

**School Psychology Program
Self-Study Report**

Submitted to the

**American Psychological Association
Committee on Accreditation**

May 2006

**Department of Educational Psychology
University of Utah
Salt Lake City, Utah**

Domain A: Program Eligibility

A1. The School Psychology (SP) Program at the University of Utah (U of U) offers doctoral level training. The program has been continuously accredited by APA since 1983.

A2. The program is in the Department of Educational Psychology, a department that is housed in the College of Education (COE) at the U of U, a university that is fully accredited by the Northwest Association of Schools and Colleges.

A3. The SP Program is an integral part of the mission of the department, college and university. The mission of the University of Utah is “to educate the individual and to discover, refine, and disseminate knowledge...create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met.” In this regard, teaching, research, and public service are a highlighted part of its mission.

(See University of Utah Mission Statement, Appendix A)

The College of Education’s mission states that “students are educated in an atmosphere of inquiry and intellectual diversity which impacts educational knowledge, practice, and policy...”

(See College of Education Mission Statement, Appendix A)

The Department of Educational Psychology’s Mission Statement indicates a commitment to the provision of: (1) “knowledge...to translate a range of research validated practices into functional educational services for individuals from early childhood through late adulthood” and (2) “...effective instruction and training of licensed and credentialed students.”

(See Department of Educational Psychology Mission Statement, Appendix A)

The SP Program is represented in the institution’s budget and receives funding to insure an operating budget that supports programmatic goals and objectives. Since there are other programs in the department (e.g., Counseling Psychology and Learning Sciences), the SP Program also utilizes these resources to prepare students for research-based practice. The SP Program enrolls a sufficient number of students to justify the facilities the program uses (e.g., departmental space, college computer resources, the University Psychoeducational Clinic, library facilities, affiliated training sites).

A4. In order to meet program requirements students must complete a minimum of at least three full-time academic years of graduate study including completion of a 2000-hour pre-doctoral internship prior to awarding of the PhD degree. At least two of the three academic years must be on campus, and one year must be full time residence.

A5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. Consistent with the University of Utah’s Mission Statement, the SP Program approaches the issue of diversity in the following way. “Diversity is encouraged and respected”... like the university, the SP Program is “fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual is provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life.” (see Appendix A). As noted in Domain B, the third principle in the SP Program’s philosophy addresses individual and cultural diversity both in terms of building a faculty and student body that represent diversity, as well as providing training that ensures competency in issues of diversity and multiculturalism. This includes, but is not limited to the following areas of diversity: age, ability/disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. In addition, to insure that all students are treated fairly and have recourse should they feel challenged regarding this fundamental right, at the beginning of the program students are referred to the Code of Student Rights and Responsibilities (see *SP Program Handbook*, Appendix B) which includes the Student Bill of Rights, Standards of Academic Performance, and Standards of Behavior that are uniformly applied to all students enrolled at the University of Utah.

The extent to which the SP Program addresses issues of cultural diversity is explained in-depth in terms of the training of professional competencies (see Domain B; Goal 3), as well as with regard to overall program functioning (see Domain D). However, by way of overview of the various procedures we use to enhance diversity, the SP Program is actively involved in the recruitment of students and faculty who are culturally diverse. Although only two specific courses focus on diversity issues (EDPS 7550 and EDPS 7140), others are recommended, including Multicultural Counseling (EDPS 6360). Throughout the practicum training sequence, diversity issues are reinforced and sites are selected to insure that students have opportunities to work with students and families from diverse backgrounds. SP faculty also work to insure that our own diverse group of students and faculty interact with one another in a respectful environment. Although not all diverse groups identify themselves as such (e.g., gender, age and disability), the program faculty work hard to insure representation and fair treatment.

A6. The program has formal written policies and procedures that are made available to prospective (and current) students regarding: admissions and degree requirements, advisement and financial aid, student performance expectations and evaluations, and due process/grievance. Information regarding these and other issues is included in various university publications and the *SP Program Handbook* (Appendix B). Information is updated regularly (e.g., the *Handbook* is updated on an annual basis) so that students are informed about issues such as: Standards for Predoctoral Internships, Field Practicum Policies and Procedures, Preliminary Qualifying Examination Policies and Procedures, Ethical Principles of Psychologists and Code of Conduct (APA, 2000), University of Utah Code of Student Rights and Responsibilities (including grievance policies), University of Utah Graduate Student Handbook (see also <http://www.utah.edu/unicomm/gradhandbook>), and University of Utah General Catalog 2005-06 (included in this mailing).

The *SP Program Handbook* addresses academic admissions and degree requirements, as well as administrative and financial assistance. The *SP Program Handbook* also provided information about advisement, performance evaluation and feedback, and program retention. The university *Code of Student Rights and Responsibilities* (Appendix B) and the enclosed *U of U General Catalog* for further addresses issues of due process and grievance procedures for students, and the SP Program brochure also provides information about the websites that students can access regarding this information (e.g., www.admin.utah.edu/ppmanual/8/8-10.html). Information about sites where students can access information about what to do in cases of discrimination are also in the SP program brochure (including website (www.med.utah.edu/hr/oeo/oeo.html)). Our program policies and procedures are consistent with those of the Department of Educational Psychology, the College of Education, and the University of Utah Graduate School.

Domain B: Program Philosophy, Objectives, and Curriculum Plan

B1. The School Psychology (SP) Program’s philosophy of education and training model is consistent with the mission of the Department of Educational Psychology at the University of Utah, that is, preparing scientists and practitioners.

(a) The model the program implements is one where science is integrated into practice, that is, a Scientist-Practitioner model of training. The SP Program offers a unique niche in the array of professional psychology programs at the University of Utah inasmuch as its methods are different than the existing APA-accredited Counseling Psychology and the APA-accredited Clinical Psychology Programs at the University of Utah. For example, the SP Program has a very strong practitioner training emphasis in child and adolescent psychology that is school and community-based using empirically based interventions (EBI) and state-of-the-art assessment methods. The SP Program provides students with a broad scientific foundation and solid base in EBI’s and a wide array of practicum experiences in the schools and community settings that support the training of practitioners with research skills and EBI knowledge.

The training and education plan for the SP Program is based on the six overarching principles that address substantive issues of professional practice.

1. The first principle focuses on the *methods and science of psychology*, including scholarly inquiry, especially as they relate to the specialty of school psychology. The science of psychology encompasses knowledge about biological, developmental, cognitive/affective, social, and individual aspects of human functioning, as well as history and systems of psychology. Students are exposed to this body of knowledge through a curriculum plan that emphasizes education in various inquiry methods including psychological measurement, quantitative research methodologies, and various techniques of data manipulation, analysis, integration, and interpretation.

2. The second principle concerns *the integration of science with the professional practice of psychology*. We espouse a scientist-practitioner paradigm that is sensitive to education, mental

health, and policy issues. Science and the professional practice of school psychology are conceptualized as interdependent processes where science influences professional practice and, in turn, is influenced by the practice of psychology and the demands from schools, families, and society to meet educational and mental health needs of children. Students receive training in individual and group intervention theory and application; parent training and family interventions, psychoeducational and clinical assessment and diagnosis, consultation, and empirical approaches to evaluating the efficacy of interventions. Students are also given direct experiences in individual applications through structured and supervised activities in our Psychoeducational Clinic and in the various field practica, specialized placements, and independent specialization training (see specialized training information in the *SP Program Handbook*, Appendix B, under Specialty Track Offerings section).

3. The third principle addresses *individual and cultural diversity*. We provide opportunities for students to pursue research, build professional competencies, and develop an inclusive attitude with regard to issues of diversity and multiculturalism. This begins with our ongoing effort to recruit and retain faculty and students who represent diverse backgrounds and experiences. Our program infuses its scientific and professional curriculum with opportunities for students to explore theories and methods related to issues of diversity such as ethnicity, culture, gender, age, language, national origin, race, religion, sexual orientation, gender identity, ability/disability, and socioeconomic status.

4. The fourth principle concerns our program's emphasis on a child's *optimal adaptive functioning and learning*. We espouse an educationally-based developmental model of individual growth and development that focuses on assets and strengths of the child, family, and community. While we recognize that part of the science of psychology involves understanding and skill development in conceptualizing, diagnosing and treating psychological problems and issues, our program also emphasizes normal child development. This principle also identifies with the specialty of school psychology.

