



SPS 6940

Practicum in Psychoeducational Interventions

85130 001

Fall 2026

Instructor Name

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University Course Description

Course provides practical experiences and implementation of skills discussed and acquired in the intervention courses within settings relevant to school psychology.

Course Requisites

Prerequisite(s):

Corequisite(s):

SPS 6701C

SPS 6700C

Course Format

Weekly meetings via in-person class sessions.

Student Learning Outcomes

By the end of this course, school psychology graduate students will be able to:

- a. Identify the variety of roles fulfilled by the school psychologist within an MTSS framework.
- b. Demonstrate knowledge of various aspects of school organizations and the impact on school psychological services.
- c. Demonstrate an understanding of the roles and functions of school intervention and special education teams.
- d. Integrate skills and knowledge obtained through formal coursework into practice in a school setting under appropriate supervision.
- e. Demonstrate knowledge about a variety of tools for academic and social/emotional/behavioral assessments, including standardized assessment, informal assessment, curriculum-based assessment, interview, and observation.
- f. Demonstrate competencies to work with ethnically, culturally, and linguistically diverse students and families.
- g. Demonstrate skills-based competencies related to consultation to include rapport building, communication, interviewing, data collection and analysis, goal setting, and intervention development and evaluation.
- h. Demonstrate skills in providing consultative services to educational personnel and families.
 - i. Develop a basic understanding of strategies helpful in managing school crises.
 - j. Develop an appreciation for the culture of schools and the types of professional behaviors that facilitate the provision of high-quality services.
- k. Demonstrate the importance of identifying and linking empirically supported interventions to data collection/assessment outcomes.
- l. Demonstrate the importance of designing and monitoring procedures to determine the effectiveness of interventions.
- m. Demonstrate an understanding of regulations that govern general and special education (e.g., IDEIA, NCLB, FERPA and Section 504).
- n. Develop an understanding and use of NASP/APA ethical guidelines, confidentiality issues and mandated reporting.
- o. Exhibit ethical, legal, and professional conduct that is consistent with best practice.

Course Objectives

Objectives (5) for this course include the following:

- Develop an understanding of the school psychologist's role in schools.
- Develop the ability to select and administer appropriate assessment methods for examining student academic and social/emotional/behavioral areas of concern.
- Develop an understanding of school organizations (building-level).
- Develop an understanding for identifying research methods and use evidence-based research to inform practice.

- Develop an understanding of legal and ethical guidelines in school psychology.

For students enrolled in the School Psychology Program, the knowledge base and professional competencies developed through this course address the goals of the School Psychology Program. The course objectives relating directly to desired Professional Competencies and Program Goals are noted in the table below.

COMPETENCIES	PROGRAM GOALS	OBJECTIVES
Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives
Research	Research and Program Evaluation	4a, 4b
Ethical and legal standards	Legal, Ethical, and Professional practice	1a, 1b, 1d, 5a, 5b, 5c
Individual and cultural diversity	Diversity in Development and Learning	1c, 2b, 2d, 3b
Professional values, attitudes, and behaviors	Legal, Ethical, and Professional practice	1d, 2b, 5a, 5b, 5c
Communication and interpersonal skills	Consultation and Collaboration	1d, 2b, 2c, 2d
Assessment	Data-based Decision-Making and Accountability	2a, 4a, 4b
Intervention	Interventions and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; School-wide Practices to Promote Learning; Preventive and Responsive Services	1a, 1b, 1c, 2a, 2c, 3a, 4a, 4b
Consultation and interprofessional/interdisciplinary skills	Consultation and Collaboration; Family- School Collaboration Services	2b, 2c, 2d, 5c

Required Texts and/or Readings and Course Materials

N/A

How to Succeed in this Course

School-based practicum and university supervision are required. Students must attend both their university supervision course and school-based practicum assignment twice a week, and practicum days are scheduled for Tuesdays and Wednesdays. University supervision is provided for all practicum students through a weekly, whole group session (Grand Rounds) on Mondays. During grand rounds, students will discuss their experiences with their assigned school psychologist field supervisor within traditional public-school settings across Hillsborough, Pasco, and Pinellas counties. A student's inability to attend two or more class meetings or practicum days may negatively impact their end of course practicum evaluation and grade.

