program committee: End of 1st semester
Complete 4 courses with a Grade of B or better from the following: PSY 600-609, 532, 533, 611 (this constitutes the Qualifying Exam)  
End of 2nd semester

Select M.A thesis project; prepare proposal; present and obtain approval of proposal; submit proposal to IRB then to Graduate School  
Within first 30 credits

Complete Master's Thesis  
End of 3rd semester

Nominate outside member of examining committee for oral defense of thesis. Oral defense of M.S. thesis; Receive Master's degree  
4th semester

Finalize program committee including outside member (this is the dissertation committee)  
End of 5th semester

Complete program of study  
End of 5th semester

Study for and complete written and oral Ph.D. comprehensive exams (can be taken when program of studies is near completion)  
End of 6th semester

Select dissertation topic; prepare proposal, present and get approval of proposal  
6th – 7th semester

Submit approved dissertation proposal to IRB then to Graduate School  
7th – 8th semester

Apply for internship and collect dissertation data  
7th - 8th semester

Internship  
8th – 9th semester

Analyze data and complete dissertation  
9th – 10th semester

Select oral defense examining committee and complete oral defense of dissertation  
9th – 10th semester

Receive Ph.D. after successful completion of internship  
9th – 10th semester

Entering with Master’s Degree:

Appoint faculty advisor  
Prior to admission

Submit tentative Ph.D. program of studies  
End of 1st semester

Select major professor and tentative program committee  
End of 2nd semester (or concurrent with previous step)
Have previously earned M.S. thesis validated by major professor or arrange to complete research competency  
End of 2nd semester

Finalize program committee including outside member (this is the dissertation committee)  
End of 2nd semester

If research competency must be done, complete project and present for approval  
End of 4th semester

Complete program of studies (except for dissertation and internship)  
End of 5th semester

Study for and complete written and oral Ph.D. comprehensive exams (can be taken when program of studies is near completion)  
5th – 6th semester

Finalize dissertation topic; prepare proposal, present and get approval of proposal (this may be done earlier)  
5th – 6th semester

Submit approved dissertation proposal to IRB then to Graduate School  
5th - 6th semester

Apply for internship and collect dissertation data  
5th – 6th semester

Internship  
7th – 8th semester

Analyze data and complete dissertation  
7th – 8th semester

Select oral defense examining committee and complete oral defense of dissertation  
7th – 8th semester

Receive Ph.D. after successful completion of internship

*Note: Graduate assistantships, employment, and other personal circumstances may extend the period of time it takes to complete the graduate program.

14. Demonstration of Competency

Students are expected to demonstrate competency in several ways, and faculty monitor progress routinely on an ongoing, formative and summative basis (See Appendix C for Graduate Student Progress Monitoring worksheet). Doctoral students also must demonstrate their competency and mastery of the curriculum through a qualifying examination equivalent and a comprehensive examination. Grades of B or better in 4 core or research methodology courses serve as the
equivalent of a qualifying exam. The comprehensive examination process includes both written and oral components, and covers areas of foundational psychological science, research, and professional practice. All Ph.D. students who enter with a baccalaureate degree must complete a master’s thesis, which is evaluated through a formal defense with unanimous approval of a thesis committee. For students who enter the Ph.D. Program with a non-thesis master’s degree, a research competency is required. Quality requirements for the research competency are similar to those for a thesis. A formal dissertation, including proposal, written product, and defense is required of all Ph.D. students; it is evaluated by the dissertation committee and requires unanimous approval. Practicum supervisors evaluate the skill development of students each semester. The coordinator for field experiences monitors individual progress during all field experiences and training activities. All students earning a graduate degree in URI’s Psychology Department also are expected to acquire and to demonstrate multicultural competence in didactic, research, and applied areas.

Faculty formally evaluates progress through an annual review of accomplishments, which is recorded in the student's permanent record. Research skills are reviewed and evaluated by the student’s major professor and program committee through the proposal and defense process. These annual student evaluations provide feedback to students in three areas of academic standing: field work, research, and professional development. Interns participate in the evaluation and review process at their respective sites through formal evaluations by their supervisors.

**Qualifying Examination**

The Graduate School requires a qualifying examination for all doctoral candidates. In our department, this examination typically is waived for students who enter with an approved master's degree. For doctoral students who enter without a master's degree, the qualifying examination requirement is met through an equivalence, accomplished by completing four courses from among 532, 533, 611 and those numbered 600—609 with a grade of B or better. These four courses are usually completed within the first 30 credits, and should therefore be included in the M.A. Program of Study.

Completion of the Qualifying Examination requirement must be reported to the Graduate School on an appropriate form. This responsibility rests with your major professor but you can assist by reminding him or her when the requirement has been fulfilled.

**Research Competency**

Students who enter the Ph.D. Program with a non-thesis master’s degree are required to complete a research competency prior to taking comprehensive examinations. The intent of the research competency is to give students experience in original research design and execution; a publishable manuscript is desirable but not necessary. Guidelines for the research competency are as follows:

A completed project may be one of two types: An empirical investigation or a new theoretical interpretation and organization of the literature in a particular topic area (such as one reads in *Psychological Bulletin*). The empirical investigation should include the following components:
• Thorough literature review that accurately and succinctly summarizes the major theoretical and empirical issues relevant to the project and which delineates further research directions;

• Formulation of relevant hypotheses or research questions that can be tested;

• Development of a design that will utilize appropriate methods to adequately evaluate the hypothesis or questions;

• Implementation of the design by collection of appropriate data;

• Analysis of the data and interpretation of the results;

• Discussion of results, which may include theoretical, methodological, and practical implications, applications, and limitations.

The report of this project must be written in APA style. Three copies are required: For department files, supervisor, and student. The manuscript must be approved by the project supervisor and the departmental members of the student’s Program Committee. The proposal and the completed project must be presented at some general departmental forum (e.g., SPRIG), and must be announced beforehand.

**Comprehensive Examinations**

**Overview**

The comprehensive examinations, which are administered at or near the completion of the program, synthesize the separate elements in the student’s program of study and cover issues in methodology, content areas, and applications. Successful completion of these examinations signals that the student has attained the mastery and expertise expected of a doctoral-level professional, with the capacity to become a productive member of the broader community of psychological professionals upon completion of the dissertation. (Department policy, March 3, 1997).

Details of the complete policy and guidelines for Psychology students and faculty are included here. Some of the regulations emanate from the Graduate School and pertain to all University doctoral programs; some emanate from the Psychology Department and apply to all doctoral students in Psychology; and some are specific to particular Programs within the Department (Behavioral Science, Clinical, and School). The Program-specific guidelines for School Ph.D. students appear at the end of this section. Please see the Comprehensive Exam Proposal Example in Appendix D.

**Purpose**

These examinations are "designed to assess a student's intellectual capacity and the adequacy of training for scholarly research.” According to our department’s approved policy, we interpret this
to mean that students:

- Will demonstrate integrated knowledge of the core areas identified by the student’s committee to be central to their interests and of additional topics presented in courses taken by the student;

- Will demonstrate a capacity for critical reasoning about psychological theory, content, and methods; and

- Will demonstrate competence in understanding and interpreting information, concepts, and methods related to those areas of specialized knowledge they have identified for their personal research.

These examinations give you the opportunity to display your strengths, especially your ability to integrate information from a variety of courses and relate information to your own special interests. They also allow you to discover gaps in your areas of knowledge and to develop procedures, with your Doctoral Committee, to remedy these deficiencies. The majority of our students pass and are expected to do so, having already met stringent entrance requirements, completed a research requirement, and passed all of the courses of their Programs of Study.

**Timing**

"Each doctoral candidate shall take comprehensive examinations at or near, but not later than twelve months after, completion of the formal courses stipulated in the program of study" (URI-GSM-7.57). The master’s thesis or research competency must be successfully defended prior to taking comprehensive examinations. They may be taken either before or after the Dissertation proposal is presented. In our Department, comprehensives are given every semester, with the written portion scheduled for a two-week period within a designated portion of the semester, beginning on the first day of classes and ending at a specified date near the middle of the semester. Specific dates vary from year to year. Graduate School and Program Committee approval is necessary to schedule comprehensive exams.

**Scheduling**

Requests for scheduling the written examination must be submitted to the Graduate School Office at least 10 business days prior to the date(s) requested. This request must include the names of two Graduate faculty members suggested for the oral examining committee (with their expressed willingness to serve), one from within and one from outside the Department. Oral and written examinations, including qualifying and comprehensive examinations and defense of theses, will be scheduled only at the convenience of the faculty members involved, guided by the availability of the candidate's program committee and additional qualified examiners. Such examinations will not be scheduled during periods when the University is in recess, including the summer period, which begins the Monday following spring graduation and ends the Monday before Labor Day.

The major professor is responsible for arranging committee meetings and the time and place for examinations, in consultation with the student (who often does most of the necessary legwork). In
our department it is imperative that you plan ahead and make arrangements for scheduling of your examinations well in advance because many other students will also be planning to take comprehensives, presenting proposals, etc. Your careful attention is therefore advised in order to ensure a smooth process and prevent scheduling conflicts. It is strongly suggested that a date and time for the oral exam also be discussed at the time that the written examination is formally scheduled. A good strategy to avoid scheduling problems later is to agree in advance with your program committee on a potential oral exam date and time, and then to secure potential oral examination committee members who can agree to have this time available.

For questions using the traditional format, students will write their examinations in a pre-arranged room on the Kingston or Providence campus; the major professor assists the student in locating such a room. It is expected that students will not bring any prepared materials, whether hard copies or electronic, without explicit permission from their committee. Reading lists (bibliographies) are sometimes permitted. It is standard for computers to be used, but committees ordinarily do not permit students to have their own documents already on the computer hard drive. For questions using the take-home format, students may write in any location approved by the examination committee (e.g., home, library) and are allowed to make use of source materials while preparing their answer.

As soon as it is determined that the written exams have been passed, a date, time, and location for the oral examination must be formally decided upon if this has not already been done. The date should be within four weeks of the written exam (URI-GSM 7.57.1.2), and the entire department faculty should be notified at least one week in advance. All committee members (including the two nominees for the two new orals committee positions) must be available. There is a form for reporting the results of the written and scheduling the oral exam. This form must be submitted at least 10 working days prior to the requested date for the oral exam. Ideally, the time should not overlap with that of another student’s oral exam, defense, proposal, or colloquium if possible; however, the realities of scheduling often take precedent over this guideline. A room must be available and reserved by the student or major professor.

**Preparation**

There are no University or Department policies regarding preparation for these exams. A good way to begin is by reviewing your program of study and preparing a short description of your academic and career-related background, specifying the kinds of research methodologies that are most relevant to the pursuit of your present and future work.