5. The fifth principle concerns our program's commitment to preparing students for specialized knowledge and skills that will complement their training as a school psychologist (e.g., autism expertise, neuropsychological assessment). This principle requires that the training program is ***sequential, cumulative, and graded in complexity (B1b)*** in order to ensure that students develop specialized skills in areas of professional interest. This developmental approach to learning begins with graduated and sequential learning tasks, in both our science and professional curriculum, under close supervision that move from a generalist framework towards increasing specialization. In science, students learn fundamental knowledge in inquiry that builds toward competency in a variety of research methods. In the professional component of the curriculum, students receive guided and closely supervised opportunities to learn fundamental principles of assessment, diagnosis, and intervention in the Psychoeducational Clinic which are then applied to more diverse contexts where students have the chance to extend their newly acquired competencies to a broader range of settings and individual needs. Sequential and comprehensive aspects of the curriculum are detailed later in report.

6. The sixth principle concerns training in *professional integrity, ethical behavior and commitment to one's professional role as a scientist-practitioner*. The program curriculum emphasizes that students know and understand the ethical tenets of the profession including acquiring skill in applying those principles in research and in professional practice. Thus, in addition to being broadly educated in the theory, research, and practice of school psychology, students develop competencies in integrating ethical principles in their professional activities. Our training curriculum not only emphasizes professional standards of conduct, but also seeks to cultivate within each student a set of attitudes and values that place high priority on contributing to the profession and serving children, families, and the community.

B2. There are six SP Program goals that begin to operationalize the six overarching principles and lead to a series of concrete and specific training objectives and related competencies. The six goals focus on preparing program graduates to be competent science based professional psychologists with competencies in the specialty of school psychology, and an understanding of the legal, ethical issues of the field. Specifically, the goals are to prepare graduates to:

- (1) Understand and apply various scientific methods and research skills in professional careers, thus demonstrate that scholarly activities are an integral component to their professional activities.
- (2) Integrate scientific principles and knowledge with professional practice in order to address more effectively the needs of children, families, and community.
- (3) Demonstrate sensitivity to issues of diversity and multiculturalism, and capability to address the needs and issues of various under served populations.
- (4) Show commitment to facilitating optimal child functioning and adaptation, and demonstrate assessment and intervention skills to work with children at various developmental stages.
- (5) Develop specialized knowledge and skills that compliment the core identity as a school psychologist in order make significant impact as a professional psychologist or academician.
- (6) Demonstrate accepted standards of ethical and professional conduct, and show a commitment to the professional role of a scientist-practitioner.

From these six goals we have derived 14 student competencies that represent our specific training objectives. These are enumerated as follows:

Training Competencies (related to the 6 Major Goals):

Competency A: Students will be able to apply diverse inquiry strategies to various research questions.

Competency B: Students will be involved in the research process from initial matriculation through successful completion of a substantive dissertation project that is presented subsequently in some fashion to academic colleagues and professional peers.

Competency C: Students will read, understand, and evaluate critically the relevant psychological and educational research literature.

Competency D: Students will practice psychology in a fashion that reflects and is informed by the changing and expanding scientific knowledge base.

Competency E: Students will apply multicultural and diversity theories and research in their assessments and interventions with children and families from diverse backgrounds.

Competency F: Students will successfully complete practicum with children and families representing minority, disadvantaged, or under served groups.

Competency G: Students will be knowledgeable about theories and issues of child development and optimal adaptive functioning.

Competency H: Students will develop specialized skills in assessing and intervening with children at various developmental stages.

Competency I: Students will demonstrate involvement with the specialty of school psychology by participation in relevant professional organizations and conferences.

Competency J: Students will successfully complete courses and research in a special proficiency of their choice (e.g., specialized training offerings or individual area of interest).

Competency K: Graduates will secure employment as academic or professional psychologists who have leadership roles to influence the field (e.g., participate on district-wide TBI teams and serve as consultants at hospitals regarding behavioral interventions).

Competency L: Students and graduates will demonstrate skill in applying ethical principles to professional practice by development of a personal model that is used regularly for analyzing various ethical issues and conflicts.

Competency M: Graduates will achieve school psychology licensure and/or psychology licensure after completion of their doctoral programs.

Competency N: Graduates will remain involved after licensure in professional activities related to their individual interests and goals (e.g., participate in psychological organizations, participate in continuing professional education, and advanced credentialing).

B3. The SP Program implements a coherent curriculum plan that is intended to insure that students can achieve the competencies outlined above. The following section provides a brief outline of program requirements as they appear in the *SP Program Student Handbook*, followed by a description of how the curriculum plan meets the competency objectives and the evaluation plan which we use to assure that objectives are met. In reviewing the brief overview of the curriculum that follows note that all courses are required unless identified specifically as *electives*. The curriculum is divided into the Behavioral Science Core that includes courses that address the **(a) breadth of scientific psychology** and **(b) foundations of practice**; the Professional Practitioner Core that includes courses that address **(c) diagnosis and intervention**; and the Professional School Psychology Core that includes courses that specifically address **(d) diversity issues** and **(e) the reinforcement of attitudes for lifelong learning**. The following is a brief overview of courses that meet various requirements for PhD in School Psychology (see *SP Program Handbook*, Appendix B, for further detail).

Behavioral Science Core:

History and Systems

EDPS 7080, History and Systems of Psychology

Psychometrics

EDPS 7300, Psychometric Theory

Statistics:

EDPS 7010, Quantitative Methods I: Foundations of Inferential Statistics

EDPS 7020, Quantitative Methods II: ANOVA and Multiple Regression

Standards and Ethics

EDPS 7100, Professional Issues and Ethics in School Psychology

Research Methods

EDPS 7400, Advanced Research Design (or) EDPS 7410, Single Subject Research Design

EDPS 7420, Qualitative Research in Psychology (elective)

Biosocial Bases of Behavior

EDPS 7160, Neuropsychological Bases of Behavior (or) PSY 6700, Human Neuropsychology

Social Bases of Behavior:

EDPS 7550, Social Psychology of Human Diversity

PSY 6260, Social Development (elective)

PSY 6410, Advanced Social Psychology (elective)

Cognitive-Affective Bases of Behavior:

EDPS 7510, Cognition, Learning, and Behavior

Individual Differences and Human Development

EDPS 6050, Lifespan Development: Childhood and Adolescence

EDPS 7450, Child and Adolescent Psychopathology

Psychology Practice Core:

EDPS 7130, Cognitive Assessment

EDPS 7140, Multicultural Assessment in the Schools

EDPS 7150, Individual Child/Adolescent Assessment

EDPS 7380, Academic Assessment and Interventions

EDPS 7390, Interventions in the Schools

EDPS 7110, Child/Family Psychotherapy and Counseling Interventions

EDPS 7470, Psychological and Educational Consultation

EDPS 7180, Personality Assessment (elective)

EDPS 7190, Applied Neuropsychological Assessment (elective)

EDPS 7170, Application and Theory of Projective Techniques (elective)

EDPS 6360, Multicultural Counseling (elective)

EDPS 6200, Counseling Theories and Procedures (elective)

EDPS 6210, Counseling Skills (elective)

EDPS 7250, Family Counseling for School-Based Problems (elective)

Professional School Psychology Core:Professional Issues (includes Diversity and Lifelong Learning)

EDPS 7100, Professional Issues and Ethics in School Psychology

EDPS 7960, Research Seminar

EDPS 7830, Seminar in School Psychology: Pediatric Neuropsychology

SPED 6040, Legal and Policy Foundations in Special Education

EDPS 7730, Practicum in School Psychology – Clinic
EDPS 7731, Practicum in School Psychology – Field
EDPS 7910, Internship in School Psychology

Curriculum Plan Based on Competencies

Competency A Curriculum Plan for applying diverse inquiry strategies to relevant SP research questions. During the first year of doctoral study students complete required coursework that forms the foundation of their training in the science of psychology. This includes 8 semester hours of quantitative methods (EDPS 7010; 7020), courses that provide skills in the design and technical methods of quantitative research. First year students are also required to participate in a year long research seminar that: (1) orients them to the science component of our program including introducing them to scientific methods of inquiry, (2) provides information regarding the steps to complete a research project (e.g., primarily through their thesis and/or dissertation projects), (3) provides an introduction to reading and critiquing relevant scientific literature, and (4) introduces them to program faculty and their research interests.

After the first year, students are required to take additional courses that involve training in the fundamentals of psychometric theory (EDPS 7300), philosophy and history of science (EDPS 7080), and advanced research design (EDPS 7400). Students who wish to use single subject design for their dissertation research can substitute a single-subject design course (EDPS 7410) for the advanced research design course. It is noteworthy that one of the primary ways in which students learn about scientific inquiry is by working with faculty engaged in scientific research. It is evident from faculty Vita (see Appendix H) that our core faculty have expertise in quantitative research methods and single subject design. Core faculty model how science influences professional practice by routinely involving students in this activity. Other departmental faculties add to the available breadth of scientific research skills, including expertise in qualitative methods and psychometrics.