University supervision is available to individual practicum students as needed and will be proactively scheduled by the professor throughout the semester. For students assigned to Hillsborough County community schools for one day a week, individual, dyad, and whole group supervision for Project USF R.I.S.E. will be provided by licensed psychologist, Dr. Sally Rushing, outside of our whole class meetings. This arrangement will allow us to dedicate Monday's class to discussing your experiences shadowing a traditional school psychologist practitioner. If a student needs guidance beyond what is proactively scheduled by this university supervisor and Dr. Rushing, it will be the student's responsibility to initiate contact with the appropriate supervisor to request a meeting.

Class participation and punctuality are required. It is critical that all students are active participants in class activities and discussions. Due to the collaborative nature of supervision, it is essential that students give their undivided attention to their peers and are willing to engage in discussions regarding their experiences and/or progress on cases.

Communication. If you have an emergency and cannot make it to class or your practicum placement (traditional practicum or community school practicum), you must contact your site and university supervisors as soon as you know of your absence. As your university supervisor, I would like you to notify me via email. Your field supervisor will share the best way to contact them as well.

Also, please be aware of both the USF and school district calendars for holidays, as you are not expected to report to practicum on USF holidays. Students who are unable to attend practicum or supervision should aim to provide 24-hour notice to the university and field supervisor when possible.

Assignments.

Practicum

Logs. Students will complete practicum logs online which will document their service delivery activities and the time that is spent each day in the practicum setting. Students should enter their data each day that they are at practicum. It is helpful to log your activities and hours on the day of practicum because as time passes, it may become more difficult to maintain accuracy. Students will receive access to their logs through a shared folder, and logs for the prior month will be accessible around the 10th of each month (i.e., students will receive their completed September logs on October 10th). I will share an announcement prior to releasing all traditional practicum logs for signature, and Dr. Rushing will do the same for community school logs. Each month's log should be signed by the student (first), the field supervisor (second), and the university supervisor/course instructor (last). DocuSign may be used to easily obtain signatures (in order) from supervisors. Students should become proficient with using DocuSign and save each of their signed logs in a personal file. After all signatures have been obtained, students will upload their logs into Canvas by the date posted on the course schedule. A guide to using DocuSign will be available on Canvas for your review.

Access the Practicum Activity

Log: <https://cloud.usf.edu/coesplog/loghours>

Note: Access to the activity log will be provided at the start of the semester. See the Course Schedule for Monthly due

dates throughout the semester.

Practice with Standardized Assessments. As university supervisor, I encourage second-year practicum students to have a discussion with their traditional practicum site supervisor regarding their administration of academic subtests and/or areas of cognitive processing for elementary, middle, and high school students. For example, students are encouraged to gain experience with administering academic clusters such as broad reading, broad math, and broad writing. Practicum students might also be able to assist their supervisor with administering subtests for areas of cognitive processing, such as short- term or long-term memory. The goal would be for practicum students to engage in these activities with supervision. Ultimately, the school psychologist practicum supervisor would write the report, and may note that the practicum student was involved with administering specific portions of an assessment with supervision. However, it is important to note that if a change in program is likely, field supervisors will consider whether it would be appropriate to involve the practicum student with the case. If allowed, one recommendation would be for practicum students to practice their test administration skills with upcoming re-evaluation cases (e.g., 3-year re-eval). Furthermore, an alternative would be to have practicum students locate volunteer(s) with whom they could practice a full test battery (e.g., Intellectual assessment). In this case, a permission form could be provided to assist with communicating the practicum student's role and to make clear that scores will not be reported (due to the assessment being a practice administration). At the end of the Spring semester, students will turn in an attestation form, noting which assessment tools they have gained experience with.

Overall, it is important that second-year practicum students continue to gain experience across the NASP domains. I encourage students to communicate with their site supervisor in an effort to learn how to support their assigned school, while also honing their problem- solving skills for academic and behavior cases.

Traditional School Psychology Practicum Cases. During the Fall semester, students will have an opportunity to lead a grand rounds discussion. Students will

have 20-25 minutes to present the progress they have made on a case (whether leading or supporting that case), as well as any potential barriers and next steps. Presentation time will include facilitating Q&A, allowing peers and the university supervisor to seek further clarification and/or provide comments. The grand rounds presentation format for cases will be as follows, with some variation depending on what stage of the problem-solving process has been achieved. Students should create a PowerPoint presentation using the talking points below:

- Discussion of the reason for referral including initial teacher concerns.
- Discussion and analysis of background information.
- Discussion of hypotheses.
- Discussion of how the hypotheses were evaluated, whether these hypotheses were confirmed/refuted and why, and share the data (visual representation of the data).
- Identification of interventions to support the area(s) of concern.
- Future directions for the case, what the student learned from the case, and concluding statements.