This description of your academic background should be discussed with each member of your doctoral committee, either individually or in a joint meeting. Your committee will use your description of interests as a guide in specifying the areas to be covered in your exam and in the preparation of your exam questions. You may also be asked to designate particular topical domains for questions, and to assist in identifying appropriate faculty to write questions in those domains. During the preparation period, you should consult frequently with members of your doctoral committee, especially your Major Professor. Some faculty make themselves available to students for review sessions. Your committee may also suggest additional books and articles for you to read and study in preparation for your exams.
Written Exam

Structure

The Comprehensive Examinations consist of two parts: written and oral. The Graduate School specifies that the written examination be "of at least eight hours duration" (URI-GSM-7.57.1). In the Psychology Department, the written comprehensive exam consists of four questions, and may make use of two possible examination formats. These formats may vary for individual questions or the entire written examination may follow a single format as determined by the major professor and examination committee.

The traditional format calls for questions to be answered in four-hour sessions, in an on-campus location, without the aid of materials beyond a bibliography (if allowed by the committee). If all four questions are answered in this format the examination would be 16 hours long, broken into 4 four-hour sessions on four separate days (which need not be contiguous but must be within the two week period selected by the student with her/his committee, within the larger time block designated by the Department Chair).

The take-home format permits the use of source materials and allows the student to prepare answers in a variety of locations including home, the library, or another appropriate location as determined by the examination committee. Unless further time specifications within the selected two-week period are imposed by the committee (e.g., two days to complete each question), there is no predetermined time limit on individual exam questions taken in this format, with the exception that all 4 questions must be completed within a single contiguous two-week period. The take-home option will follow existing departmental comprehensive exam guidelines in all other ways.

Questions for the written exam are usually contributed by committee members and others approached by the student in consultation with the major professor and committee. Questions are also formally solicited from the entire departmental faculty. The request for questions for a student’s written comprehensives shall be submitted to the entire department faculty at least one month before the examination is scheduled. This announcement/solicitation is made by the major professor. Particular faculty members, whether on or off your committee, may be invited by you and your major professor to submit questions.

In advance, your committee should decide whether your entire committee or your major professor will select the final questions for your exam. Typically, the questions are written by faculty in response to a direct request by the student in consultation with the major professor and committee, although the committee has the authority to edit, re-write, and/or combine questions in order to produce what it believes is a fair and comprehensive test. At the time questions are solicited and selected the choice of format (traditional or take-home) should be established, so that it is clear to the student, all members of the committee, and all question writers and reviewers, which format will be used for each question.

There is considerable flexibility in the structure of the written comprehensives. Only one
question’s general content area is specified for all students in the Psychology Department: Every student must answer at least one question in the broad area of research methodology. Other questions should tap both the content and application dimensions of the student’s program of studies. The School Psychology Program, however, further specifies question content (see the end of this section for additional advice on structure).

Any subject matter within the field of psychology may be covered, at the discretion of your committee. It is important that you work with your committee well in advance of your examinations to reach an understanding about the structure of your own particular exam, including the general topics that will be covered, and the order in which you will receive your questions. Students may have knowledge of the order of questions (by general topic) but may not have access to any question in advance. Sample comprehensive examination questions should be filed with the Graduate Affairs committee and made available to students for review.

**Evaluation**

Your committee should decide, in advance, and discuss with you the system that will be used in evaluating your answers (e.g., a several part scale of merit or a simple pass-fail). Whatever feedback you receive, the Graduate School requires a final judgment by your committee of “pass” or “fail” for the entire written portion of the examination.

The doctoral committee will review and score your exam. "Unanimous approval by all members...is required for passing" (URI-GSM-7.57.1). If needed, one re-examination in the part or parts failed may be recommended by the committee and taken after an interval of 10 weeks. The major professor must properly report results of the exam to the Graduate School.

Answers to each question will be read by at least two faculty members, one of whom should be the submitter of the question and the other a member of the student's program committee. If the submitter of the question is a member of the committee, a second reader should be agreed upon. When the two readers for a particular question disagree as to the merit of the answer, it is common practice for the major professor to seek the opinion of a third reader (who may or may not be a member of the committee) with competence in the domain of the question.

Within two weeks after completion of the written comprehensives, the Major Professor or the program committee shall prepare an evaluation of the performance on each question in the examination, specifying strengths and weaknesses, and discuss the evaluation with the student. Responsibility for these question-by-question reviews is ordinarily delegated to the readers for the question. A student's responses to written comprehensive questions should be filed in the student's departmental file and the major professor will retain the student’s file.

**Oral Exam**

The second portion of the comprehensive examination process is the oral portion, and it is normally taken within four weeks after the written portion (URI-GSM 7.57.1.2). It is two hours long and is conducted by your doctoral committee with two additional members chosen by the Graduate School, one from within the department and one from outside. At the discretion of the chair of the
committee (the major professor) members of the department faculty can be invited to attend. Only faculty members can attend.

Many of the questions you will be asked during the oral portion will be generated by your answers to previous questions. However, two themes are typical. You may be asked to elaborate upon answers you gave on your written exams. Therefore, one way to prepare for orals, is to discuss with each Committee member their reactions to your written exam. The other typical question is one that is broadly integrative, often asking for your learned opinion about some major issue in psychology. There is clearly no easy way to prepare for these questions other than thoughtful engagement with the issues in the field as you go through your program.

Like the written portion, oral exams can vary widely. In a typical exam you will begin by briefly describing your background and interests. Then, your major professor (who acts as chair) and each of the other committee members, in turn, may ask questions. Finally, visitors are invited to ask questions, if time permits. After all questions have been asked, you will leave the meeting while your committee deliberates.

The decision regarding pass-fail rests exclusively with the committee members, and a unanimous decision is required for passing. A student who fails may be permitted one re-examination after an interval of ten weeks. Committee discussion may be brief or go on for about 45 minutes, regardless of whether the committee feels the student passed or failed the exam. Much of the discussion usually centers on an assessment of the student's strengths and weaknesses, with a view toward making suggestions about future directions and experiences. A committee member is sometimes appointed to help the student in a particular area.

**Comprehensive Exam Policies Specific to School Psychology**

Both parts of the Ph.D. comprehensive examination (i.e., written and oral) must be completed successfully prior to beginning the internship.

Neither written nor oral comps will be administered during the summer sessions.

For the written portion of comps, the doctoral committee and the student will divide the written exams into four major categories: contemporary school psychology practices and ethics; theory and research in two foundational core-course content areas; and research methods and statistical/data analyses.

**School Psychologist Praxis Examination**

In addition to the written and oral comprehensive examinations, prior to internship, all students in the School Psychology Ph.D. Program also must pass the School Psychologist Examination (Test #5402), a standardized, multiple-choice test that is owned and administered by the Educational Testing Service (ETS) as part of the Praxis tests program. This is the same examination that is required by the National School Psychology Certification System (for designation as a Nationally Certified School Psychologist [NCSP]; see Section 22). Schedules of test administration, registration materials, and sample questions are available online at the ETS/Praxis website. A
passing score is set by the National School Psychology Certification Board (NSPCB) upon recommendation of the NASP examination validation panel. The passing score is reviewed annually by the NSPCB and is modified as warranted. You must score at or above the minimum designated by NSPCB in order to pass this part of your written comprehensive examination, and the School Psychology Program must receive confirmation of this requirement prior to the beginning of your internship.

Essentially, this test is designed for individuals who have completed graduate programs in School Psychology and who wish to serve as school psychologists in educational settings. It consists of 140 multiple-choice test questions that focus on both content and process issues that are relevant to the school setting. The main content areas of the test include professional practices (30%), direct and indirect student-level services (23%), systems-level services (16%), and foundations of school psychology service delivery (31%). In measuring these four content areas, various contexts are used such as consultation, assessment, intervention, research, professional standards, and in-service. Specific topics covered in each area are detailed in the website noted in the previous paragraph.

**Alternative Procedure for Comprehensive Exams**

If the departmental policy is inappropriate for an individual student, that student and his or her committee may propose an alternative procedure to the chairperson and the Departmental Affairs Committee. Accommodations through Disability Services are also available.

**Multicultural Competence**

Students earning a graduate degree in the URI Psychology Department should acquire and be able to demonstrate multicultural competence in all of the following areas:

**Didactic Component**

Consistent with the Department’s goal of curricular flexibility, all graduate students will fulfill one of the following requirements:

- Complete PSY 600, "Multicultural Psychology;" or
- Complete another graduate course that the student’s graduate committee or the Psychology Department's Graduate Curriculum Committee has approved as dealing primarily with issues in multicultural psychology, or
- Complete a didactic learning experience in multicultural psychology in the context of an independent study.

**Research Component**

In keeping with Institutional Review Board requirements, all graduate students will include a section in their thesis/dissertation proposals that articulates how the issue of multiculturalism has been considered with respect to the choice of topic, methodological approach, participants, measures, procedures, and the interpretation of the research. This is not intended to limit the
student’s choice of topic, participants, or method, but to assure that the student expresses the ways in which various choices are made and the implications of those choices for the subsequent interpretation of results.

**Applied Component**

In order to allow students to demonstrate multicultural competence, *all* graduate students will complete *one* of the following activities:

- A practicum dealing with a multicultural client group or setting; *or*
- Teaching a course on multicultural psychology or teaching a course in psychology (or a related discipline) in which multicultural issues are infused throughout course content; *or*
- A comprehensive examination question about an issue in multicultural psychology, or written from a multicultural perspective; *or*
- A research study primarily addressing a multicultural question or involving diverse participants

Examples of activities to satisfy the Applied Component of the Multicultural Competency include:

- Completing a practicum or field experience (e.g., PSY 670) dealing with a multicultural client group or research population, or in a setting dealing primarily with multicultural issues
- Teaching a course on multicultural psychology
- Teaching a course in psychology or a related discipline, in which multicultural issues are infused throughout the course content, as evidenced by the course syllabus and materials. URI 101 could be taught to fill this component
- Successfully passing a comprehensive examination question about an issue in multicultural psychology, or about multicultural perspectives on a more traditional area of psychology; for example, Asian women’s health, or issues to consider in designing research with ethnic minorities
- Participating actively in, or completing on one’s own, a research study primarily addressing a multicultural issues
- Completing an independent study (not part of meeting the “Didactic Component” requirement) in which a product exploring multicultural perspectives is developed, such as a review paper
- Developing and presenting a workshop for community residents or para-professional staff about working with multicultural clients or doing research in multicultural settings
- Assisting with or participating in a conference dealing with multicultural topics (e.g., the annual URI Diversity Week, the annual Gay, Lesbian, Bisexual, Transgendered (GLBT) conference, etc.)
- Serving in an assistantship dealing with multicultural issues (e.g., Disability Services, Multicultural Center, etc.)

Verifying the satisfactory completion of each of these requirements will be the responsibility of the student’s major professor in consultation with the student’s graduate committee, as evidenced by a document in the student’s file (see 7.4.1). As with most requirements, the student may petition
the graduate committee to accept comparable achievements in Categories 1 and 3.

**Verification of Multicultural Competence**

Students are required to complete a form that should be filed in your Departmental file in order to verify that you have demonstrated the multicultural competencies required by the Psychology Department. Please see the **Multicultural Competency Requirement** form in Appendix E.