Competency B Curriculum Plan for insuring involvement in research throughout program.

Students are required to complete a Ph.D. dissertation following the completion of a master's thesis (or project if entering with a master's degree). This research is under the direction of a committee chair from the Department of Educational Psychology. Our core faculty are all actively involved in research and participate in the year-long research seminar. The framework for a student's research project often begins in the research seminar or in the advanced research design course (EDPS 7400). Students also can choose to participate in informal research groups coordinated by SP faculty around shared areas of research interest. In addition, students are encouraged to present their research at professional meetings and publish their research findings in peer-reviewed journals, thus making the inquiry process an integral part of their professional identity. Before defending their dissertation, students are required to submit their dissertation in a journal manuscript format ready for submission to a professional journal. These manuscripts do not have to be submitted, however, students are strongly encouraged to do so. Students are encouraged throughout their program to participate in various professional meetings. For example, 12

students attended this year's annual conference of NASP, with 4 presenting papers or posters. Five students also participated as co-authors of presentations at APA's annual convention last summer (2005 in Washington, DC).

Competency C Curriculum Plan for reading, understanding, and critically evaluating relevant psychological and educational research literature. During the first year, students are required to attend a year-long research seminar. This seminar serves to introduce students to methods to critique research and the substantive areas of practice. Students are expected to explore seminal research driving the integration of science and professional practice in school psychology. Students are also asked to orally present to the class a critique of a published research article. The seminar is constructed in a way that ensures students' understanding of factors that influence child development and adaptive functioning, including biological, social, cognitive affective and individual differences. Students are also expected to successfully pass core courses in research methodology and design (EDPS 7010/7020/7400 or 7410) and receive support from the faculty on their thesis and/or dissertation committees for their research projects.

Competency D Curriculum Plan for practicing psychology in a fashion that reflects and is informed by the changing and expanding scientific knowledge base. During the first and second years, students are required to take courses designed to teach them about state-of-the-art assessments (EDPS 7130/7140/7150/7380) and child and agency-based interventions (EDPS 7390/7110/7470). Many of the program's courses incorporate a practicum component where students begin to develop fundamental skills in using sound assessments and EBI's in a closely supervised environment (i.e., the Psychoeducational Clinic practica, EDPS 7730). During the third year, students are expected to further integrate practice skills in sites off campus, in particular, the schools (EDPS 7731). There are a number of other ways that students are encouraged to expand their knowledge base, including attendance at state and national conferences (e.g., APA, NASP, UPA, and UASP; including recent all-day workshops by nationally recognized researchers, Drs. Jack Fletcher and Russell Barkley) and attendance/participation at the monthly Department of Educational Psychology's Seminar Series (see Appendix M). Grant and Clinic funds, departmental funds, and faculty development funds, are also used to help support student attendance (and presentations) at meetings.

Competency E Curriculum Plan for preparing graduates who are sensitive to issues of human diversity and multiculturalism, and capable of addressing the educational and psychological needs of diverse populations. The department and SP Program faculty have continued to make efforts to integrate diversity issues in the general curriculum. Although students are required to take courses that specifically address diversity (EDPS 7140, Multicultural Assessment in the Schools; EDPS 7550, Social Psychology of Human Diversity), the intent of the faculty is to have all courses incorporate these issues. Students are also encouraged to take courses that have a multicultural perspective (e.g., EDPS 6360, Multicultural Counseling) and participate in practica that include diverse populations.

Competency F Curriculum Plan for completion of successful practicum experiences with children and families representing several minority, disadvantaged, or under served populations. In the fall semester Professional Issues and Ethics in School Psychology course (EDPS 7100), issues of cultural diversity are presented conceptually as an integrated part of school psychology practice. In the clinic and field practicum that students actively participate in during their second and third years (EDPS 7730 and 7731), emphasis is placed on learning effective ways to interact with diverse populations. The application of these skills is structured into the practicum sequence which is both sequential and graded in complexity. Students are required to complete practica where there are opportunities to work with children from diverse and under represented groups. The SP Program continues to look for field-based practicum sites where students will receive training experiences with diverse groups. A few examples of sites that provide this include the Salt Lake City School District, Midvale Elementary and Middle Schools in the Jordan District, the University Neuropsychiatric Institute, and the Children's Center (see Table 2 for other sites).

Competency G Curriculum Plan to become knowledgeable about theories and issues of child and adolescent development and adaptive functioning. The foundation course to develop this knowledge competency is EDPS 6050, Life Span Development. In this course students learn fundamental principles of development that are important for school psychology practice, along with contemporary theories of child and adolescent development. Students also take a number of courses that involve developmental issues including Child and Adolescent Psychopathology (EDPS 7450), and Cognition, Learning, Behavior (EDPS 7510).

Competency H Curriculum Plan to develop specialized skills in assessing and intervening with children at various developmental stages. Developing specialized skills in assessment intervention begin in the first year of the program, primarily through the assessment sequence (EDPS 7130, 7150, 7140) and clinic practicum (EDPS 7730), and in the second year through the intervention sequence (EDPS 7390, 7380, 7470, 7110) and ongoing clinic practicum. These skills are further acquired in the third year field practicum and later internship (EDPS 7731 and 7910).

Competency I Curriculum Plan to demonstrate involvement with the specialty of school psychology through participation in relevant professional organizations, conferences, and activities. During the initial orientation meeting and in the Professional Issues and Ethics in School Psychology course (EDPS 7100), various professional organizations relevant to the field of School Psychology are highlighted. Students are provided with materials to join professional organizations including APA, Division 16 of APA, NASP, UASP, and UPA. Students are also strongly encouraged to attend the annual conventions of APA and NASP during their graduate education, and present professional papers there. A large number of SP students attend NASP each year, and several others attend APA and other national meetings (e.g., CEC, IMFAR) where they attend sessions and/or present their own research with the core SP faculty.

In 1998, the University of Utah became a member of the student affiliate group (SASP) of Division 16. Since then two of our students have served as representatives and been diligent to keep the group active. Two of our program graduates have also been awarded the Division 16 Distinguished Dissertation Award (and two others have been nominated for the award) and one received the Division 16 Poster of the Year Award. Student involvement in professional activities is strongly encouraged. This includes participating on the board of the state school psychology association (UASP; treasurer, newsletter editors, legislative committee chair, even president), and NASP (e.g., Children's Fund). Some of our students are also involved in state initiatives, including the Utah Behavior Initiative for school-based positive behavior support.

Competency J Curriculum Plan to successfully complete courses and research in a specialized area. With a semester system, there is little flexibility to take elective courses. However, students are encouraged to pursue a specialty by taking additional coursework, working in specialized practica and internship sites, and conducting research in that area. It has been easier to do this with funded grant support, however, students are still encouraged (and reinforced through travel support) for their initiatives to acquire knowledge and develop specialized skills. Students wishing to declare a special proficiency area are asked to discuss this with a SP faculty member overseeing that specialized training and complete an agreed program of study (e.g., autism training or training to work with high incidence behavior problems). The options are described in the *SP Program Handbook* (Appendix B). Not all students wish to pursue formal specialized training since this requires additional coursework and a commitment to additional practicum and research. Students, however, can still receive training in these areas by selecting certain courses and practicum experiences.

Competency K Curriculum Plan to secure employment as academic or professional psychologists at the conclusion of their doctoral studies. Students receive intensive socialization and training to become professional and/or academic psychologists. This begins with the foundation course in school psychology that is required in the first year of doctoral study (EDPS 7100). Students receive specific exposure to professional psychologists from a variety of settings, including directors of programs in the schools and mental health facilities throughout the Salt Lake valley. Students are also exposed to some of these individuals during the Department of Educational Psychology seminars and at the time of their internship (e.g., during the SP Internship class meetings; EDPS 7910). Additionally, students are encouraged to become involved in state and national organizations (e.g., UASP, NASP, APA) and attend professional meetings to meet leaders across the state, region, and country and learn about additional employment opportunities.

Competency L Curriculum Plan is to prepare graduates who apply the highest standard of ethical and professional conduct, and are committed to the continuing development of psychology as a profession and human science. To meet this goal, students are expected to demonstrate knowledge of ethical behavior and demonstrate this during the program (and afterward). Students are exposed the first semester, and throughout the program, to APA's Ethical Principles of Psychologists and Code of Conduct and NASP's Ethical Code.

Students are repeatedly exposed to ethical issues in the assessment and intervention courses, as well as all practicum and internship. Ethics in research is also emphasized through coursework, IRB applications for thesis and/or dissertation projects, and faculty supervision of thesis and/or dissertation research.