During grand rounds, it is expected that presenters will maintain confidentiality (e.g., use fictitious names for students, school sites, site supervisors, teachers, etc.). Also, peers who are listening to the presentation are expected to maintain confidentiality when outside of the university supervision setting. Students who are listening should also maintain their full attention and engagement. Please do your best to present information that you have not previously shared with your peers during a related course. The goal of grand rounds is to share new information with peers to enhance the learning process.

**HCPS Community School Practicum.* A subset of enrolled students in this course (10) will be spending their 2nd day of practicum at a community school located with Hillsborough County Public Schools. This experience is being sponsored by the Florida Center for Behavioral Health Workforce (Community-Academic Partnership Grant) and has been uniquely crafted to provide these students with hands-on experience facilitating small groups to enhance their competency and the social skills and emotional wellbeing of youth within a district elementary or middle school. Practicum students assigned to community schools will work within a dyad structure and will be assigned to one community school where a community resource teacher (CRT) will serve as the point of contact. The remaining students enrolled in this course have previously received similar

training and delivered similar services through the TIERS Grant in Pinellas County Schools last year. The goal of offering this opportunity is to create equity in student training experiences prior to their third year (Internship/Advanced Practicum year) in the program.

Dyads will receive weekly supervision outside of our Monday class to support their learning and effective service delivery. Within their role at the assigned community school, students will be responsible for activities such as preparing and delivering Strong Start and/or Strong Kids lessons, managing group behavior, and interacting with parents and school staff. To prepare, community school practicum students will attend the following 3 training dates:

The School Psychologist's Role in Community Schools

Date: Friday, 8.7.26

Time: 8-4

Room/Location: LDT Lab – EDU150

Understanding the Strong Start & Strong Kids Curricula

Date: Tuesday, 8.11.26

Time: 8-4

Room/Location: LDT Lab – EDU150

Behavior Skills Training & Practice with Strong Start & Strong Kids Curricula

Date: Thursday, 8.13.26

Time: 8-4

Room/Location: LDT Lab EDU150

Note: Students will be able to include these training hours on their August community school practicum log.

Discussion Posts. Discussion posts may be scheduled on select dates throughout this course by the university supervisor. If and when scheduled, these entries will be about experiences at practicum, in addition to discussions and/or activities related to the field in general. When these assignments are scheduled, due dates will be established by the university supervisor.

Practicum Reflection Paper. At the end of the Fall semester, students will reflect on the experiences gained at their traditional practicum site using their logs, notes, and mid-year practicum evaluation. Students will use this information to summarize their experiences and categorize them within the 2020 NASP Domains of Practice. Within this paper, students should address at least 3 NASP domains of their choice, where they feel they have accumulated valuable experiences during the current semester. Students will conclude their paper by setting 2-3 goals regarding the types of experiences they'd like to continue and/or new experiences they'd like to gain during the Spring semester.

Note: Please turn in a Word document using double spacing and 12 pt Times New Roman font. This assignment should have a cover page and a reference page with citations.

Related Coursework. Students may be provided with assignments from other courses that relate to their traditional practicum site (e.g., EDF 6166: Consulting Skills for Staff Development).

Civility & Respectful Behavior, Ethical Conduct. To create and preserve a classroom setting that optimizes teaching and learning, all students share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning. Comments or behavior that disrupts the learning process may lead to disciplinary action and/or removal from class. Also, please remain mindful of the following:

- Class starts promptly at 8:00am. Students should be in their seats with materials easily accessible and ready to begin class at this time. Class ends at 8:50am. Students are asked to maintain their attention and engagement throughout class until dismissed.
- Classroom discussions should be civilized and respectful to everyone and relevant to the current topic. Classroom discussion is meant to allow everyone to hear a variety of viewpoints. This can only happen if students maintain respect for each other's differences.
- Any discussion from class that continues on a listserv, class discussion forum, group text forum, etc. should adhere to professional standards for school psychologists in training (including the language used and topics discussed).

- Use person-first and professional language during class discussions, course-related field work, and on all written assignments.