**Annual Evaluation of Graduate Students by Program Committee**

Your program committee will review your progress annually. To facilitate this process, the following steps should be followed:

1. The program director will announce the date by which the evaluation process must be completed and will send appropriate forms to major professors and all students.

2. Major professors will solicit information from the student, other members of the student's program committee, and the relevant area committee.

3. Students will complete the annual evaluation of progress form (Appendix F) and return to their major professor or the program director. Information may also be solicited from members of the student's program committee. All progress information will be shared among program faculty who jointly review each student's progress during an annual program faculty meeting for that purpose. The Annual Student Evaluation form will be completed and student progress will be rated in the areas of academics, professional work characteristics, research, and overall progress. Feedback and recommendations will be provided.

4. Before the annual evaluation of progress is submitted to the student's file, the major professor will share the evaluation results with the student, provide an opportunity to discuss accomplishments and areas needing improvement, and clarify or resolve any disagreements. As necessary, information from this discussion can be communicated to relevant program area faculty and other members of the student's program committee.

5. In the event that a student's major professor is from "outside" the School Psychology Program Area, one faculty member from the School Psychology Program Area will be appointed to the program committee. That individual shall share responsibilities with the major professor regarding issues connected with the student's professional development (i.e., relevant courses, training experiences, placement, internships, etc.). It will be the obligation of the major professor and the designated program-area faculty to submit to the program director (with copies to all program committee members) a completed Annual Student Evaluation form.
15. Institutional Review Board (IRB) Approval for Theses and Dissertations

All research involving human subjects, including the use of questionnaires to collect data, must be approved by the University’s Institutional Review Board (IRB). Applications for review and approval of research involving human subjects require a faculty member who acts as the Principal Investigator of record and who assumes responsibility for the quality of the application for approval as well as the responsible and ethical conduct of the student’s research activities. Safeguarding the rights and welfare of subjects involved in any research, development, or related activity is the responsibility of the University. In order to provide for the adequate discharge of this responsibility, it is the policy of the University that no research activity involving human subjects be undertaken until those activities have been reviewed and approved by the University Institutional Review Board (IRB). Click here for information and instructions on how to apply for IRB approval.

16. Financial Aid and Assistantships

Information regarding financial aid at URI is available on the Graduate School website. Through the Psychology department and the Graduate School, there typically are available a limited number of tuition scholarships, fellowships (including minority fellowships), teaching assistantships, and grant-sponsored research assistantships.

Fellowships are competitive across all university departments. The fellowship awards are non-service and provide the maximum amount of tuition and stipend support allowing students to dedicate themselves entirely to the pursuit of their scholarly and research goals. Most fellowships are based on scholarly aptitude and accomplishments. A special category of fellowships is available for students from underrepresented groups based on scholarship as well as potential contributions to issues of diversity and multiculturalism. Tuition scholarships are based on financial need and only provide for tuition plus registration fees. Students on fellowships and tuition scholarships may not accept outside employment or additional graduate assistantship work without prior permission from the Graduate School.

Graduate assistantships provide tuition plus registration fees and also a stipend. Stipend levels increase depending on three levels of graduate student progress (prior to masters degree, post-masters degree, post-comprehensive exam).

School Psychology students are fortunate to have opportunities across the entire campus for graduate assistantships (GAs). In recent years, our students have applied for and been successful in obtaining GAs with campus offices such as: Cancer Prevention Research Center, College of Nursing Research Projects, Family Resource Partnership, Financial Aid Office, Information and Instruction Technological Services, Multicultural Center, Office of Enrollment Services, Office of Housing and Residential Life, Office of Student Life, RI Department of Health Early Intervention, Student Disability Services, University College, and University Counseling Center. As faculty members apply for and are awarded research and training grants they also employ and/or support graduate students.
In addition to university fellowships, tuition scholarships, and graduate assistantships on campus, the College of Health Sciences annually allocates a number of Graduate Teaching Assistantships (TAs) to the Psychology Department. Psychology Department guidelines pertaining to the allocation and awarding of these teaching assistantships are outlined in the section below.

**Policies on Departmental Graduate Teaching Assistantships**

The duties of a Graduate Assistant consist of assisting with instructional and/or research activity of a department, under the supervision of a faculty member. The student will be required to devote twenty hours a week to departmental work, not more than ten hours of which may be in classroom contact hours.

The status of the Graduate Teaching Assistant is clearly differentiated in the *Graduate Student Manual* from that of Graduate Research Assistant; the following guidelines refer to the former position only.

1. **Allocation of Assistantships to Meet Departmental Needs**

   a. In the spring semester, the Departmental Affairs Committee (DAC) should review the needs of the department and the current distribution of assistantships and prepare a list of positions for the following year.

   b. Graduate Assistantships should be understood as opportunities for graduate students to gain valuable job-relevant experience and to provide important services to the department. Assistantships will vary in the percentage of time that is devoted to:
      
      i. Teaching duties (as in tutorials or recitation sections)
      ii. Direct student contact
      iii. Preparation/grading of exams
      iv. Other administrative duties, and/or
      v. Technical duties (e.g., care of animals or equipment)

Some assistantships will involve only one or two of these functions; others may involve more in varying proportions.

2. **Description and Announcement of Available Assistantships**

   a. A list of assistantship positions for the forthcoming year should be posted, early in the spring, by the DAC. This list should be sent to all graduate students and to all incoming students.

   b. Each assistantship position should be accompanied by a brief job description that specifies the probable percentage of time to be devoted to the functions previously specified. The supervising faculty member in consultation with the current
graduate assistant shall write this description.

c. Each assistantship description should also note the special requirements, prerequisite courses, experience, or skills deemed appropriate for the job that will be utilized as criteria in the selection process.

3. Criteria for Assigning Students to Assistantships

a. Current graduate students must be in good standing and making satisfactory progress as indicated by the evaluation of the student's program committee and verified by the Dean of Graduate Studies.

b. Assistantships should be assigned to students who best meet the requirements for each specific job as described, in terms of prior experience, academic background, and/or career interests and goals.

c. Assistantships that involve a considerable amount of teaching (under supervision) in laboratories, tutorials, or recitations, should require: prior teaching experience or completion of PSY 695 prior to or concurrent with the assistantship. Attendance at the Instructional Development Program Fall Workshop Series is also required. Courses to which these requirements pertain include: PSY 103, 113, 300, 301, 532, 533, and all Instructional Assistantships.

d. If all other factors are equal, priority will be given to students already in the graduate program, in accord with the principles of seniority, except that some assistantships in each program may be allocated to incoming students depending on availability and departmental needs.

e. A student who has been in the program more than five years will have low priority unless this student has received little prior financial support from the department.

f. Assistantships should be rotated among qualified students.

g. Given two candidates of equal qualification and seniority, financial need may be utilized as a deciding factor in allocating an assistantship.

Implementation

The DAC will recommend to the Chair the allocation of assistantships to meet course and other departmental needs and the assignment of students to these positions, utilizing the criteria specified above.

An application form for department assistantships should be prepared in accord with the specified criteria, including student preference for specified positions.

Psychology 695 must be offered once each year, preferably in the Fall term to provide incoming
students without prior teaching experiences an opportunity to compete favorably with continuing students.

Evaluation

Every graduate assistant should be formally evaluated, in writing, by the supervising faculty member who should take into account student feedback and other data.

Graduate assistants should formally evaluate, in writing, the quality of their experience as students. (Appropriate forms will be prepared by the DAC.)

17. Awards

Dr. Janet M. Kulberg Fellowship in School Psychology

This award was established in loving memory of the late Professor Janet M. Kulberg through the generosity of her family members, Stephanie Bossenberger James and Lucinda A. Neuman, in accordance with Professor Kulberg’s intent. At the time of her death on August 11, 2004, Professor Kulberg was Associate Dean of the Graduate School and Director of the School Psychology Program at URI, where she served as a professor in the Psychology Department for 30 years. Dedicated to the graduate education of school psychologists, she was the beloved mentor to more than 30 Ph.D. graduates. Dr. Kulberg’s legacy is her commitment to excellence in higher education, and her teaching and research in the field of School Psychology. She is remembered also for her leadership, her enthusiasm for travel, her wonderful sense of humor, her playfulness, her love of cats, and her gala holiday parties.

The Dr. Janet M. Kulberg Fellowship in School Psychology is awarded annually to a graduate student in School Psychology at the University of Rhode Island who aspires to become a scientist practitioner to serve the psychological and developmental needs of children and adolescents within the interrelated contexts of family, school, and community. In recognition of Professor Kulberg’s lifelong commitment to preparing future psychologists to assume leadership roles and problem-solving functions in educational and social systems serving children, the fellowship is granted in keeping with her belief that the scholarly and research roles of school psychologists are inextricably linked to their clinical and applied roles. The award supports graduate students of promise to pursue research and practice in broadly defined areas relevant to professional school psychology.

Preference is given to doctoral students, but masters’ candidates may also apply. Both in-state and out-of-state applicants are eligible, but it was Professor Kulberg’s desire that preference be given to American citizens and New England residents. Applicants must be full-time graduate students and in good academic standing. The Director of School Psychology reviews applications and, in consultation with the Chair of Psychology, makes the award(s) based on need and merit. Depending on the funding available, multiple or single awards may be given each year. A student may be eligible for a fellowship for up to four years. Graduate student recipients are known as “The Kulberg Fellows.”
The Kulberg Fellows

Kimberly Sherman, 2006 – 2007
Megan Frost, 2007 – 2008
Grace Janusis, 2008– 2009
Elisabeth O’Bryon, 2009– 2010
Karen Sherman, 2011– 2012
Genevieve Verdi Tubbs, 2012– 2013
Marisa Marraccini, Jenlyn Furey, Jennifer Dupont, 2013-2014
Anna Lubiner, 2014-2015
Lily Stella, 2015-2016
Emma Rathkey, 2016-2017
Crystal Gayle, 2017-2018

Peter Merenda Prize in Statistics and Research

Emeritus Professor Peter Merenda has established a generous cash prize that is awarded annually to an outstanding Ph.D. student in our Department in the area of statistics and research. Psychology Department faculty members who are clearly identified as statisticians and research methodologists administer this award, nominations for which typically are solicited in the spring semester. For the past several years, the winner of this award has been announced at our annual graduate student graduation brunch in Psychology held on the morning of the Graduate Commencement Ceremonies.