Competency M Curriculum Plan to insure that graduates of the SP Program become licensed school psychologists, and/or licensed psychologists. The program coursework, practicum, and internship requirements meet the educational standards component of the psychology licensure requirements in the State of Utah, and are very similar to standards currently in place in most licensing jurisdictions in the United States and Canada. Students receive training in the program with the expectation that they will be licensed in the jurisdiction in which they choose to reside. Successful completion of the program also insure that students meet the Utah State Office of Education (USOE) School Psychology Licensure requirements. Noteworthy in this regard is the fact that the written, multiple choice portion of our Preliminary Qualifying Exam was patterned after the EPPP written exam. In addition, students are encouraged to take the Praxis examination for National Certification in School Psychology (NCSP), and to assist them in accomplishing this, the program now requires that they take the Praxis exam during their internship year.

Competency N Curriculum Plan for students to remain actively involved in leadership. Students are strongly encouraged to participate in psychological organizations, continuing professional education, and/or advanced credentialing activities (e.g., NCSP certification and ABPP board certification) by faculty modeling and providing information during the program about various professional opportunities. Students are also exposed to a variety of psychology professionals in certain courses, and during their practicum and internship classes. The faculty all serve as important models. Two have served as the president of the state psychology association, three have been presidents of the state school psychology association, and one a president of Division 16, etc. Three are licensed psychologists (Drs. Clark, Jenson, and Pompa), and all are licensed school psychologists.

B4. The program requires substantial practicum experiences that insure in-depth knowledge and practice in skill acquisition.

(a) Students are placed in practicum sites that are committed to empirically-supported practice, including state of the art assessments, and close supervision. Practicum training is considered one of the most critical components to the program. In addition to the two-year Psychoeducational Clinic practicum, students are expected to participate in a one-year field placement. Many SP students, however, also participate in a variety of specialized practicum, including the Neurobehavior Clinic, the Autism Clinic, Jordan School District's Interagency Collaborative Training Project, and specialized grant initiatives (e.g., Kennecott's Anti-Bullying Program). Practicum supervisors, like sites, are carefully selected to ensure that students not only receive close supervision, but have considerable opportunity to integrate theory and research in their clinical work. By the time SP students apply for internships (APA, APPIC, or

school-based), they are well prepared. The following section describes the basic components to the core practicum.

The Vertical Team approach. This approach is an integral part of the program's Psychoeducational Clinic training model. The teams help insure that students are given ample opportunity to observe practice before working themselves with clients (e.g., conducting psychological assessments, interviewing children and parents, and implementing interventions). The Vertical Team is also intended to give students the opportunity to learn about, and gain experience in, supervising. The second year students provide ample opportunities for first year students to observe their work and discuss cases, however, clinic faculty provide the necessary supervision and monitor the discussion of all cases in the twice monthly Clinic Practicum meetings. Third year students also get experience supervising and learning about clinic/practice operations when they serve as assistants to the Clinic Director (Dr. Janiece Pompa). All students, including the Assistant Clinic Director, and the clinic faculty are expected to attend the regularly scheduled meetings so that cases and clinic procedures can be discussed.

The Psychoeducational Clinic is described in a brochure found in Appendix B of this report. It is also described in greater detail in Domain C, Program Resources. The Clinic is located on university property adjacent to the campus. The Clinic provides a unique opportunity to train students in a closely supervised environment. The Clinic is equipped with video cameras and a closed circuit system where all activities can be monitored instantly. A Bug-in-the-Ear system is available to provide immediate feedback to students during their sessions. The children and families who are seen at the Clinic are referred by professionals in the community and parents.

Site-based practicum. During the third year, students are required to complete a two semester practica in a site off campus (EDPS 7731). There are a variety of excellent practicum sites where students can gain experience with children and families from diverse backgrounds, and get supervision from psychologists who have extensive educational backgrounds and experiences. Supervisors are licensed school psychologists and/or licensed psychologists. Students complete a minimum of 320 hours of site-based practicum (two 5-hour days each week, for a total of 32 weeks each year). These hours include a minimum of 2 hours of supervision. In addition, students meet for two to three hours on campus for focused discussions of clinical issues. Placement sites that have been used in the past seven years are found in Table 2.

The site-based school psychology practicum (EDPS 7731) was designed to provide advanced training to enhance the student's development of professional skills and competencies, and support preparation for the pre-doctoral internship and subsequent employment at the postdoctoral level. Thus, the practicum occurs after students have successfully passed the Clinic Practicum, and the majority of practicum-related coursework. The site based practicum experience is more advanced than the Clinic Practicum in a number of ways, including: (1) a wider range of training sites in terms of client population and setting. This includes both school and community based experiences. In addition, (2) less intense supervision is provided. All Clinic Practicum activities are videotaped or faculty supervisors sit-in on the sessions (e.g.,

intakes and feedback sessions). Oftentimes, the schools and agencies where field practicum are completed do not have non-intrusive video equipment and monitoring devices. Practicum supervisors, however, are still required to be licensed and are carefully selected by the practicum course instructor (Dr. Elaine Clark). Students can provide input into placement decisions, however, Dr. Clark has to approve the arrangement and make the initial contact with potential field supervisors. Dr. Clark also maintains close contact throughout the practicum to insure adequate progress, and receives all evaluation forms and practicum logs. The field practicum, in conjunction with the two year Clinic practicum, provides an excellent training experience to prepare students for internship placements (including APA-accredited and APPIC-approved sites).

Practicum-related coursework. In addition to the practicum sequence, there are a number of practicum-related courses that need to be completed before or during the training sequence. These courses are primarily didactic but include a practice component that requires supervision and feedback. Depending on the activity/skill being practiced and the degree of experience of the student, practice populations may include clinical as well as non-clinical populations (e.g., friends' children). Courses designated as practicum-related courses include: Cognitive Assessment (EDPS 7130), Individual Child and Adolescent Assessment (EDPS 7150), Multicultural Assessment in the Schools (EDPS 7140), Child/Family Psychotherapy and Counseling (EDPS 7220), Interventions in the Schools (EDPS 7390) and Academic Assessment and Interventions for Students with Learning Difficulties (EDPS 7380).

Domain C: Program Resources

C1. The School Psychology (SP) Program has an identifiable core faculty

- (a) **The SP Program has a designated leader with appropriate credentials and experience.** Elaine Clark, the SP training director, is a licensed psychologist and school psychologist, and has a Ph.D. in School Psychology. Dr. Clark also worked as a school psychologist prior beginning her career at the U of U.
- (b) **All of the faculty function as an integral part of the SP Program.** The training director takes major responsibility for program organization and management, however, other tasks are delegated to core SP faculty. Dr. Pompa, for example directs the SP Program's Psychoeducational Clinic, Dr. Tuesday Heathfield directs the internship, and coordinates new student admissions. Dr. Jenson is in charge of the introductory Research Seminar for new SP doctoral students and is responsible for the SP Program's Preliminary Qualifying Exams. These, and many other tasks, however, are shared by core faculty. Core members meet regularly to discuss student progress and evaluate program components (e.g., curriculum), each member nominates and evaluates adjunct faculty, reviews prospective student application files and makes admission decisions, and each faculty member reviews and helps complete the annual student evaluation forms. In addition, each member participates in the Preliminary Qualifying Exam process by writing and scoring examination questions. There is also an annual SP faculty retreat where important programmatic issues are discussed and future goals and plans set.

Department of Educational Psychology. The SP faculty function as integrated members of Department of Educational Psychology, the department where all members have their primary affiliation. SP core faculty attend monthly faculty meetings (as voting members) where most of the business of the Department is conducted including departmental approval of student admissions to all programs, departmental committees and program governance, new faculty hires or changes in faculty status, and related business germane to optimal departmental functioning. This meeting is conducted by the Department Chair, Dr. Robert Hill. Core faculty also meet with other departmental faculty at an annual departmental retreat at the beginning of each school year where strategic planning for the year and beyond is discussed. This retreat is also attended by the Dean of the College of Education who provides input to the Department about planning and governance issues for the upcoming year and beyond. The SP Training Director (Dr. Clark) also attends the monthly Program Directors meeting where there is an opportunity to interact and discuss policies and issues that are common across all programs at the departmental level. This Program Directors Meeting also provides an ongoing forum where SP Program needs can be presented and addressed by the Department with input from all the of Directors of professional programs in the Department.

