Psych Students,

Welcome to week 11 of spring 2022! Hopefully you are refreshed after a week off are ready to finish out the semester strong. Students interested in counseling or school psychology should check out the info sessions scheduled for today and next week. Psych faculty and admissions staff from Gonzaga University have tips and tricks to help you to apply to graduate school! The shopping cart and fall enrollment dates are now available in myWSU. If you have not scheduled an advising meeting to discuss your fall schedule be sure to do so soon before enrollment opens in April.

**Tip:** Your enrollment date can be found by selecting “Manage Classes” and then “Enrollment Dates” in myWSU.

Happy reading!

Missed any of the past newsletters?

You can find all spring 2022 newsletters here:

https://psychology.wsu.edu/undergrad/newsletters/
Spring 2022
Path to Success:
Graduate School Prep Events

- **Gonzaga’s M.A. in Counseling Graduate Programs Virtual Info Sessions**
  
  *Monday, March 21 12PM*
  
  *Monday, March 21 5PM*

- **Gonzaga’s Ed. Specialist in School Psychology Info Sessions**
  
  *Monday, March 28 12PM*
  
  *Monday, March 28 4PM*

Mark Your Calendar
You will find important dates and deadlines [here](#)

- **Grad Fair** in the Bookie
  
  *March 29 & March 30 9am –4pm*

- Fall Priority Registration begins
  
  *April 11*

- Deadline to withdraw from a spring course
  
  *April 15*

- Last day to apply for May 2022 graduation with $75 late fee
  
  *April 29*
Psych Peer Mentor Zoom Drop in Hours

Use these Zoom drop in hours if you need assistance with registering for your summer or fall classes

Caroline Schutz
Monday & Wednesday 1-2:30PM
https://wsu.zoom.us/j/98234481121?pwd=TUt2Zkp3eUlOaDdWUEg0WE1aeWU5dz09

Andee Lane
Tuesday 12:10-1:20PM & Friday 10:10AM-12PM
https://wsu.zoom.us/j/2205272782?pwd=SUdmaHhaTG1ZTWJrRnFGcS8wTG01dz09

Brianna Cabral
Wednesday 3-4PM & Thursday 10AM-12PM
https://wsu.zoom.us/j/99555197447?pwd=VlJnMFVrcFZrZXVSVUo1aTZMbFIUT09

Summer Psych Courses

Looking for a summer course to take?
Check out these psych courses being taught in Pullman

- Psych 105
- Psych 210
- Psych 311
- Psych 333
- Psych 350

You can find even more courses being taught here:
https://learn365.wsu.edu/summer-session/summer-courses/

More great content on the next page
Gonzaga Master’s in Counseling Information Session

Monday, March 21
12:00 – 1:00 pm or 5:00 – 6:00 pm
Location: Virtual, via Zoom

More Info & Registration Link or QR Code: https://forms.office.com/r/bzwD2RwzfS

Learn About:

- Our Three Programs: Clinical Mental Health, Marriage and Family, & School Counseling
- The Gonzaga Experience
- How to Apply
- How to Get an Application Fee Waiver
- Scholarship Opportunities

Program Completion & Job Placement Rates
95-100%

CACREP Accredited

NCE Exam Pass Rate
100% (2020)
Gonzaga Ed Specialist in School Psychology

Monday, March 28th
Location: Johnson Tower RM 235C

12:00 – 1:30 pm
To register for this session please RSVP:

4:00-5:30 pm
To register for this session please RSVP:

Learn About:

- The Fields of School Psychology & Counseling
- Why Gonzaga
- Program Details
- How to Apply
- How to Get an Application Fee Waiver
- Scholarship Opportunities

Program Completion & Job Placement Rates
100%

PESB & CACREP Approved

On Campus: Cohort Model
The Role of the School Counselor

Who are School Counselors?
School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS

Elementary

Middle

High School

Also employed in district supervisory positions; and school counselor education positions

LEADERSHIP TEAM MEMBERS
School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

School counselors help all students:
- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

Appropriate duties include providing:
- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

SCHOOL COUNSELOR QUALIFICATIONS

- Hold, at minimum, a master’s degree in school counseling
- Meet the state certification/licensure standards
- Fulfill continuing education requirements
- Uphold ASCA ethical and professional standards