Professional Conduct. The highest levels of ethical and professional conduct are expected of all school psychologists in training. At USF, students are expected to model ethically and professionally appropriate behavior in all contexts, including the University and field settings. The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required: adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, and initiative and dependability.

Electronic Devices. While engaged in learning, students may utilize a laptop device for note-taking and for in-class activities that are permitted by the university supervisor. However, students are not permitted to work on other, unrelated tasks (e.g., completing unrelated assignments for this course or other courses, surfing the web, typing emails, texting or chatting with classmates, uploading documents to Canvas assignments, etc.). Overall, the use of electronic devices for any other purpose during class time, without permission from the university supervisor, is not permitted. Unauthorized use of electronics may negatively impact a student's progress and end-of-course grade.

Technology Supports. Course materials will be made available through Canvas, an online course management system. You can access materials by going to the following website: <http://my.usf.edu>, and providing your USF NetID and password. If you have problems accessing materials through this system, you can call the Academic Computing Office at help@usf.edu or by calling 974-1222.

Grading Scale

Student progress during Practicum (through field-based practicum and university supervision) will be evaluated using the following methods:

- Reported interactions with the practicum student's interactions with students, families, school staff, district staff, and community liaisons while attending practicum

- Observation of the practicum student's interactions with faculty and peers at the university
- Observation of the practicum student's quality of engagement during grand rounds
- Review of the practicum student's written products and/or presentations
- Accrual of (at least) 448 practicum hours at the end of USF's Spring semester
- Completion of the student mid-year and end-of-year practicum self-evaluations.
- Completion of the supervisor mid-year and end-of-year practicum evaluations (including an overall rating of a 3 or higher on the end-of-year evaluation).

Combined feedback from supervisors, faculty, and school staff will be considered. A grade of Satisfactory at the end of the semester will position the student for enrollment in the Advanced Practicum or Internship courses.

Grade Categories and Weights

Students will earn a grade of Satisfactory, Unsatisfactory, or Incomplete at the end of the semester.

Instructor Feedback Policy & Grade Dissemination

Once scores/grades are submitted for assignments, students will be able to access them by reviewing "Grades" in Canvas.

Major Topics and Course Schedule

Date of Class	Weekly Course Agenda	Topics of Discussion
Date	Course Schedule	Topics for Discussion/Assignments Due

Date of Class	Weekly Course Agenda	Topics of Discussion
8-24 Week 1	Overview of Course	Syllabus Review Update on district assignment of traditional practicum placements Class Norms Practicum Logs & Documentation Grand Rounds
8-31 Week 2	Grand Rounds Session	Deadline to Submit Evidence of Student Liability Insurance (including dates of coverage) in Canvas by 11:59pm
9-7 Week 3	Labor Day – No Class	---
9-14 Week 4	Grand Rounds Session	---
9-21 Week 5	Grand Rounds Session	Signed August Logs due in Canvas by 11:59pm
9-28 Week 6	Grand Rounds Session	---
10-5 Week 7	Grand Rounds Session	Student Case Presentations – 2

Date of Class	Weekly Course Agenda	Topics of Discussion
10-12 Week 8	Grand Rounds Session Individual Student Check-Ins this week	Student Case Presentations - 2
10-19 Week 9	Grand Rounds Session	Student Case Presentations - 2 Signed September Logs due in Canvas by 11:59pm
10-26 Week 10	Grand Rounds Session	Student Case Presentations - 2
11-2 Week 11	Grand Rounds Session	Student Case Presentations - 2
11-9 Week 12	Grand Rounds Session	Student Case Presentations - 2
11-16 Week 13	Grand Rounds Session	Student Case Presentations - 2
11-23 Week 14	Grand Rounds Session Individual Student Check-Ins	Student Case Presentations - 2
11-30 Week 15	Grand Rounds Session	Practicum Reflection Paper Due today by 11:59pm.
12-7 Week 16	Last Day of Class Final Exam Week	Mid-Year Evaluations (Supervisor & Self-Eval) due in Canvas by 11:59pm.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

To confirm their presence in the course, students may be asked to complete an introduction activity. Students who do not complete this activity run the risk of being dropped from the course.

Make-ups & Late Work Policy:

There will be no make-up assignments for this course. The acceptance of late work is up to the professor's discretion, and may negatively impact the student's end-of-course grade.

Extra Credit Policy:

Extra credit will not be provided within this graduate course.

Rewrite Policy:

Rewrites will not be offered within this graduate course.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the

student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training

that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)