School Psychology Program. The governance structure of the SP Program is as follows: The training director who is appointed by the Department Chairperson is responsible for overall program administration and functioning. The Director serves for a 3-year term, which is renewable by the Department Chair with faculty approval. Dr. Elaine Clark, a full Professor who is a licensed psychologist, is in the second year of her fifth term as the School Psychology training director. The program responsibilities of the Director include program governance (e.g., presiding over monthly faculty meetings and the SP Program's annual retreat); recommending program faculty teaching schedules to the Department Chair; doctoral student recruitment, orientation, advisement; as well as the granting of time extensions for advanced students, conducting the Preliminary Qualifying Exam, overseeing the field practicum placements in the community, and overseeing the SP Program's role in the predoctoral internship process (e.g., application, tracking student performance, and dealing with special issues that arise with predoctoral internship sites from time to time). The director also updates program materials including the *SP Program Handbook* and *Preliminary Qualifying Examination Policies and Procedures*, and monitors SP relationships with external agencies such as school districts, social service agencies, mental health clinics, and the Utah State Office of Education (USOE). Core faculty in the SP Program have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives.

Elaine Clark, Ph.D. is a Professor in the Department of Educational Psychology and adjunct Professor in the Departments of Psychology and Psychiatry at the U of U. Dr. Clark has extensive training and background in school, clinical, and neuropsychology. She has a Ph.D. in School Psychology from Michigan State University and a Ph.D. in Clinical Psychology (neuropsychology specialization) from Brigham Young University. Dr. Clark's primary research and teaching interest is in the area of severe low incidence disabilities, including traumatic brain injuries and autism. Dr. Clark serves as a consultant to the University Neuropsychiatric Institute, Primary Children's Medical Center, and the Children's Center. She is also a supervisor at the Department's Psychoeducational Clinic. Dr. Clark is an APA Fellow and Past-President of Division 16, member

of the Society for the Study of School Psychology (SSSP), and serves on the boards of the Utah Association of School Psychologists (UASP) and the Brain Injury Association of Utah (BIAU). She is, in fact, past-president of UASP and Vice President of BIAU. Dr. Clark is also a past board member of the Council of Directors of School Psychology Programs (CDSPP). She has served on the editorial boards of SP journals (e.g., *School Psychology Quarterly (SPQ)* and *School Psychology Review (SPR)*) and has been a reviewer for numerous others (e.g., *Journal of Learning Disabilities*, *Archives of Neuropsychology*, *Applied Neuropsychology*, and *Consulting and Clinical Psychology*). Dr. Clark's typical teaching assignments include a Seminar in Pediatric Neuropsychology, Individual Child and Adolescent Assessment, and Field Practicum.

William R. Jenson, Ph.D. is a Professor in the department and member of the SP Program since 1983 and has held adjunct appointments in the Departments of Special Education and Psychiatry. Dr. Jenson graduated from Utah State University with a Ph.D. in Applied Behavior Analysis and School Psychology. He is a licensed psychologist, past-president of the Utah Psychological Association (UPA), Division 16 APA Fellow, and member of SSSP. Dr. Jenson has a national reputation for his expertise in behavior management, parent/teacher training, and autism spectrum disorders. As seen by his extensive vitae, he has published numerous articles and books, and is a frequent lecturer at state association and school district meetings across the state and country. Dr. Jenson currently teaches Childhood Psychopathology and Interventions in the Schools, and also conducts a year-long Research Seminar for entering doctoral students. Dr. Jenson has served on the editorial boards of the *SPR*, *SPQ*, *Journal of School Psychology*, *Journal of Emotional and Behavior Disorders*, and *School Psychology International*.

Lora Tuesday Heathfield, Ph.D. is a graduate of University of Oregon's School Psychology Program. She began her career at the U of U in 1999, and was recently tenured and promoted to Associate Professor. Dr. Tuesday Heathfield is responsible for the SP Internship and teaches the core internship course. She is also in charge of admissions for the SP Program and serves on the department's Diversity Committee. Dr. Tuesday Heathfield also teaches Life Span Development: Childhood and Adolescence, Academic Assessment and Interventions, and helps supervise students in the Psychoeducational Clinic. She also conducts a research group for students interested in early childhood and reading. Her area of research includes early childhood intervention, assessment, academic and behavioral interventions, and developmental outcomes of exposure of children to environmental toxins. Dr. Tuesday Heathfield is on the editorial board of the *Journal for Evidence Based Practice* and is an ad hoc reviewer for *SPR* and *Developmental Psychology*. She is current the president-elect of UASP and is the current Chair of the Diversity Committee of UPA.

Daniel Olympia, Ph.D. is a graduate of the U of U's School Psychology Program. Prior to joining the SP faculty in 1999, he worked as a school psychologist for 17 years (most recently in the Jordan School District). Dr. Olympia, who was recently tenured and promoted to Associate Professor in the department, is known for his extensive experience in school settings and his efforts and research in academic interventions, whole school positive behavior supports, and interventions with behaviorally disordered/emotionally disturbed children. Dr. Olympia is also an active member of editorial boards, including *SPR* and *SPQ*, and has served on Division 16

committees, including the Committee on Minority Affairs and the Dissertation of the Year Award Committee. He has also been a reviewer for the APA Committee on Accreditation. He currently teaches Cognitive Assessment, Professional Issues and Ethics, and Psychological and Educational Consultation. He also directs the school-based bullying prevention program at Daybreak Elementary School in the Jordan School District, and helps supervise students in the on-campus Psychoeducational Clinic. Dr. Olympia is a past-president of UASP and is their current legislative chair.

Janiece Pompa, Ph.D. is a Clinical Professor in the SP Program, a position she has held for over 10 years. She also has adjunct appointments in the Departments of Psychology and Psychiatry. Dr. Pompa is the Director of the Department's Psychoeducational Clinic and teaches the Clinic Practicum course, Child and Family Counseling, Neuropsychological Basis of Behavior, and Neuropsychological Assessment. Dr. Pompa's specialty is child and family interventions, learning disabilities, and neuropsychological assessment. She is a licensed psychologist and licensed school psychologist, and has a Ph.D. in Child Clinical Psychology from Michigan State University. Dr. Pompa works one day a week as a school psychologist for the Salt Lake City School District and regularly consults with schools and treatment facilities across Utah involved in the assessment of adolescents with conduct disorders and children with disabilities. Dr. Pompa is widely known for her expertise in learning problems and diversity (e.g., bilingual, multicultural, and LGBT). Dr. Pompa is also the President-Elect of UPA, and serves on APA's Minority Task Force, and the advisory board of UASP. She is also past-treasurer of UASP and past-Chair of UPA's Private Practice Committee.

(c) The 4.5 FTE faculty lines are sufficient to carry out the SP Program's academic and professional responsibilities.

(d) All of the faculty were trained in empirically supported methods, and all have training in cognitive behavioral interventions. Drs. Pompa and Clark also received training in psychodynamic therapies, however, their work has primarily been with children and adolescents, therefore, they use more behavioral methods.

(e) The SP faculty are well trained, highly competent researchers and practitioners. As seen in Appendix H, all were trained in graduate programs that prepare either school and/or child clinical psychologists, and have been licensed to practice as psychologists and/or school psychologists. One faculty member's license, however, is in Pennsylvania only. The faculty are also active researchers in their areas of expertise, regularly contribute to the scientific literature, and support the program by their participation in writing extramural and/or internal grants. All of the SP faculty serve as strong role models for students in their learning and socialization into the discipline of psychology and specialty of school psychology. When students are first admitted to the program they are assigned a temporary faculty advisor (or pro-tem advisor) who chairs their supervisory committee for advisement and support. This individual may, or may not, serve as the research chair.

(f) With regard to mentoring in the science aspect of the program, core faculty all have

major responsibilities chairing dissertation committees, master's thesis committees and/or as dissertation or master's thesis committee members. SP faculty also offer research study groups for students who are working on similar research topics. The faculty mentor students to make conference presentations and write professional papers for publication. In addition, faculty help socialize students into the specialty by helping them to get involved in state organizations (e.g., UASP) and support some of students' travel expenses to national conferences.

Mentoring and role modeling are similarly integrated for the practice aspect of the student's training. In this regard, the program offers a three-year practicum sequence that is supervised by all faculty. Dr. Pompa, however, is responsible for clinic, Dr. Clark for field practicum. Dr. Tuesday Heathfield is responsible for the internship.

Note - Although the core SP faculty are responsible for the day-to-day operation of the SP Program, **a number of non-core faculty are integrally involved in the program and make substantial contributions to the breadth and depth of our training.** Many of these faculty teach critical courses and serve as research advisors to SP students. These faculty can be roughly categorized into three groups highlighted below. A brief description is provided and faculty Vita have been included in Appendix I to highlight non-core faculty accomplishments.