IDEAL CASELOAD
250 students per school counselor

For more information, resources please visit www.schoolcounselor.org
School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school’s academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

**DEFINE**
School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

**Student Standards** – ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

**Professional Standards** –
- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

**MANAGE**
To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

**Program Focus**
- Beliefs
- Vision Statement
- Mission Statement

**Program Planning**
- School Data Summary
- Annual Student Outcome Goals
- Action Plans
  - Classroom and Group
  - Closing the Gap

**DELIVER**
School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor’s interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

**Direct Services with Students**
Direct services are in-person interactions between school counselors and students and include the following:
- Instruction
- Appraisal and Advisement
- Counseling

**Indirect Services for Students**
Indirect services are provided on behalf of students as a result of the school counselors’ interactions with others including:
- Consultation
- Collaboration
- Referrals

**ASSESS**
To achieve the best results for students, school counselors regularly assess their program to:
- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

**Program Assessment**
- School Counseling Program Assessment
- Annual Results Reports

**School Counselor Assessment and Appraisal**
- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

For research on the effectiveness of school counseling programs, go to [https://www.schoolcounselor.org/effectiveness](https://www.schoolcounselor.org/effectiveness)

For more information about the role of the school counselor, go to [https://www.schoolcounselor.org/role](https://www.schoolcounselor.org/role)
SCHOOL PSYCHOLOGISTS

support students’ ability to learn and
teachers’ ability to teach.

THEY ARE EXPERTS IN

- Learning
- Behavior
- Mental Health
- School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response

THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School–family–community partnerships
- School-wide data-based decision making

THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice

RECOMMENDED RATIO

1 school psychologist per 500 students

Lowering barriers to learning is critical to
children’s success in school.

Contact your school psychologist to find out
how they can help.

School Psychologists:
Helping Children Thrive • In School • At Home • In Life
www.nasponline.org
SCHOOL PSYCHOLOGISTS?

Helping Children Thrive • In School • At Home • In Life

Who Are SCHOOL PSYCHOLOGISTS?

WHAT DO SCHOOL PSYCHOLOGISTS DO?

School psychologists provide direct support and interventions to students; consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services.

School psychologists help schools successfully:

Improve Academic Achievement
- Promote student motivation and engagement
- Conduct psychological and academic assessments
- Individualize instruction and interventions
- Manage student and classroom behavior
- Monitor student progress
- Collect and interpret student and classroom data
- Reduce inappropriate referrals to special education.

Promote Positive Behavior and Mental Health
- Improve students communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management, and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and coordinate services with community-based providers

Support Diverse Learners
- Assess diverse learning needs
- Provide culturally responsive services to students and families from diverse backgrounds
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to improve student engagement and learning
- Monitor and effectively communicate with parents about student progress

Create Safe, Positive School Climates
- Prevent bullying and other forms of violence
- Support social–emotional learning
- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at-risk students and school vulnerabilities
- Provide crisis prevention and intervention services

Strengthen Family–School Partnerships
- Help families understand their children’s learning and mental health needs
- Assist in navigating special education processes
- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff
- Enhance staff understanding of and responsiveness to diverse cultures and backgrounds
- Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs

Improve School-Wide Assessment and Accountability
- Monitor individual student progress in academics and behavior
- Generate and interpret useful student and school outcome data
- Collect and analyze data on risk and protective factors related to student outcomes
- Plan services at the district, building, classroom, and individual levels

NASP empowers school psychologists by advancing effective practices to improve students’ learning, behavior, and mental health.

www.nasponline.org
**SCHOOL PSYCHOLOGISTS HELP STUDENTS THRIVE**

School psychologists are uniquely qualified members of school teams that support students’ ability to learn and teachers’ ability to teach. They apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

**WHAT TRAINING DO SCHOOL PSYCHOLOGISTS RECEIVE?**

School psychologists receive specialized advanced graduate preparation that includes coursework and practical experiences relevant to both psychology and education. School psychologists typically complete either a specialist-level degree program (at least 60 graduate semester hours) or a doctoral degree (at least 90 graduate semester hours), both of which include a year-long 1,200-hour supervised internship. Graduate preparation develops knowledge and skills in:

- Data collection and analysis
- Assessment
- Progress monitoring
- School-wide practices to promote learning
- Resilience and risk factors
- Consultation and collaboration
- Academic/learning interventions
- Mental health interventions
- Behavioral interventions
- Instructional support
- Prevention and intervention services
- Special education services
- Crisis preparedness, response, and recovery
- Family–school–community collaboration
- Diversity in development and learning
- Research and program evaluation
- Professional ethics, school law, and systems

School psychologists must be credentialed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB). The National Association of School Psychologists (NASP) sets standards for graduate preparation, credentialing, professional practice, and ethics. The NASP Practice Model (2010) outlines the comprehensive services that school psychologists are encouraged to provide and can be accessed at [www.nasponline.org/practicemodel](http://www.nasponline.org/practicemodel).

**WHERE DO SCHOOL PSYCHOLOGISTS WORK?**

The vast majority of school psychologists work in K–12 public schools. They also provide services in a variety of other settings, including:

- Private schools
- Preschools
- School district administration offices
- Universities
- School-based health and mental health centers
- Community-based day treatment or residential clinics and hospitals
- Juvenile justice programs
- Independent private practice

**WHY DO CHILDREN AND YOUTH NEED SCHOOL PSYCHOLOGISTS?**

All children and youth can face problems from time to time related to learning, social relationships, making difficult decisions, or managing emotions such as depression, anxiety, worry, or isolation. School psychologists help students, families, educators, and members of the community understand and resolve both long-term, chronic problems and short-term issues that students may face. They understand how these issues affect learning, behavior, well-being, and school engagement. School psychologists are highly skilled and ready resources in the effort to ensure that all children and youth thrive in school, at home, and in life.

**HOW DO I CONTACT A SCHOOL PSYCHOLOGIST?**

Every school has access to the services of a school psychologist, although some school psychologists serve two or more schools so may not be at a particular school every day. Most often, school psychologists can be reached by inquiring at the school directly or at the district’s central office, or by locating contact information on the school or district website.

© 2014 National Association of School Psychologists, 4340 East West Hwy., Suite 402, Bethesda, MD 20814, 301-657-0270
Opportunities Unlimited (OUI) in Moscow, Idaho is looking for students who would like to work with adults with disabilities during the summer. OUI works towards helping build these individuals' independence so they can become independent community members. They do so by doing one on one with clients in their home as well as teaching classes that help teach them basic life skills that will build their independence. In addition, there is a 24-hour home in which only a couple of participants stay at, and staff stay there to also help with basic living skills. This would require staff to take participants grocery shopping, etc. This internship opportunity also helps students get admin work in, meaning that they'll be able to see the background of what it takes to keep a program like OUI running.

More specifically some of the classes led by OUI are Current Events, Life Skills, Communication, Relationships, Team Building, and Money Management.

Some of the requirements are having a valid driver's license, a vehicle, vehicular insurance, a background check, and a clean drug test.

For more information or if interested please contact OUI

Phone number: (208) 883-5587
Email: adiaz@oui.org
Address: 119 E 4th St, Moscow, ID 83843
Undergraduate Research Opportunities & Internships