Criteria considered to be essential for this award are:

1. History of excellent academic performance in the sequence of statistics and methodology courses required of all Ph.D. students (i.e., PSY 532, PSY 533, and PSY 611) as a minimum; additional pertinent elective courses in the area of statistics and methodology also should be considered;

2. Outstanding performance as the TA for PSY 532 and PSY 533 for at least one academic year.

3. Exceptional use of experimental design and statistical methods in the doctoral dissertation research and the Ph.D. thesis as judged by the consensus of the award committee; and

4. Satisfactory progress in the pursuit of the Ph.D. degree; it would be expected that the student selected for the award would have successfully defended the M.A. thesis no later than three years after entering the Program, completed the Ph.D. comprehensive exams within four years, and successfully defended the dissertation within five or six years at the latest.
18. Student Representation in Program and Departmental Governance

Graduate students play an active role in program and departmental governance activities. At the beginning of each academic year, student representatives are selected by their peers to attend and participate in department and program meetings. Their responsibilities are two-fold. First, they are expected to represent the perspectives of their fellow students and to bring student concerns and issues to the attention of the faculty. Second, representatives are expected to communicate faculty perspectives and all program and departmental decisions and deliberations back to the student body. Other school psychology students have elected to serve as school psychology program representatives for various departmental committees such as the Inclusion and Diversity Committee and the Undergraduate Committee, and have participated as student members on the University’s Graduate Faculty Council. Student representatives have opportunities to function in leadership roles, collaborate with faculty on the development of student-centered policy and procedures, resolve conflicts, and help create a socially supportive learning environment.

19. Guidelines for Conflict Resolution

The following guidelines were developed by a group of graduate students and faculty members in the Psychology Department to provide advice on how to address conflicts that may arise between students and faculty. In student-faculty conflict, differences in power between the parties can complicate the process of conflict resolution. These guidelines cannot remove differences in power; however, adopting them can affirm that both faculty and students intend to approach conflict resolution in a civil and equitable way. The Guidelines may be useful for addressing old conflicts as well as new ones.

Options:

Resolution by the Parties Themselves

Because many conflicts can be resolved through improved communication, the parties are urged to talk with each other and to attempt to resolve the conflict by mutual understanding, by mutual consent, or by “agreeing to disagree” without further injury to either side. The parties are advised that confidentiality, which is an important foundation of personal dignity and professional standing, most easily can be preserved if conflicts can be resolved in this manner. This option will not work for everybody. Directly approaching the person with whom one has conflict may be emotion-laden and uncomfortable. The Guidelines provide additional options to consider.

Resolution Within the Psychology Department

A student or faculty member may decide to ask a third party within the Psychology Department to advise, to mediate, or to advocate for them. The third party might be a student or a faculty member. The role of the third party and the expectations of all parties should be clearly defined at the outset. For students, there are several kinds of
faculty who might be considered as third parties. A student’s advisor or major professor can provide guidance on some issues. A student’s Program Director can address conflicts within the program area (i.e., Behavioral Science, Clinical, or School). The Department Chair can address all issues within the department. Involving the Chair is an option at any time, but will be especially important in cases of cross-area disputes or conflicts involving several people. Confidentiality remains very important, and should be respected by the third party as well as by the principal parties to the conflict.

**Resolution Beyond the Psychology Department**

Outside the Department, parties to a conflict may consult the Dean of the College of Health Sciences; the Vice-Provost for Graduate Studies, Research, and Outreach; one of the Associate Deans of the Graduate School, or the University Ombud. Using these resources would come (a) after exhausting options within the Department or (b) in cases where the nature of the conflict makes resolution outside of the Department preferable. Confidentiality remains very important; however, the difficulty of maintaining confidentiality may increase as more people and people further removed from the original conflict, become involved.

**20. Electronic Resources at URI**

All graduate students are provided access to computing facilities and services at the university. It is important to use and take full advantage of these resources. You will receive important information nearly every day via email, from the University, from faculty, and from fellow students. The URI library also has many resources and services that are available electronically. For example, you should learn to use web-based library databases for searching and locating journals abstracts and full text articles, as well as check on the availability of library books and media resources.

**Websites**
- University of Rhode Island: www.uri.edu
- Psychology Department Website: http://web.uri.edu/psychology/
- School Psychology: http://web.uri.edu/psychology/school-psychology-ph-d-program/
- Graduate School: http://web.uri.edu/graduate-school/

**E-Campus**
The link to your URI E-Campus account is located at the top of the URI home page. You will use E-Campus for course registration, campus finances, academic records, and more. If you need assistance with login or browser issues, please contact the ITS Help Desk at (401) 874-4357. Additionally, URI has an eCampus frequently asked questions page, located here.

**Email**
Once you have created your e-Campus user ID, the next business day you are able to access an email account that is automatically setup with the same name as your user ID. Before you can start
using this email account, you must "activate" it. To activate the account, go to www.uri.edu/its, select Communications in the left index, and click on Email. This page gives you step by step instructions for activating your account.

The link to your URI email system, my.uri.edu is located at the top of the URI home page. You may want to bookmark the page in your browser window(s). Your account will have about 7 GB of storage space. You may find it helpful use the Labels feature keep your emails organized. You may also find it helpful to take advantage of the features of this email system, including Google Documents and Google Calendar. Google Documents allows you to store Documents, Presentations, Spreadsheets, and Surveys in an online system. Google Calendar can be a useful resource for planning and time management. Additionally, if you serve as a graduate assistant, you will be given a faculty email address with a “uri.edu” domain.

Once you have your email account set up, you should sign on to one or more of the Psychology Department Listservs. Many students use these listservs to send and receive announcements regarding department news, research opportunities, social events, and more. Each of the lists is open and you can self-subscribe by sending a message to Listserv@pete.uri.edu and typing subscribe <specific list name>. Leave the subject box empty. If you need assistance ask in the department office for instructions or confer with the head of each program for assistance in subscribing. A full list of all URI listservs can be found here.

Psychology Department Listserv Addresses:
- PSYLIST@pete.uri.edu Department-wide List
- SCHPSY@pete.uri.edu School Psychology Graduate Program List
- CLINPSY@pete.uri.edu Clinical Psychology Graduate Program List
- BEHPSY@pete.uri.edu Behavioral Science Graduate Program List
- UGPSY@pete.uri.edu Undergraduate Psychology List

Sakai
Sakai is a set of software tools designed to help instructors, researchers, and students create websites for collaboration. Many instructors use Sakai to post assignments and receive submissions online, to facilitate class discussions, to post announcements, to compute and store grades, and more. The link to your URI Sakai system is located at the top of the URI home page. Your Sakai username and password will be the same that you use for your my.uri.edu email account. If you need assistance with login or browser issues, please contact the ITS Help Desk at (401) 874-4357. If you do not have any familiarity with the Sakai platform, URI has created a tutorial on how to use the site.
21. URI School Psychology Social Media Policy

Policy and guidelines regarding professionalism, confidentiality and the use of social media
University of Rhode Island
School Psychology Graduate Programs
Adopted May 4, 2015

Note: This policy is an adapted version of, and integration of information contained in 3 documents:

- The Ball State University Social Media Policy.
- The Ball State University School Psychology Program Confidentiality and Information Access Policy
- Pham, A. V. (2014). Navigating social networking and social media in school psychology: Ethical and professional considerations in training programs. Psychology in the Schools, 51(7), 767-778.

This document is to be reviewed yearly by program faculty and students together, in supervision, and/or at Program wide meetings. Students and faculty are expected to be reflective practitioners, and understand that issues pertinent to these guidelines and policy will arise from time to time, and thus necessitate a review and consideration of the policy.

1. Purpose
The University of Rhode Island School Psychology Program recognizes the importance of the Internet and is committed to supporting students’ right to interact knowledgeably and ethically when using social media. The program also strives to provide guidelines herein that will help students and faculty make appropriate decisions about online exchanges and behavior during their time in the school psychology program, including during practicum and internship experiences. The guidelines also are intended to protect the privacy, confidentiality, and interests of students, faculty, colleagues, employees, employers, and clients.

2. Definition of Social Media
Social media includes user-generated Internet content and mobile technologies that promote communication and interactive dialogue. Social media is an important method of interaction and collaboration between students, parents, faculty, staff, and alumni. Examples include, but are not limited to, Facebook, YouTube, MySpace, Twitter, Flickr, blogs, Skype, LinkedIn, etc. The social media guidelines described here will apply to all personnel in the School Psychology Program.

3. Faculty-Student interactions using social media
Program faculty may connect with students on social media for educational/instructional purposes and will not connect with current students on social media for nonprofessional purposes (e.g., “friending,” etc.). Faculty may connect with former students on social media for nonprofessional purposes. However, in general, faculty, staff, and supervisors, are discouraged from making “friending” requests of current students.

4. Professionalism and Privacy
In using social media, students are expected to speak respectfully about the School Psychology program and its faculty and students, as well as about practicum/internship experiences, sites and supervisors. Students do not engage in behavior or use language that will reflect negatively on the School Psychology program or the practicum/internship site, or professionals associated with these organizations. Clients should not be discussed on social media venues. It is considered unprofessional (and possibly unethical) to post information regarding practicum and internship experiences that could potentially violate the privacy and confidentiality of students, teachers, parents, as well as students and faculty in our program. Respectfully framed criticism and suggestions for program improvement can be brought to the attention of supervisors, major professors, and/or the program director, as appropriate. Additionally, students are responsible for being aware of and adhering to social media policies of the organizations/schools in which they are completing practicum/internship experiences. Posting of positive accolades, feedback, achievements, while encouraged, also should be carried out with careful consideration of privacy and confidentiality issues.

5. Protecting Privacy and Confidential Information.

The University of Rhode Island School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality, privacy, and respectful treatment of our clients (NOTE: Clients are defined as anyone served through practicum, teaching, internship, graduate assistantships, and course requirements, as well as research participants.), school psychology students, faculty, staff, and organizational information. “Confidential Information” includes all information that is personally identifiable and non-public.

1. Information about professional achievement, such as conference presentations or publications on an individual’s resume or curriculum vita, is not confidential, and most of this is public information. Information distributed by the department to promote student activities or organizations, or in a congratulatory announcement about professional activities is typically acceptable to share on social media. All other information may be considered non-public or confidential information about students, faculty, staff or school psychology programs.

2. Social media, texting, and email are not confidential forms of information transmission. This includes all email content, any attachment that is not protected with an encrypted password on a secure, encrypted, email server, and any post to a non-encrypted service. Social media is not confidential, even with highest privacy settings, in closed groups, on professional or personal email listserves, or in any other electronic form of transmission that is maintained by a non-encrypted service. This includes Facebook, Snapchat, Twitter, and all forms of social media that are not encrypted and maintained exclusively within a HIPAA compliant environment protected by a firewall or similar electronic security measures.

Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:
3. Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name.
4. Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.
5. Family information of school-aged children, clients, and/or research participants, such as income, parental occupation, marriage history, and family member’s information.
6. School psychology student, clients, and staff disciplinary or employment records or related information.
7. Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods.
8. School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and,
9. Social Security Numbers, phone numbers, or similar identification codes or numbers, or photographs.

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client’s file; however disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Students may be legally liable for anything written or presented online. The use of unfounded or derogatory statements or misrepresentation is not viewed favorably by the School Psychology program or by practicum/internship sites. Such statements can result in disciplinary action, which may include termination from the program or practicum/internship. It is important to know that anything published on the web is NOT confidential. Students can be disciplined for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can be involved in a lawsuit by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous, or creating a hostile work environment.