Other Department faculty. These faculty are members of two programs within the Department of Educational Psychology that are allied with the SP Program; the Learning Sciences and Counseling and Counseling Psychology programs (see Appendix I for vitae). These faculty frequently serve on SP students' master's and dissertation committees and occasionally chair their committees (note that department policy requires a departmental faculty member sit on every student's supervisory committee). Drs. John Kircher, Daniel Woltz, Michael Gardner, Doug Hacker, and Anne Cook are in the Learning Sciences area, whereas, Drs. Jason Burrows-Sanchez, Takuya Minami, Ted Packard, Carla Reyes, Dory Walker, Sue Morrow, and Christina Rodriguez, are in the Counseling area. These faculty either teach basic courses, supervise research, and/or consult on methodological issues pertaining to student and faculty research. Some of the courses that SP students take from these faculty include: quantitative methods, research design, and specialized learning and counseling courses. The Learning Sciences faculty interact with SP faculty on a near-daily basis and offer high quality advisement in their area of expertise. The faculty are all capable and productive researchers and many of the Counseling and Counseling Psychology faculty are licensed psychologists.

Other University faculty. Several of the required psychological foundation courses are offered by faculty in departments outside the Department of Educational Psychology. This includes the Departments of Psychology, Special Education, and Psychiatry. Courses taught by these other departments include: Biological Bases of Behavior, Social Psychology, and History and Systems (Psychology); Legal and Policy Issues in Special Education, Single Subject Design and Curriculum for Mild-Moderate and Severe Disabilities (Special Education); and Seminar in Autism (Psychiatry). Although there has been a longstanding collaborative relationship with these three departments, some of the courses that these faculty once taught are now offered in the Department of Educational Psychology. Students, however, are encouraged to take these and other

courses from faculty outside our department. The faculty in these other departments also offer special seminars and supervise student research. Drs. William McMahon and Judith Miller, for example, are Psychiatry faculty who are regularly involved in supervising research of SP students and co-author professional papers and presentations with students and faculty in SP. Drs. Rob O'Neil and Leanne Hawken, both faculty in the Special Education Department, have also worked with several SP students by supervising (even chairing) their research, and teach important courses (e.g., functional analysis of behavior and curriculum for students with severe disabilities).

Auxiliary SP faculty. Auxiliary faculty who have appointments in the Department of Educational Psychology come from several agencies in the community including the major school districts along the Wasatch Front, the Children's Center, the University of Utah's Neuropsychiatric Institute, Primary Children's Medical Center, the Carmen B. Pingree School for Children with Autism, and the Utah State Office of Education (USOE). These faculty also contribute through their teaching, supervising, and consulting with the SP Program; assist in practicum and internship experiences; and serve as professional role models (i.e., UASP committee for convention affairs and legislation). Two core courses that are being taught (or co-taught) by auxiliary faculty include: Psychological and Educational Consultation (EDPS 7470) and Multicultural Assessment in the Schools (EDPS 7140). The auxiliary faculty also play significant roles in student practicum, serving as off-campus supervisors. At times some of these faculty serve on the students' doctoral dissertation and master's thesis committees. These faculty contribute greatly to the SP Program by exposing students to more diverse views, cultural backgrounds, and theoretical models. These faculty, like university faculty, serve as excellent role models for practitioner involvement in lifelong learning and professional development, and ongoing scholarship.

We believe that one of the reasons that the SP Program is well respected in the professional community is because of the good will that these professionals create on our behalf. It should also be noted that many of these interrelationships come from the SP Program's close affiliation with several of our state professional associations. It is through this network that many psychologists and educators in the community are connected to the SP Program (e.g., presidents of various psychology and school psychology associations, chairs of various committees and boards of state organizations and activities, including the Utah State Office of Education (USOE) and Utah Behavior Initiative (UBI).

C2. The SP Program has an identifiable body of students at different levels of matriculation.

The SP Program typically enrolls 4 or 5 doctoral students each year. This is considered an appropriate number given the SP Program's resources (i.e., 4.5 faculty to serve as advisors and mentors and funding sources). Admitting this number of students has kept advising levels manageable while at the same time guaranteeing a class size of sufficient number to ensure that students have meaningful peer interactions, support, and socialization. This number also contributes to the department's student credit-hour production. Currently, there are 37 doctoral students in the program and we anticipate 4 of these students will complete their degrees by the end of summer semester (2006) and 4 more students are being admitted for fall semester 2006.

Students are selected with several goals in mind. First, we select students who are clearly

committed to the specialty of school psychology. Second, our selection procedure seeks to ensure that students have the aptitude for scholastic success given the research and scholarship demands of the program. Third, we try to maximize diversity with regard to the personal background, qualities, and interests of students. The SP Program has a long history of admitting students based on a consensus model that is broadly shared across program faculty. The Admissions Committee consists of the core SP faculty. Admissions decisions are decided by majority vote after all viable applicants have been reviewed and screened. Applicants who are considered strong candidates for admission are invited for an in-person interview, however, those who are not able to make this are interviewed by telephone. The SP faculty make every effort to give applicants a thorough and equitable opportunity to be reviewed; as a result, the program has adopted a more liberal review standard that does not utilize predetermined GPA and GRE cutoff scores for the basis of initial screening and elimination. Admissions review materials are in Appendix E.

Our general philosophy of admission is to make selections based on multiple academic and personal criteria. In terms of academic criteria we use past undergraduate and post-bachelor degree grades (including graduate GPA for master's degree students). Among the 24 students admitted since 1999 (see Table 5) the undergraduate GPA has averaged 3.52 (SD = 0.36). Our primary measure of scholastic aptitude is the GRE (Verbal, Quantitative, and Analytical GRE subscale when it is available). Since 1999, student GRE scores have averaged 521 (SD= 82) for Verbal and 558 (SD = 97) for Quantitative subscales. The analytic mean for 1999-2003 was 652, and for 2004-2005 it was 4.3.

In addition to these academic markers, the SP faculty utilize qualitative data from academic and professional references. To evaluate these and other personal characteristics we evaluate the student's: (1) letter of intent, (2) personal vita, and (3) letters of reference (letters addressing the student's general character and experiences in their educational programs and jobs). Although decisions are not based directly on demographic characteristics, the program is sensitive to the need for greater diversity. This includes more diverse students in terms of sex, gender identity, bilingualism, ethnicity, and disability. The program faculty also take into consideration the appropriateness of the applicant's educational and professional interests for training in the SP Program. It is important to note here that our program does not operate within a strict mentor model, thus, student fit with specific faculty interests is not essential in the decision making process. It is fair to say, however, that our consensus-based admissions decision model takes faculty interests into account in as much as we are aware that it is difficult to advise a student if her or his interests are tightly focused in areas where the SP faculty have little or no expertise.

C3. The SP Program has additional resources to accomplish its goals and objectives. The resources of the program and department are utilized effectively to achieve training goals and objectives. It should be noted that the SP faculty work hard to assist students in obtaining financial assistance during the program. The following are ways that these resources are utilized:

(a) Financial support for training and educational activities

Department and University research and teaching assistantships. Entering students in SP are

typically provided support for the first year of their doctoral study, and for the last decade, all first and second year students have been offered support. During the current academic year, 3 students received \$9,000 plus full tuition waiver, one other received \$4,500 plus one semester of tuition waived, and another student received \$13,000 plus full tuition waiver. One doctoral student declined support. All second year students received support as well. This includes one student who received \$10,000 plus tuition waiver to serve as the co-director of the Psychoeducational Clinic, two others who received \$9,500 to \$10,000 (teaching and research assistantships for Drs. Olympia and Cook). Dr. Jason Burrows-Sanchez has provided one of our Latino students with a two-year research assistantship (\$13,000 each year, with full tuition waiver). The department allocated \$9,000 last year to support one SP student. Receiving assistantships or grant funding also qualifies out-of-state students for in-state tuition rates. The level of funding for the stipends is the University required minimal amount for a half-tuition waiver that is provided through the Graduate School (half tuition is roughly equivalent to \$1,430 for resident tuition per academic year and \$2,237 for nonresident tuition per academic year). Historically, one, and sometimes two, advanced SP students are funded through the department's statistics laboratory teaching assistantships (an assistantship that includes half tuition waiver) and another Learning Sciences course, Introductory Educational Psychology.

Externally funded training grants. The SP Program has been successful in securing external funding to support students. Since 1999, Dr. Clark has been successful in securing a special response grant to reduce the shortage of school psychologists from the Utah State Office of Education (USOE). This has amounted to approximately \$267,500 for training purposes (e.g., offering new courses, including Multicultural Assessment in the Schools, Educational Assessment and Interventions for Children with Autism, and Severe/Low Incidence Disabilities). The SP Program has also been very fortunate to secure several U.S. Office of Education Training Grants over the past couple of decades. Both funded and unfunded SP grants are listed below showing the efforts of the SP faculty in securing external funding for students. The total number of SP students receiving financial support for each of the funded projects is listed to the right of each grant.