- Boston University Summer Undergraduate Research Fellowships (SURFs)
- Carnegie Mellon University Summer Program for Undergraduate Researchers (SPUR)
- Duke University, The Department of Psychology and Neuroscience NSF Summer Research Experience for Undergraduates (REU)
- Harvard Business School PRIMO
- Harvard University Moral Psychology Research Lab
- National Institute of Neurological Disorders and Stroke (NIH) Summer Program in the Neurological Sciences and Other Neuroscience Research Training and Funding Opportunities
- National Science Foundation (NSF) Research Experiences for Undergraduates (REU) Program
- Rutgers RISE Program
- Stanford University Center for the Study of Language and Information (CSLI)
- University of California, Berkeley Early Learning Lab Summer Internship Program
- University of California, Berkeley the Gopnik Cognitive Development and Learning Lab
- UCLA Summer Programs for Undergraduate Research (SPUR)
- Undergraduate Psychology Summer Internship Program — Pace University, Counseling Center, New York City Campus
- University of Pennsylvania Undergraduate Summer Fellowship Program in Interdisciplinary Mind and Brain Studies
- University of California — Irvine Undergraduate Research Opportunities Program (UROP) — includes helpful tips for finding undergraduate research opportunities
- University of California — Irvine: The Irvine Interdisciplinary Internship in Neuroscience Program
- University of Cincinnati Summer Undergraduate Research Fellowship
- University of Maryland Summer Undergraduate Research Program
- University of Nebraska-Lincoln Summer Research Program
- University of Nebraska-Lincoln Summer Research Program on Minority Health Disparities
- University of North Carolina, Karen M. Gil Internship Program in Psychology
- University of Toronto Canada Summer Research Opportunities Programme (SROP)
- University of Wisconsin-Madison Interdisciplinary Research in Education Sciences (IRES) Summer Internship Program for Undergraduates
- University of Wisconsin-Madison Department of Psychology Psychology Research Experience Program (PREP)
- Yale University: Organizational Behavior at Yale
- More Internships
- Internships in Oregon
- Seattle Area Internship
Student Application for a Department of Kinesiology and Educational Psychology and the Learning and Performance Research Center (LPRC)

Undergraduate Research Engagement in KEP Areas (UREKA) Fellowship

2022-2023

The Undergraduate Research Engagement in KEP Areas (UREKA) Fellowship in the Department of Kinesiology and Educational Psychology and the Learning and Performance Research Center (LPRC) is an advanced undergraduate fellowship for junior and senior students that provides opportunities for students interested in research to grow their knowledge and skills through hands-on exposure to a research project. As a UREKA fellow you will be required to work with an assigned research mentor and enroll in a 1-credit independent study each semester.

As a fellow, you will receive $1000 for about 67 hours of paid work. This will be paid over the course of the academic year. This is about the equivalent of 2 hours a week for 15 weeks each semester. These hours are in addition to the 3 hours of work a week that is associated with the 1-credit independent study for approximately 5 hours a week associated with the UREKA Fellowship. You will also be encouraged to attend the LPRC methods workshop free of charge, present your work at the end of the academic year, and participate in UREKA Fellowship activities. The program will cover the 1-credit cost for each fellow.

Below you will find projects that are available to work on for the year with faculty information. If you are interested in working on a project, we strongly encourage you to speak with that faculty member.

If you are interested, please submit the following documents to Brian French (frenchb@wsu.edu).

1. Completed application
2. Two letters of recommendation sent to Brian French (frenchb@wsu.edu) directly by the recommenders.
3. Copy of your unofficial transcripts
4. Your curriculum vita or resume

Name: Click or tap here to enter text.

WSU email: Click or tap here to enter text.

Year classification: Choose an item.

Anticipated degree (e.g., B.S. Biology): Click or tap here to enter text.

Anticipated graduation date: Click or tap here to enter text.
Cumulative WSU GPA: Click or tap here to enter text.

Name and email of letter writers:
   1. Click or tap here to enter text.
   2. Click or tap here to enter text.

Please state the project(s) you are interested in working on:
   1. Click or tap here to enter text.
   2. Click or tap here to enter text.
   3. Click or tap here to enter text.

Describe any personal, professional, or educational experiences or situations that have contributed to your desire to pursue this fellowship (max. 200 words):

Briefly state your career goals and how this fellowship would contribute to these goals (max. 150 words):

List honors, awards, and activities that are directly pertinent to your academic achievements or research (max. 100 words):

Please submit all materials to Brian French (frenchb@wsu.edu).
Cougs Rise is Hiring!

The Office of Academic Engagement is hiring for Cougs Rise.

- Cougs Rise is looking to hire 5 mentors for the 2022-2023 academic year

- The application deadline is **March 25th at 11:59PM**.

- **Click here to apply online** Application requirements include: resume, cover letter, and an unofficial transcript

- **Your cover letter should address interest in the position & answer the following questions:**
  1. What experiences do you have that would make you uniquely qualified to be a Cougs Rise Mentor?
  2. What do you hope to contribute to the Cougs Rise mentor program?
  3. Why do you think it’s important to have mentors?

- If you have questions about the position reach out to Liliana Navarro, lili-ana.navarro@wsu.edu