Students should not “friend” clients (current or past), and do not allow clients (current or past) to “friend” them. Students should not use instant messaging on websites (e.g., Twitter or Facebook) to contact clients or respond to clients who may have contacted them. These sites are not secure. Students should be familiar with the privacy controls on social networking and media sites and ensure that the general public cannot see details of their personal life that they would regularly share with immediate friends and family.

Component Example. Students should only use professional (e.g., university or work) e-mail addresses to communicate with clients. Students use all e-mail communication with clients in a professional nature and not involve personal discussions and/or disclosures.
Suggested/sample language for Responding to Social Networking Requests from Clients regarding Friending.

“I do not accept friend requests from current or former clients. This is especially true on Facebook, Twitter, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”

If you see something on social media that concerns you or seems at odds with this set of guidelines you are encouraged to seek guidance regarding a appropriate course of action, by (1) consulting the resources regarding ethical issues and dilemmas on the National Association of School Psychologists web page here: [http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx](http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx); and/or (2) consulting with graduate student colleagues, your advisor/major professor, faculty, supervisors, or program director. In general, a problem-solving framework and orientation is encouraged.

Best Practices in the Use of Social Media (adapted from Ball State University)
This section applies to those posting on behalf of the University of Rhode Island and/or a Program/Department within URI, though the guidelines may be helpful for anyone posting on social media in any capacity.

- **Think twice before posting:** Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the poster and the university. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you would not say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, ask your supervisor for input.

- **Strive for accuracy:** Get the facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the university in any capacity.

- **Be respectful:** Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or the university and its institutional voice.

- **Remember your audience:** Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes prospective students, current students, current employers and colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

- **On personal sites, identify your views as your own:** If you identify yourself as a University of Rhode Island student or staff member online, it should be clear that the views expressed are your views and you are not representing those of the institution.

- **Photography:** Visitors can appropriate photographs posted on social media sites easily.
Consider adding a watermark and/or posting images at 72 dpi and approximately 800x600 resolution to protect your intellectual property. Images at that size are sufficient for viewing on the Web, but not suitable for printing. As noted previously, photographs of clients, students, teachers, and parents from practicum/internship sites are not to be posted.

- **Privacy Settings:** Make good use of the privacy settings on social media sites to limit access to the posts you make.

## 22. Certification and Licensure

### Rhode Island State Licensure as a Psychologist

As in most States, it is illegal in Rhode Island for people to represent themselves as licensed psychologists or to use any description of services, including the terms "psychology" and "psychological" to indicate that they are psychologists unless they have been licensed by the State. This includes psychology graduate students.

Licensing requirements and procedures are detailed in the “[Rhode Island Rules and Regulations Pertaining to the Licensing of Psychologists](https://www.asppb.net/r5-44-psy0).”

In order to qualify for licensure in Rhode Island, you must apply through the State Health Department. Licensing laws vary from state to state. Go to [www.asppb.net](http://www.asppb.net) for links to each jurisdiction. Essentially, general qualifications are that applicants must:

- Be of good moral character;
- Have received a doctoral degree in psychology from a regionally accredited college or university whose program of study was accredited by APA at the time the degree was received, or its equivalent;
- Have completed at least two years (3,000 hours) of properly supervised (by a licensed psychologist) experience, at least one year of which (1,500 hours) was post-doctoral;
- Have passed a written (EPPP) and oral examination (again, varies from state to state); and
- Have demonstrated areas of competence consistent with current APA guidelines.

The Examination for Professional Practice in Psychology (EPPP) assesses practice-relevant knowledge. Domains of this examination include:

- Biological Bases of Behavior (12%)
- Cognitive-Affective Bases of Behavior (13%)
- Social and Cultural Bases of Behavior (12%)
- Growth and Lifespan Development (12%)
- Assessment and Diagnosis (14%)
- Treatment, Intervention, Prevention, and Supervision (14%)
- Research Methods and Statistics (8%)
- Ethical/Legal/Professional Issues (15%)
**Application for Licensure and Fee**

Application for licensure shall be made on forms acceptable to the Department, which shall be completed, notarized and submitted to the Board. Such application shall be accompanied by the following documents:

a. Supporting official transcripts of education credentials and affidavits of internship;
b. The application fee of two hundred fifty dollars ($250.00) made payable to the General Treasurer, State of Rhode Island (not refundable and non-returnable);
c. Examination of Professional Practice in Psychology (EPPP) examination results submitted directly by the examination service;
d. Pre- and post-doctoral supervised practice forms;
e. One (1) unmounted photograph of the applicant, head and shoulder front view, approximately 2 x 3 inches in size;
f. Curriculum Summary Form (non-APA approved only);
g. Verification that the licensee is in good standing in state(s) where licensed [if licensed in another state(s)].

For further information about becoming licensed in Rhode Island as a psychologist, please refer to the [Rhode Island Department of Health online](http://www.health.ri.gov).

**Rhode Island State Certification as a School Psychologist**

Rhode Island General Law 16-11-1 requires appropriate certification for all professionals employed in the public schools and private facilities for handicapped students. Certificates are issued through the State Department of Education, Office of Teacher Preparation, Certification, and Professional Development. The purpose of certification is to protect the public interest by insuring that individuals meet rigorous entry and renewal requirements. Most certificates are issued initially at a three-year provisional level. Individuals then move to a five-year professional level by meeting professional development and experience requirements. The Rhode Island Board of Regents eliminated life certification for any new certificate issued after April 30, 1997 with the intent of insuring that individuals engage in ongoing professional development. Graduates of both of URI’s School Psychology Programs (i.e., M.S. and Ph.D.) are eligible for Rhode Island’s Provisional Certification as a School Psychologist.

The Rhode Island School Psychologist certificate is valid for service as a School Psychologist in grades pre-kindergarten through 12. Requirements (as of August 2017) are as follows:

- An advanced degree in an approved program in School Psychology
- Demonstration of meeting the Content Competencies as prescribed by the National Association of School Psychologists

For further information about becoming certified as a school psychologist in Rhode Island, please refer to the [RI Department of Education](http://www.ried.state.ri.us).
National School Psychology Certification System (NCSP)

Graduates of our M.S. and Ph.D. Programs in School Psychology are eligible to apply for status as Nationally Certified School Psychologists (NCSP). NASP created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The NSPCS is open to members of NASP as well as to nonmembers. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB).

The NSPCS was developed to create a nationally recognized standard (NASP Policy, 1988) for credentialing school psychologists. A wide range of credentialing requirements exists across states, creating a need to recognize school psychologists who meet national standards. By granting national certification, it is neither the intent of the NSPCB to certify school psychologists for employment nor to impose personnel requirements on agencies and organizations. Rather, the intent is to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the individual school psychologist. It is further intended that national certification will encourage the continuing professional growth and development of NSPCBs and will foster cooperation among groups actively involved in the credentialing of school psychologists.

Specific goals of the NSPCB include the following:

- To promote uniform credentialing standards across states, agencies and training institutions
- To monitor the implementation of NASP credentialing standards at the national level
- To promote continuing professional development (CPD) for school psychologists
- To facilitate credentialing of school psychologists across states through the use of reciprocity
- To ensure a consistent level of training and experience in service providers who are nationally certified
- To promote the utilization of NASP Standards for Training and Field Placement Programs in School Psychology by training institutions
- To encourage individual members to seek national certification

More information about the National School Psychology Certification System is available online at the NASP website. Certification requirements include:

Coursework

Completion of a 60 graduate semester/90 quarter hours of study through an organized program of study that is officially titled "School Psychology." At least 54 graduate semester/81 graduate quarter hours must be content-area credits (i.e., not internship credits).

Internship

Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript)
Examination

Applicants must achieve a passing score (147) on the National School Psychology Examination administered by the Educational Testing Service. This is the same test that is required as part of the comprehensive examination for our M.S. and Ph.D. Programs in School Psychology (i.e., School Psychologist test, code 5402, administered through the Praxis Series of Educational Testing Service).
# APPENDIX A – Sample Program of Study for M.A. Degree

## MASTER'S DEGREE PROGRAM OF STUDY

**STUDENT’S NAME:** Your name  
**9-DIGIT URI ID# (not SSN):** 10018668X

**DEPT/PROGRAM:** School Psychology  
**DEGREE:** Thesis or Non-Thesis  
(circle appropriate)

I hereby certify that all course work taken at the University of Rhode Island is included below and that grades are indicated for all courses completed.

---

**Student’s Signature (full legal name):**
**Date:**
**Student's E-mail address:**

### PROGRAM CREDIT (30 Credits Required) COURSES CONSTITUTING THIS STUDENT'S MASTER'S PROGRAM

<table>
<thead>
<tr>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp; Grades</th>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp; Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY532</td>
<td>Experimental Design</td>
<td>3/A</td>
<td>PSY533</td>
<td>Advanced Quantitative…</td>
<td>3/A</td>
</tr>
<tr>
<td>PSY661</td>
<td>Cognitive Assess…</td>
<td>3/A</td>
<td>PSY665</td>
<td>Developmental Psychop…</td>
<td>3/A</td>
</tr>
<tr>
<td>PSY540</td>
<td>Learning Disability…</td>
<td>3/A</td>
<td>PSY615</td>
<td>Collaborative Research…</td>
<td>1/S</td>
</tr>
<tr>
<td>PSY660</td>
<td>Clinical Decision…</td>
<td>3/A</td>
<td>PSY670</td>
<td>Field Experience…</td>
<td>2/S</td>
</tr>
<tr>
<td>PSY681</td>
<td>Ethical, Historical…</td>
<td>3/A</td>
<td>PSY599</td>
<td>Master's Thesis…</td>
<td>6/S</td>
</tr>
</tbody>
</table>

### PROGRAM CREDIT TO BE TRANSFERRED FROM OTHER INSTITUTIONS

Official transcript and certification that courses are graduate level courses acceptable for program credit at the other institution must be provided **before approval is final**

<table>
<thead>
<tr>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp; Grades</th>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp; Grades</th>
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</tbody>
</table>

### COURSES TO BE TAKEN AS NON-PROGRAM CREDIT

<table>
<thead>
<tr>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp; Grades</th>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp; Grades</th>
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</tr>
</tbody>
</table>

---

A. **MAJOR PROFESSOR:** ______________________________________________________________________
**DATE:** __________

B. **DEPT CHR/GRAD DIR:** ______________________________________________________________________
**DATE:** __________

C. **DEAN, GRADUATE SCHOOL:** ______________________________________________________________________
**DATE:** __________
APPENDIX B – Sample Program of Study for Ph.D. Degree

DOCTORAL DEGREE PROGRAM OF STUDY

STUDENT’S NAME:  Your name  9-DIGIT URI ID#(not SSN):  100275488X  
DEPT/PROGRAM:  School Psychology  DEGREE:  Thesis or  Non-Thesis

I hereby certify that all course work taken at the University of Rhode Island is included below and that grades are indicated for all courses completed.