Since 1999, the SP Program has been able to secure \$1,354,972 from external (federal) sources to fund SP students. These funds have supported 43 students; however, some students also receive funds from multiple sources, including departmental TA's (e.g., 30 students have received this type of funding over the past 7 years). The typical award from externally funded federal grants and projects has been \$12,000 a year per student, whereas the department funds are usually in the amount of \$9,500 a year (both stipend amounts qualify a student for a full tuition waiver from the Graduate School). Outside agencies are also asked to provide support through the University to enable students to receive tuition waivers. Jordan School District has done this, and the Carmen B. Pingree School for Children with Autism plans to do the same next year.

The SP faculty make tremendous efforts to secure funds for students. The department has minimal resources for teaching assistantships, therefore, the majority of funds have to come from other sources. The largest source has been the U.S. Department of Education. Since 1999, two of the core SP faculty have written 10 U.S. DOE grants. Seven were written in the past two years, and the same faculty are planning to submit three more this spring (all to the U.S. DOE). Dr. Jenson has

also written an NIMH grant for research in autism, however, this has not been funded as yet. The two federal grants that have been funded since 1999 include:

Preparing Doctoral Level School Psychologists for Leadership Roles with Students who have Autism and Other Severe Disabilities (August 2000-July 2004, extended for 2 years to address training needs; funding amount: \$794,656).

Training School Psychologists to be Specialists in Performing Behavior Interventions (July 2001- June 2005; funding amount: \$600,000).

Faculty have also written grants specifically to support minority students, this includes Dr. Tuesday Heathfield's application for a grant from the Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT) and Dr. Clark's application to the U.S. Department of Education for a leadership grant.

College and University Fellowships and Scholarships. As seen in Appendix P, there are a number of fellowships that are available to graduate students. Our SP students have been successful in obtaining many of these, including the College of Education ***Steffensen Cannon Fellowship***. This full-time fellowship provides a stipend of \$12,000 plus full tuition waiver for one to two academic years. One of our current students was recently notified that he is a recipient for next year. This fellowship comes from a private donation to the College of Education for the purpose of supporting individuals who desire to pursue a career in teaching (broadly defined to reflect all levels of training from elementary to higher education). The ***Grayson and Seth Jenson Memorial Scholarship*** is an endowed scholarship for \$10,000 and is given exclusively to students in the SP Program who wish to pursue specialty training and intend to conduct research in either a high or low incidence condition. Another scholarship that has funded several SP students is the ***Dee Foundation Scholarship***, a scholarship that has provided \$10,000 a year (plus tuition waiver) to support one SP doctoral student each year. Three of our current SP students are also being funded by the ***Kennecott Daybreak School Fund***. The awards range from \$5,000 to \$10,000 per student and includes one-half to a full tuition waiver. Lastly, students in the SP Program have been funded by smaller fellowships and scholarships that help augment their existing funding. This includes the ***Jones Fellowship*** (\$1,000 at the College level) and the ***Tracy Fellowship*** (\$1,000 at the College level). A list of scholarships and fellowships offered through the College of Education can be found on the COE website (www.ed.utah.edu). The sources that have typically funded SP students, however, are listed below:

Off-Campus Paid Training Experiences. Over the years, the SP faculty have developed strong working relationships with a number of community organizations that provide psychological services to the community. The faculty are also linked to school districts that support student on-site training and university support (i.e., pay monies to the department to ensure stipends and tuition waivers). These sites include: the Jordan School District, Salt Lake Valley Mental Health, Utah State Office of Education, the Carmen B. Pingree School for Children with Autism, the University Neuropsychiatric Institute, and Primary Children's Medical Center, to name a few.

The table below summarizes the number of doctoral students (current and past) who have been funded at least part-time through these mechanisms. Students on predoctoral internship are noted.

Tuition waivers are generally connected to the funding sources except for most community agencies. However, agreements with the Jordan School District and the C.B. Pingree School for Children with Autism have allowed students to receive stipends plus tuition reimbursements. Since some of our students utilize multiple funding sources, this table reflects a larger total number than the number of active students. A category is included that includes students who are not funded but desire funding. It is important to note that this group of students may not be funded for a number of reasons beyond simply lack of available funds. Two students in the current first year class declined funding in the fall due to prior commitments. [Note: the table does not include student loans which are another source of funding for students in the SP Program.]

Funding Sources	Students Funded Current (total 7 years in <i>italics</i>)	
Department of Educational Psychology Assistantships	6	<i>(30)</i>
Externally Funded Training Grants (e.g., USOE, Kennecott Foundation)	4	<i>(43)</i>
University/College/National Fellowships (Jenson, Steffenson)	1	<i>(4)</i>
School Districts (excluding paid internship)	5	<i>(6)</i>
Community Agencies (excluding schools) (e.g., Valley Mental Health- Autism program)	0	<i>(2)</i>
Students on full time paid predoctoral internships	11	<i>(38)</i>
Students who are not funded, but requested funds	0	<i>(1)</i>
Private Foundation Funding (e.g., Dee Foundation)	1	<i>(5)</i>
Other Research Positions at the University (Utah Autism Project)	3	<i>(7)</i>

(b) Clerical and technical support. Clerical support for the SP Program is shared with the Department; that is, there is no clerical support that is devoted exclusively to SP except for partial FTEs funded under SP grants or projects. The Department's clerical staff includes one full time administrative assistant, one full time administrative secretary, and a part-time office staff member for a total of 2.5 FTE (distributed department-wide). The staff are capable of managing computer-based spreadsheets, maintaining SP Program records, distributing stipends to students, processing licensure materials, handling background checks and student questions, space assignments, and class scheduling. The staff function in a well-equipped office with state-of-the-art computer technology. Despite the small staff number, they provide excellent services. This is due primarily to the college's sophisticated computer network system that employs many software applications which directly support faculty and students. Research, teaching, and service functions are all positively impacted through the network service. This resource is funded using college along with departmental support. The department also benefits from a number of computer consultants who have dedicated FTEs to address faculty and staff needs college-wide.

(c) Training materials and equipment. As noted above, all faculty have state-of-the-art computer equipment sufficient to meet current needs. With regard to equipment to address

student needs, the College has a state-of-the-art computer lab, high speed laser printers, scanners, and related equipment for instruction and research. All of these facilities are available free of charge to both faculty and students. The need for specialized software is also met by the College's network which has word processing, spreadsheet, communications software (email, internet access), and data analytic software (e.g., SPSS; HLM; Johnson's Meta-analysis D Stat, etc.). All department core faculty have laptop computers which they use in teaching and research, and several classrooms are equipped with display technology for utilization of presentation software (available through the College computer network). The Department has multiple presentation projectors and LCD plates for high technology presentations in classrooms that are not adequately equipped, and the department has available IDET equipment. The Psychoeducational Clinic, where first and second year students spend much of their time, is also equipped with computers that have internet access, printers and fax machines, and videocameras, as well as state-of-the-art assessment tools and reference materials for their use.

(d) Physical facilities

University, College, and Department Physical Facilities

Physical facilities include: (1) departmental space, (2) the Psychoeducational Clinic, and (3) the library system. These facilities were highlighted at the time of the last site visit as somewhat problematic. Since 1999 some progress has been made in terms of improving the space in the College of Education and moving the Clinic nearer to the department to allow easier access for students and faculty. The library system also has been improved substantially through a major construction project both with regard to physical space and access to research collections.

Departmental space: With regard to Milton Bennion Hall (MBH) where the SP Program is housed, the space is fully occupied and there is no room for expansion. The SP Program has, however, managed to secure some work space for graduate assistants and statistics lab teaching assistants in Room 305 of MBH and in Dr. Cook's research laboratory space. All students, regardless of whether they have assistantships, can use the open space in Room 305, however, most students congregate in the Clinic and work in the department's Seminar Room (322 MBH) when it is unoccupied. Students also have access to computers and the College's network system. This system allows access to the World Wide Web and Internet at no expense to the student once they establish an account.

The Department has space available for several small research laboratories in MBH. Research and student space has been substantially expanded through the addition of the remodeled Research Building. This facility is available to SP faculty who have active funded research and training projects. The Research Building contains computer facilities, clerical space, student office space, training areas, and research laboratory space. All faculty have individual offices in MBH but the size of this office space makes it difficult for filing and data storage. For the most part, faculty use their offices as their primary space for research. There are several potential long-range solutions to space issues, the most appealing of which is the construction of a new wing on MBH and a total remodel of the building. The College Dean has raised this issue with the university and has funds authorized for this purpose.