Student’s Signature (full legal name)  Date:  Student's E-mail address

PROGRAM CREDIT COURSES CONSTITUTING THIS STUDENT’S MASTER’S PROGRAM

<table>
<thead>
<tr>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp;Grades</th>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp;Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY544</td>
<td>Reading Acquisition…</td>
<td>3/A-</td>
<td>PSY690</td>
<td>School Counseling</td>
<td>3/A-</td>
</tr>
<tr>
<td>PSY550</td>
<td>Behavioral Analysis…</td>
<td>3/A</td>
<td>PSY647</td>
<td>Child Therapy</td>
<td>3/A</td>
</tr>
<tr>
<td>PSY601</td>
<td>Physiological Psych…</td>
<td>3/B</td>
<td>PSY615</td>
<td>Collaborative Research…</td>
<td>2/S</td>
</tr>
<tr>
<td>PSY604</td>
<td>Cognitive Psychology</td>
<td>3/A-</td>
<td>PSY608</td>
<td>Theories and Systems</td>
<td>3/B+</td>
</tr>
<tr>
<td>PSY663</td>
<td>Assessment and Interven.</td>
<td>3/A</td>
<td>PSY606</td>
<td>Social Psychology</td>
<td>3/A-</td>
</tr>
<tr>
<td>PSY670</td>
<td>Field Exp. Practicum</td>
<td>10/S</td>
<td>EDC502 or EDC503</td>
<td>Curriculum (502); or Edu. in Contemp. Society (503)</td>
<td>3/A</td>
</tr>
<tr>
<td>PSY603</td>
<td>Developmental Psych…</td>
<td>3/B</td>
<td>PSY699</td>
<td>Dissertation</td>
<td>18/S</td>
</tr>
<tr>
<td>PSY600</td>
<td>Multicultural</td>
<td>3/A</td>
<td>PSY611</td>
<td>Research Design</td>
<td>3/A</td>
</tr>
<tr>
<td>PSY668</td>
<td>Consultation</td>
<td>3/A</td>
<td>PSY670</td>
<td>Field Exp. Internship</td>
<td>2/S</td>
</tr>
</tbody>
</table>

Master’s Degree: From:  University of Rhode Island  Date Awarded:  May 15, 2009

PROGRAM CREDIT TO BE TRANSFERRED FROM OTHER INSTITUTIONS  Official transcript and certification that courses are graduate level courses acceptable for program credit at the other institution must be provided before approval is final

<table>
<thead>
<tr>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp;Grades</th>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp;Grades</th>
</tr>
</thead>
</table>

COURSES TO BE TAKEN AS NON-PROGRAM CREDIT

<table>
<thead>
<tr>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp;Grades</th>
<th>Course Dept/No</th>
<th>Title</th>
<th>Credits &amp;Grades</th>
</tr>
</thead>
</table>

A. MAJOR PROFESSOR: _______________________________  DATE: ________________
2nd MEMBER: _______________________________  DATE: ________________
3rd MEMBER: _______________________________  DATE: ________________
4th MEMBER: _______________________________  DATE: ________________
5th MEMBER: _______________________________  DATE: ________________
B. DEPT CHR/GRAD DIR: _______________________________  DATE: ________________
C. DEAN, GRADUATE SCHOOL: _______________________________  DATE: ________________
APPENDIX C – Progress Monitoring Checklist

University of Rhode Island School Psychology Ph.D. Program
Graduate Student Progress Monitoring Activities and Tasks Tracking Checklist

Year 1: Fall Semester

<table>
<thead>
<tr>
<th>Date: ____________________</th>
</tr>
</thead>
</table>

1. Initial advising meeting
   Date Completed: _______________
   a. Review/preview competencies
   b. Discuss professional goals and activities
   c. Discuss courses/practicum/research as appropriate

Comments/notes:
______________________________________________________________________________
______________________________________________________________________________

2. PSY 670 Practicum
   Placement: _________________________
   a. Practicum logs
   b. Practicum evaluation for semester

3. PSY 681 Historical, Ethical…School Psychology
   Date Completed: ________________
   a. Benchmark assignment

Course Grades:
______________________________________________________________________________
______________________________________________________________________________

4. Mid-year advising meeting
   Date Completed: ________________
   a. Review/preview competencies
   b. Discuss professional goals and activities
   c. Discuss courses/practicum/research as appropriate

Comments/notes:
______________________________________________________________________________
______________________________________________________________________________
Year 1: Spring Semester

Date: ________________

1. PSY 670 Practicum
   Placement: ___________________________
   a. Practicum logs
   b. Practicum evaluation for semester

2. PSY 661 Cognitive Assessment
   Date Completed: ________________
   a. Benchmark assignment

Course Grades:
______________________________________________________________________________
______________________________________________________________________________

3. Year-end evaluation process, linked to research, teaching, service, and program goals, objectives, and competencies.

4. Year-end advising meeting. Formative assessment/summative assessment relative to competencies; research, teaching, service/practice experiences
   a. Provide formative/summative evaluation
   b. Review/preview competencies
   c. Discuss professional goals
   d. Discuss courses/practicum

Comments/notes:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Year 2: Fall Semester

Date: ________________

1. Initial advising meeting
   Date Completed: ________________
   a. Review/preview competencies
b. Discuss professional goals and activities
c. Discuss courses/practicum/research as appropriate

Comments/notes:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. PSY 670 Practicum 
   Placement: ___________________________
   a. Practicum logs
   b. Practicum evaluation for semester

3. PSY 663 Child Assessment 
   a. Benchmark assignment
   
   Course Grades:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Mid-year advising meeting 
   Date Completed: __________________
   a. Review/preview competencies
   b. Discuss professional goals and activities
   c. Discuss courses/practicum/research as appropriate
   Comments/notes:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Year 2: Spring Semester 
   Date:________________________

1. PSY 670 Practicum 
   Placement: ___________________________
   a. Practicum logs
   b. Practicum evaluation for semester
2. PSY 668 School Psychology Consultation  Date Completed: ________________
   a. Benchmark Assignment

   Course Grades:
   ________________________________________________________________________
   ________________________________________________________________________

3. Year-end evaluation process, linked to research, teaching, service, and program goals, objectives, and competencies.

4. Year-end advising meeting. Formative assessment/summative assessment relative to competencies; research, teaching, service/practice experiences
   a. Provide formative/summative evaluation
   b. Review/preview competencies
   c. Discuss professional goals
   d. Discuss courses/practicum

Comments/notes:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Year 3: Fall Semester  Date: ________________

1. Initial advising meeting  Date Completed: ________________
   a. Review/preview competencies
   b. Discuss professional goals and activities
   c. Discuss courses/practicum/research as appropriate

Comments/notes:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
2. PSY 670 Practicum Placement: ______________________________
   d. Practicum logs
   e. Practicum evaluation for semester

3. PSY 544 Reading Acquisition Date Completed: ________________
   a. Benchmark assignment

4. PSY 550 Applied Behavior Analysis Date Completed: ________________
   a. Benchmark assignment

Course Grades:
______________________________________________________________________________
______________________________________________________________________________

5. Mid-year advising meeting Date Completed: ________________
   a. Review/preview competencies
   b. Discuss professional goals and activities
   c. Discuss courses/practicum/research as appropriate

Comments/notes:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Year 3: Spring Semester Date: ________________

1. PSY 670 Advanced Practicum Placement: ______________________________
   a. Practicum logs
   b. Practicum evaluation for semester

Course Grades:
______________________________________________________________________________
______________________________________________________________________________
Research requirements progress:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. Year-end evaluation process, linked to research, teaching, service, and program goals, objectives, and competencies.
3. Year-end advising meeting. Formative assessment/summative assessment relative to competencies; research, teaching, service/practice experiences
   a. Provide formative/summative evaluation
   b. Review/preview competencies
   c. Discuss professional goals
   d. Discuss courses/practicum

Comments/notes:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Year 4: Fall Semester

1. Initial advising meeting
   a. Review/preview competencies
   b. Discuss professional goals and activities
   c. Discuss courses/practicum/research as appropriate

Date: __________________________

Comments/notes:

______________________________________________________________________________
______________________________________________________________________________

2. PSY 670 Practicum
   a. Practicum logs

Placement: _________________________
b. Practicum evaluation for semester

3. Mid-year advising meeting  
   Date completed: ________________
   a. Review/preview competencies
   b. Discuss professional goals
   c. Discuss comps/research/internship

Course Grades:

-----------------------------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------------------------

4. Progress toward:
   a. Comprehensive exams
   b. Dissertation proposal
Year 4: Spring Semester

Course Grades:

Research progress:

Internship planning

1. Year-end evaluation process, linked to research, teaching, service, and program goals, objectives, and competencies.
2. Year-end advising meeting. Formative assessment/summative assessment relative to competencies; research, teaching, service/practice experiences
   a. Provide formative/summative evaluation
   b. Review/preview competencies
   c. Discuss professional goals
   d. Discuss courses/practicum

Comments/notes:
Year 5

Date: _______________

Progress toward graduation

______________________________________________________________________________

______________________________________________________________________________

Dissertation

______________________________________________________________________________

______________________________________________________________________________

Internship evaluations, link to competencies

______________________________________________________________________________

______________________________________________________________________________
APPENDIX D - Comprehensive Exam Proposal Example

Robyn Bratica Comprehensive Examination Proposal

Proposed Dates: Written examination – February 8, 2010 through February 19, 2010
Oral examination – To be scheduled between the dates of March 8, 2010 through March 19, 2010

Proposed Format: Traditional format, with questions answered in four-hour sessions in an on-campus location, without the aid of materials beyond a bibliography

Committee Members: Gary Stoner, Major Professor, Charles Collyer, Mark Wood

Proposed Areas of Focus for the Exam:

1. Contemporary school psychology practices and ethics
   - APA and NASP ethical codes
   - Response to intervention
   - Universal screening
   - Prevention and intervention in school psychology

2. Research methods and statistical/data analyses
   - Experimental and non-experimental designs
   - Application of specific statistical operations, such as the multivariate analysis of variance

3. Social psychology
   - Socialization of children and adolescents
   - Problematic social behaviors (aggression and bullying)
   - Pro-social behaviors

4. Developmental psychology
   - Gender differences in development
   - The impact of developmental differences on education and schooling
**Question 1: Contemporary School Psychology Practices and Ethics**

**Assessment**


- Chapter 18: Best practices in the systematic direct observation of student behavior. J. M. Hintze, R. J. Volpe, & E. S. Shapiro#
- Chapter 42: Best practices in multimethod assessment of emotional and behavioral disorders. S. H. McConaughy & D. R. Ritter#

**Prevention/Intervention**


- Chapter 5: Best practices in universal screening. M. J. Ikeda, E. Neesen, & J. C. Witt
- Chapter 12: Best practices in designing, implementing, and evaluating quality interventions. K. R. F. Upah
- Chapter 48: Best practices in selecting and implementing evidence-based school interventions. S. G. Forman & C. R. Burke
- Chapter 79: Best practices in bullying prevention. E. Felix & M. Furlong
- Chapter 80: Best practices in school violence prevention. J. Larson
- Chapter 81: Best practices in developing prevention strategies for school psychology practice. W. Strein & J. Koehler
- Chapter 96: Best practices in preschool social skills training. S. N. Elliott, A. T. Roach, & P. A. Beddow III

* Also applicable to question 2
* Also applicable to question 3
* Also applicable to question 3
+ Also applicable to question 4
Chapter 138: Best practices in evaluating the effectiveness of interventions using case study data. R. Brown-Chidsey, M. W. Steege, & F. C. Mace

Consultation


- Chapter 1: Introduction to consultation and collaboration
- Chapter 2: Mental health consultation
- Chapter 3: Behavioral consultation and collaboration
- Chapter 4: Adlerian consultation
- Chapter 6: Consultation stages and processes
- Chapter 11: Data-based decision making in consultation


- Chapter 2: A definition of mental health consultation
- Chapter 6: Client-centered case consultation
- Chapter 7: Consultee-centered case consultation


* Also applicable to question 2


**Ethical Issues/Best Practices**


- Chapter 1: Ethics in school psychology: An introduction
- Chapter 2: Law and school psychology: An introduction
- Chapter 3: Privacy, informed consent, confidentiality, and record keeping

- Chapter 5: Ethical-legal issues in the education of pupils with disabilities under IDEA
- Chapter 6: Section 504 of the Americans with Disabilities Act


NASP Model for Comprehensive and Integrated School Psychological Services (2010).

NASP Principles of Professional Ethics (2010).


- Chapter 2: The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. W. D. Tilly III
- Chapter 120: Best practices in school psychology and the law. D. P. Prasse
- Chapter 121: Best practices in developing ethical school psychological practice. S. Jacob
- Chapter 122: Best practices in the application of professional ethics. K. McNamara
- Chapter 133: Best practices in evaluating psychoeducational services based on student outcome data. K. A. Gibbons & B. Silberglitt*
- Chapter 134: Best practices in the display of data. C. Hood & C. Dorman*
- Chapter 135: Best practices in the analysis of progress-monitoring data and decision making. M. Hixon, T. J. Christ, & S. Bradley-Johnson*

* Also applicable to question 2
Chapter 137: Best practices in using and conducting research in applied settings.

T. Z. Keith#


**Question 2: Research Methods and Statistical/Data Analyses**


* Also applicable to question 3
+ Also applicable to question 4

  Ellsworty, P. C. & Gonzalez, R.*


* Also applicable to question 4
* Also applicable to question 3
**Question #3: Social Psychology**


* Also applicable to question 4


- Chapter 11: Altruism and helping behavior. Batson, C. D., Van Lange, P. A. M., Ahmad, N. & Lishner, D. A.


Melzer-Lange, M. D., Cohen, R. W., Grossberg, P. M., Matthews, C. K. B.,


Mullen, B., Brown, R., & Smith, C. (1992). Ingroup bias as a function of salience,


Missing voices: Fourth through eighth grade urban students’ perceptions of bullying.


**Question #4: Developmental Psychology**


- Chapter 1: Introduction
• Chapter 2: The developmental psychology perspective
• Chapter 3: Influences and risk in the developmental profess
• Chapter 5: Classification, assessment, and treatment
• Chapter 15: Prevention and evolving concerns for youth
APPENDIX E – Multicultural Competency Requirement

URI Psychology Department
Multicultural Competency Requirement

Name: ____________________________________________  Date: __________

Program:  M.A.  M.S.  Ph.D.  Area________________________

This is to certify that I have completed the Multicultural Competency Requirements by the following activities (one per component category):

Didactic Component

_____PSY 600

_____Other approved multicultural course (# and Title): ____________________________

_____Other learning experience (describe): ______________________________________

Research Component

Incorporated multicultural considerations into master’s thesis proposal:

_____Yes  _____ URI Master’s Thesis not required

Ph.D. Candidates: Incorporated multicultural considerations into dissertation proposal:

_____Yes

Applied Component

_____Practicum (Course # and Title): _________________________________

_____Teaching (Course # and Title): _________________________________

_____Research (Title): __________________________________________

_____Comprehensive Exam (Topic): _________________________________

_____Other (describe): __________________________________________

____________________________________  _________________________
Student                                                          Major Professor

____________________________________  _________________________
Program Director                                                    Department Chair
APPENDIX F - Annual Review Form

Program Expectations for Professional Behavior and Satisfactory Academic Progress

Name: ____________________ Date: _______________ End of Year 1 2 3 4 Adv

1. Successful Completion of Expected Coursework
   _______ Student has satisfactorily completed expected amount and quality of work, including attendance, promptness and work completion.
   _______ Potential area of concern that will be monitored for this student.
   _______ Remediation required; see attached completed Remediation Plan Form.
   _______ Not applicable at this time.
   Comments:

2. Successful Completion of Research
   _______ Student has satisfactorily completed expected amount and quality of research.
   _______ Potential area of concern that will be monitored for this student.
   _______ Remediation required; see attached completed Remediation Plan Form.
   _______ Not applicable at this time.
   Comments:

3. Successful Teaching and Dissemination of Professional Knowledge and Information
   _______ Student has satisfactorily demonstrated ability to teach and disseminate professional knowledge and information.
   _______ Potential area of concern that will be monitored for this student.
   _______ Remediation required; see attached completed Remediation Plan Form.
   _______ Not applicable at this time.
   Comments:

4. Successful Completion of Field Experiences
   _______ Student has satisfactorily completed expected amount of work/hours.
   _______ Potential area of concern that will be monitored for this student.
   _______ Remediation required; see attached completed Remediation Plan Form.
   _______ Not applicable at this time.
   Comments:
5. **Appropriate Use of Supervision and Professional Judgments**
   - ________ Student has demonstrated appropriate professional judgment in provision of services and has used supervision appropriately as necessary.
   - ________ Potential area of concern that will be monitored for this student.
   - ________ Remediation required; see attached completed *Remediation Plan Form*.
   - ________ Not applicable at this time.
   Comments:

6. **Sensitivity to and Skill with Diversity**
   - ________ Student has demonstrated sensitivity to and skill with diversity in professional behavior, speech, and written expression.
   - ________ Potential area of concern that will be monitored for this student.
   - ________ Remediation required; see attached completed *Remediation Plan Form*.
   - ________ Not applicable at this time.
   Comments:

7. **Respect for Privacy and Confidentiality**
   - ________ Student has demonstrated respect for privacy and confidentiality.
   - ________ Potential area of concern that will be monitored for this student.
   - ________ Remediation required; see attached completed *Remediation Plan Form*.
   - ________ Not applicable at this time.
   Comments:

8. **Working with Peers, Trainers and Other Professionals**
   - ________ Student has demonstrated appropriate interpersonal skills when working with peers, trainers and other professionals.
   - ________ Potential area of concern that will be monitored for this student.
   - ________ Remediation required; see attached completed *Remediation Plan Form*.
   - ________ Not applicable at this time.
   Comments:
9. **Professional Behavior and Disposition**
   - _________ Student has demonstrated professional behavior and disposition (i.e. making and keeping appointments, appropriate dress, completing appropriate forms in a timely manner, appropriate professional interaction skills, etc).
   - _________ Potential area of concern that will be monitored for this student.
   - _________ Remediation required; see attached completed *Remediation Plan Form*.
   - _________ Not applicable at this time.
   **Comments:**

10. **Ethical Behavior/Academic Conduct**
    - _________ Student has demonstrated appropriate ethical and academic conduct.
    - _________ Potential area of concern that will be monitored for this student.
    - _________ Remediation required; see attached completed *Remediation Plan Form*.
    - _________ Not applicable at this time.
    **Comments:**

---

**CHECK ONE OF THE FOLLOWING:**

_____ Student has progressed satisfactorily and needs no special remediation.
_____ Student has some potential areas of concern that will be monitored and a remediation plan will be developed if necessary.
_____ Student has areas of weakness and has agreed to the attached remediation plan.
APPENDIX G - Program Remediation Policies

URI School Psychology Program: Practicum Experiences

Remediation Plan – Practicum

Should concerns arise regarding a practicum student’s skills or performance, the university practicum supervisor, the on-site supervisor, the URI program director, and the student may develop a Remediation Plan (see below). For example, concerns may be related to, but not limited to, the following areas: ‘Successful Completion of Field Experiences,’ ‘Appropriate Use of Supervision and Professional Judgments,’ ‘Sensitivity to and Skill with Diversity,’ ‘Respect for and Privacy and Confidentiality,’ ‘Working with Peers, Trainers and Other Professionals,’ ‘Professional Behavior and Disposition,’ and ‘Ethical Behavior.’ This plan will include input from the student’s major professor and may include input from other program faculty. The university practicum supervisor and the URI program director will have primary responsibility for designing, implementing, and monitoring the plan. If the plan includes increased on-campus supervised activity, coursework, or additional practicum hours, the student’s major professor and the School Psychology Program faculty must approve the plan. The plan will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be withheld until this plan is fulfilled to the satisfaction of all parties.

URI School Psychology Program: Internship Experiences

Remediation Plan – Internship

Should there be areas of weakness or concern in an intern's skills or performance, the university internship coordinator, the on-site supervisor, the URI program director, and the intern may develop a Remediation Plan (see below). For example, concerns may be related to, but not limited to, the following areas: ‘Successful Completion of Field Experiences,’ ‘Appropriate Use of Supervision and Professional Judgments,’ ‘Sensitivity to and Skill with Diversity,’ ‘Respect for and Privacy and Confidentiality,’ ‘Working with Peers, Trainers and Other Professionals,’ ‘Professional Behavior and Disposition,’ and ‘Ethical Behavior.’ The URI program director and the intern’s advisor must be notified and may work in cooperation with the university internship coordinator and on-site supervisor to determine appropriate goals and actions to take. This plan may include more on-site supervised activity or hours. The university internship coordinator and on-site supervisors must approve any remediation activity that would require school fieldwork opportunities. The plan will specify how the remediation objectives will be accomplished and evaluated, and a timeline that will specify when these objectives should be accomplished. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student’s termination from the University of Rhode Island School Psychology Program.
URI School Psychology Program: Academic Progress

Remediation Plan -- Failure to Make Adequate Progress

Students determined by the School Psychology Program Faculty to be making inadequate progress toward completing their degrees or obtaining necessary professional competencies will receive a summative evaluation of Unsatisfactory Progress as a result of the Program Annual Review of Student Progress. Under these circumstances, a student is considered to be a “student who is not in good standing in the program”. In such instances, the annual evaluation letter will address the specific concerns noted, and specific competencies, accomplishments, or other indicators of progress that are necessary to become a “student in good standing”. Students who receive an unsatisfactory evaluation should meet with their major professor soon after receiving their evaluation letter to develop a plan for addressing the concerns.

In most instances, the plan for addressing the concerns leading to an unsatisfactory evaluation is accomplished through the construction of a Remediation Plan (see below). This agreement is developed in writing by the student and the major professor and is approved by the program director, and is designed to address the concerns of the School Psychology Program Faculty. Faculty concerns about knowledge competencies may be addressed through an agreement to take additional coursework in specific areas or to retake a class if a grade below B- was earned. Concerns about professional competencies, such as work completion habits or assessment skills, may be addressed by satisfying the requirements necessary in order to remove incomplete grades or completing additional assignments within a specified time frame. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan and responsibilities, and timelines. Failure to complete a Remediation Plan may result in receiving a non-passing grade in a course or termination from the School Psychology Program after a decision by the School Psychology Program faculty.
Remediation Plan Forms

Student Name: ___________________________  Initial Date: __________

A) Identification of the problem area:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

B) Objective(s) for improvement:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

C) Plan for meeting objectives:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

D) Planned formative review dates: ________________________________

E) Planned completion date: ________________________________

Student Signature: ___________________________  Date: __________

Major Professor Signature: ___________________________  Date: __________

Program Director Signature: ___________________________  Date: __________

Date of Mastery ________________________________

Student Signature: ___________________________  Date: __________

Major Professor Signature: ___________________________  Date: __________

Program Director Signature: ___________________________  Date: __________
Remediation Review Form

Student Name: ____________________________

Review #: ____________________________ Date: ____________

Progress: ______________________________________________
_________________________________
______________________________________________________________________________
______________________________________________________________________________
Modifications, if necessary:
______________________________________________________________________________
______________________________________________________________________________
___________________________________________________

Student Signature: ____________________________ Date: ____________

Major Professor Signature: ____________________________ Date: ____________

Program Director Signature: ____________________________ Date: ____________

Student Name: ____________________________

Review #: ____________________________ Date: ____________

Progress: ______________________________________________
_________________________________
______________________________________________________________________________
______________________________________________________________________________
Modifications, if necessary:
______________________________________________________________________________
______________________________________________________________________________
___________________________________________________

Student Signature: ____________________________ Date: ____________

Major Professor Signature: ____________________________ Date: ____________

Program Director Signature: ____________________________ Date: ____________
Notification Process for Student Dismissal

In instances where the annual evaluation process coupled with appropriate remediation procedures do not result in the student making satisfactory progress, then the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty, after a careful examination of student progress and efforts to address concerns that have been noted by the faculty. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures, including the Graduate Student Academic Appeals System as described in the URI Graduate School Handbook.
APPENDIX H – Ph.D. Program Exit Survey

Please take a moment to complete this survey. Your responses will be anonymous.

PART I: BACKGROUND INFORMATION

1. When did you complete your school psychology program at URI?

2.a. I have obtained the following professional (school) psychology credentials: (Check all that apply)
   - National Certification in School Psychology (NCSP)
   - State Certification in School Psychology
   - Licensure as a Professional Psychologist

2.b. I am in the process of obtaining the following professional (school) psychology credentials: (Check all that apply)
   - National Certification in School Psychology (NCSP)
   - State Certification in School Psychology
   - Licensure as a Professional Psychologist

3.a. Where are you currently employed?

3.b. If you are a recent graduate, where have you applied for employment?

PART II: QUALITY OF PROGRAM COMPONENTS

On a scale of 1 to 5, How would you rate each of the following components of your graduate program? (1 representing Poor, 3 representing Undecided, and 5 representing Excellent)

4. The overall quality of the core courses you have taken?

5. The overall quality of the applied school psychology courses you have taken?

6. The overall quality of your first year practica?

7.a. The overall quality of your second year practica?
7.b. The overall quality of your advanced practica?

1 2 3 4 5

8.a. The overall quality of your internship?

1 2 3 4 5

8.b. Rate the degree to which our program prepared you for internship?

Not at all Prepared 1 2 3 4 5 Very Prepared

9. What aspects of the items rated above were you particularly pleased with?

10. What changes would you suggest?
PART III: EXPERIENCES WITH DIVERSITY

Using the scale below, select the best answer for each question.

11. How diverse were students in classes you took at URI?
   [Scale: Not Diverse at All | 1 | 2 | 3 | 4 | Highly Diverse]

12. How diverse were the faculty in your program?
   [Scale: Not Diverse at All | 1 | 2 | 3 | 4 | Highly Diverse]

13. During my practicum experiences I had opportunities to provide services to students who were: (Check all that apply)
   - [ ] Culturally diverse
   - [ ] Ethnically diverse
   - [ ] English Language Learners
   - [ ] Students who were identified with disabilities

14. During my internship I had opportunities to provide services to students who were: (Check all that apply)
   - [ ] Culturally diverse
   - [ ] Ethnically diverse
   - [ ] English Language Learners
   - [ ] Students who were identified with disabilities

15. To what extent did your courses cover multicultural topics at all, in any manner?
   [Scale: Not at all | 1 | 2 | 3 | 4 | A lot]

16. To what extent did your practicum supervision cover multicultural topics at all, in any manner?
   [Scale: Not at all | 1 | 2 | 3 | 4 | A lot]

17. How satisfied were you with your training in multicultural and diversity issues in school psychology?
   [Scale: Not satisfied | 1 | 2 | 3 | 4 | 5 | Extremely Satisfied]
18. What aspects of the items rated above were you particularly pleased with?

19. What changes would you suggest?

**PART IV: QUALITY OF TEACHING, SUPERVISION, AND RESOURCES**

20. How effective as teachers were full-time faculty in your program?

1 2 3 4

| Not Effective at All | Highly Effective |

21. How effective as teachers were adjunct faculty in your program?

1 2 3 4

| Not Effective at All | Highly Effective |

22.a. Overall, how effective was your URI supervisor for your primary first year practicum (school-based practicum)?

1 2 3 4

| Not Effective at All | Highly Effective |

22.b. Overall, how effective was your URI supervisor for your primary second year practicum (school-based practicum)?

1 2 3 4

| Not Effective at All | Highly Effective |

22.c. Overall, how effective was your URI supervisor for your primary advanced practicum?

1 2 3 4

| Not Effective at All | Highly Effective |

23. Overall, how effective was your URI supervisor in your internship?

1 2 3 4

| Not Effective at All | Highly Effective |

24. How effective were your school-based field supervisors?

1 2 3 4
25. How effective was the advising and support you received during your program to enable you to grow and develop professionally?

| Not Effective at All | 1 | 2 | 3 | 4 | Highly Effective |

26. How well prepared are you to use technology appropriately with your students?

| Inadequately Prepared | 1 | 2 | 3 | 4 | Highly Prepared |

27. Library, curricular, and electronic resources in my program were:

| Inadequate | 1 | 2 | 3 | 4 | Outstanding |

28. Classroom technology used for instructional purposes was:

| Inadequate | 1 | 2 | 3 | 4 | Outstanding |

29. Facilities (buildings, room space, furniture, etc.) at URI were:

| Inadequate | 1 | 2 | 3 | 4 | Outstanding |

30. The number of faculty available to deliver the program was:

| Inadequate | 1 | 2 | 3 | 4 | Outstanding |

PART V: QUALITY OF PREPARATION FOR CERTIFICATION, PROFESSIONAL WORK, AND PROFESSIONAL DEVELOPMENT

As a result of Program provided training:

31.a. How well prepared were you for the required national school psychology (PRAXIS) exam?

| Inadequately Prepared | 1 | 2 | 3 | 4 | Highly Prepared |

31.b. How well prepared were you for the Examination for Professional Practice in Psychology (EPPP exam)?

| 1 | 2 | 3 | 4 |
Inadequately Prepared | Highly Prepared

32. How well prepared were you for your internship?

1 2 3 4

Not at All Prepared | Highly Prepared

33. How well prepared were you to support the learning of all students in a diverse learning community?

1 2 3 4

Not at All Prepared | Highly Prepared

34. How well prepared were you to continue your own professional development?

1 2 3 4

Not at All Prepared | Highly Prepared

35. How well prepared were you to adapt your professional practice as needed in the future?

1 2 3 4

Not at All Prepared | Highly Prepared

36.a. What aspects of the items rated above were you particularly pleased with?

36.b. What changes would you suggest?
PART VI: PREPARATION FOR RESEARCH AND TEACHING ACTIVITY

37. How effective was the advising and support you received during your program to enable you to grow and develop as a researcher?

1  2  3  4

Not Effective at All Highly Effective

38. Please rate the quality of advising and support you received for developing your required research proposal(s):

1  2  3  4  5

Inadequate Exceptional

39. Please rate the amount of advising and support you received for developing your required research proposal(s):

1  2  3  4  5

Inadequate Exceptional

40. Please rate the quality of your research methods and statistics courses in preparing you to carry out required research project(s):

1  2  3  4  5

Inadequate Exceptional

41. Please indicate the amount of advising and support that was provided to allow timely progress toward research requirements:

1  2  3  4  5

Inadequate Exceptional

42. Please rate the degree to which SPRIG activities provided opportunities and supported your development as a researcher:

1  2  3  4  5

Not at all Very much

43. Please rate the degree to which program faculty research teams provided opportunities and supported your development as a researcher:

1  2  3  4  5

Not at all Very much

44. Please rate the adequacy of your exposure to current theory and practice of professional supervision:

1  2  3  4  5

Inadequate Exceptional

45. Please rate the adequacy of your exposure to teaching opportunities:
46. To what extent did your research experience cover multicultural topics at all, in any manner?

1 2 3 4
Not at all A lot

PART VII: PROFESSIONAL PREPARATION BASED ON PROGRAM GOALS:
Please respond to how prepared you feel relative to the 10 URI School Psychology Program Goals. On a scale of 1 to 5, how well did the school psychology preparation program prepare you to meet each of the 10 overall goals?

47. Goal: The work of program graduates will be grounded in the foundations and principles of psychological and educational science.

1 2 3 4 5
Poorly Prepared Exceptionally Prepared

48. Goal: Program graduates will be skilled in research methods and applications.

1 2 3 4 5
Poorly Prepared Exceptionally Prepared

49. Goal: Program graduates will adhere to ethical, legal, and professional standards and guidelines.

1 2 3 4 5
Poorly Prepared Exceptionally Prepared

50. Goal: Program graduates will demonstrate appropriate professional disposition and interpersonal skills.

1 2 3 4 5
Poorly Prepared Exceptionally Prepared

51. Goal: Program graduates will demonstrate awareness and responsiveness to client and community diversity.

1 2 3 4 5
Poorly Prepared Exceptionally Prepared

52. Goal: Program graduates will demonstrate knowledge and skills in systems oriented service delivery.

1 2 3 4 5
Poorly Prepared Exceptionally Prepared

53. Goal: Program graduates will inform themselves and others through data-based decision making and problem solving.

1 2 3 4 5
54. Goal: Program graduates will enhance the development of cognitive and academic skills of those they serve.

55. Goal: Program graduates will enhance the development of wellness, social skills, mental health, & life competencies of those they serve.

56. Goal: Program graduates will enhance their research and practice with technology.

57. In my professional work I use technology in the following ways: Check all that apply

- In managing student data
- In the assessment of students
- In communicating with teachers
- In communicating with parents
- In intervention design/implementation/evaluation
- In research and/or program evaluations