Psychoeducational Clinic: The Department of Educational Psychology's Psychoeducational Clinic, founded in 1996, is a clinic staffed by SP faculty and advanced SP graduate students (see Appendix O for the Clinic's Annual Report). The Clinic was established to provide closely supervised practicum experiences for first year students. It has been expanded to include first and second year students. The Clinic is cited by students and faculty as one of the most critical resources for the program. It not only prepares students for off-campus field practicum in their third year, it serves for student socialization and supervision experiences, as well as greater student-faculty interaction. There is also a student assistant director at the Clinic who assists the director (Dr. Pompa) and gain skills in clinic operations and supervision. While in the Clinic, students are given opportunities to learn about, and practice, basic assessment and intervention skills. They are provided close supervision from a variety of faculty supervisors. The clinic has also served as a mechanism to offer special instructional seminars, including Dr. Tuesday Heathfield's summer course on Group Interventions. Dr. Pompa is the Clinic Director, and the rest of the SP faculty assist with supervision. The Clinic is located in an annex building close to MBH. The building in which the Clinic is housed has several other offices (e.g., research space for Learning Sciences and the Department of Special Education). The physical facilities are adequate and offer ample parking spaces. The Psychoeducational Clinic has a waiting room and 4 separate offices (one a large work space for students, and three offices for assessment and therapy). The offices have been wired for videocam viewing (i.e., via a separate playback machine) and make use of a Bug-in-the-Ear method to provide immediate feedback and supervision to students working with children and families. Portable videocameras in the department are also available for use.

The Clinic has a comprehensive test library as well as a number of reference books and materials (e.g., available forms for use by students). The Clinic materials are also available for use in practicum-related courses (e.g., EDPS 7130, Cognitive Assessment; EDPS 7150, Individual Child and Adolescent Assessment; EDPS 7140, Multicultural Assessment in the Schools, EDPS 7380, Academic Assessment and Interventions), and the practicum sequence (EDPS 7730/7731).

Library system: The University has three libraries. The main lower campus library is the Marriott Library. Two other professional libraries available to students include the Spencer Eccles Medical Library and the S. J. Quinney University of Utah Law Library. Marriott Library is an Association of Research Library, UNESCO Depository Library, Congressional Depository Library with nearly 3 million volumes, 25,444 journals (print and electronic), and the library website contains over 4000 HTML documents with an average of 5,500 users per day. The library has a UNIS online catalog and numerous CD-ROM databases. The Marriott library has is an On Line Computer Library Center which allows for reciprocal borrowing privileges from other member libraries. The Marriott Library is currently in a 3 year, 71 million dollar building and expansion and upgrade program that will include a construction of a state of the art Information Commons, a center to create multimedia digital content, expansion of library space, and installation of several electronic/computer library facilities. Currently, the library has three PC computer labs, 4 Mac labs, and research/office space (on request) for students/faculty.

The Spencer Eccles Medical Library is also frequently used by SP students for research and class

purposes. This library has extensive holdings of volumes and journals and offers expert consultation and computer access (e.g., MEDLINE).

(e) Student support services. Student supports are provided in a number of ways. First, departmental secretaries and staff are available to assist students. This includes completing the paper work to ensure students receive their stipends and tuition waivers, are given checks for travel reimbursement, process their background checks and licensing requests, arrange for student office space, and assist with class scheduling (including working out schedule conflicts). In addition, the U of U has a Counseling Center, a Women's Resource Center, a Center for Students with Disabilities, a Center for Ethnic Student Affairs, a Lesbian, Gay, Bisexual, and Transgender Campus Resource Center, and various other offices that provide students with support. Students also receive considerable support through our own Psychoeducational Clinic both in terms of access to training materials and equipment, and space.

(f) Access to/control over practicum training sites appropriate to program goals. A major strength of the SP Program is the field practicum and internship sites. These sites include school district placements (Jordan, Salt Lake City, Davis, Granite, Weber, Tooele), mental health agencies (Valley Mental Health, UNI), medical facilities (PCMC and Neurobehavior Clinic), research centers (U of U Autism Clinic), and community mental health agencies offering educational services and other types of specialized training experiences (e.g., C.B. Pingree School for Children with Autism). All practicum arrangements are arranged by the Practicum Director, Dr. Clark. Internship placements are coordinated by Dr. Tuesday Heathfield. The agencies listed below are a sampling of placements for practicum and internships off campus for our SP students.

Carmen B. Pingree School for Children with Autism. The Pingree School was founded in 1979 and directed by Dr. Jenson for 10 years before he came to the University, and Mrs. Carmen B. Pingree, a parent with an autistic child. Both Dr. Jenson and Mrs. Pingree spearheaded a movement in the late 70's to establish the school and secure funding for children with autism. In 1998, the school received a 10 million dollar donation/endowment for a capital building program resulting in an award winning school which is located on the edge of the university campus. The school program provides behavior analytic treatment (discrete trial training) to over 100 children with autism from preschool through the elementary grades. The school offers SP students a unique training experience in working with children with have autism spectrum disorders (and their families). Services provided include a 25 hour a week intensive ABA program, parent training, in-home services, and diagnostic/assessment services. The Director of the Pingree School is Dr. Pete Nicholas.

Children's Behavior Therapy Unit (CBTU/ACES Program). CBTU is a day treatment/education program currently operated in the C.B. Pingree School for Children with Autism. The CBTU/ACES Program is operated under the auspices of Valley Mental Health, a community mental health agency. CBTU serves children 2 to 18 with behavior disorders and emotional disturbance. The program uses research-based behavioral interventions to affect behavioral change in these difficult children. CBTU is well-known throughout the Salt Lake area as a

valuable educational resource. Research and parent training are also major components of the CBTU program.

The Children's Center. The Children's Center, founded in 1962, was the first day treatment program for severely emotionally disturbed preschoolers in Utah. Its director, Dr. Douglas Goldsmith, is a graduate of the SP Program. The Children's Center is APPIC-approved and has an excellent reputation in providing empirically-based interventions to young children and their families. Many of our current, and former, SP students have received training via practicum experiences and educational workshops and seminars. One of our current students will be interning there next year. Dr. Goldsmith and the staff at the Children's Center are also committed to helping fund our students and are negotiating contracts to involve SP students in early childhood assessments and interventions.

University Neurobehavior Clinic and Primary Children's Medical Center (PCMC). The Neurobehavior Clinic, in conjunction with PCMC, developed a treatment and research center to assist individuals with developmental disabilities who have co-morbid psychiatric disorders. Over the years, the Clinic has become more independent from PCMC, and today resides in Research Park on the campus of the U of U. Dr. Katrina Rayls, a neuropsychologist, and Dr. Scott Stiefel have been primarily responsible for supervising students at that site.

PCMC is the largest children's hospital in the Intermountain West and is located on the grounds of the University of Utah. This placement is APA-accredited and affords students the opportunity to work with children and adolescents who have both medical and psychiatric conditions. The hospital has inpatient and outpatient programs where hundreds of children are seen each year (e.g., children with ADHD, affective disorders, anxiety, psychosis, and severe behavior disorders). Although PCMC is currently negotiating to provide practicum training, aside from the Neurobehavior Clinic, the only students we have at the hospital are on internship conducting assessments, providing individual and family counseling, parent training, and consultation. Two of our SP students are completing their internship there this year, and another will start fall.

University Neuropsychiatric Institute (UNI). UNI is an APA-accredited site that provides inpatient and outpatient treatment for children and adolescents with serious psychiatric and behavior problems. The staff at the hospital provide excellent supervision and the population seen is unmatched in the Salt Lake valley for diversity and severity. Family programs, including family education and parent training, are offered and SP students placed there for practicum and internship are involved in a variety of treatment modalities. Since UNI is the primary Medicaid provider in the Salt Lake valley, the patient population is often individuals from low income (and diverse cultural) backgrounds. UNI is also a site for training for medical residents and other graduate students in mental health and education; therefore, the site provides invaluable experience in collaborative problem solving for our students. One of our current students is completing an internship at UNI this year. The current Chief Psychologist at UNI, Dr. James Kahn, is a SP Program graduate.

University of Utah Autism Project. This program is an NIH funded Autism Center Project directed by Dr. William McMahon, psychiatrist and geneticist. The mission of the project is research into the causes and treatment of autistic spectrum disorders. The clinical services offered include state of the art diagnostic assessments, parent training, and social skills training programs. Several SP students have been in place in this project and have conducted their master's and doctoral research projects there. Four of our current SP students have been involved in research and training at the site and two are attending this year's autism research conference in Montreal (funds being provided in part by the Department of Educational Psychology).

School district placements. School districts throughout the valley provide an excellent resource for students doing practica and internship. The largest districts, Jordan, Granite, Davis, and Salt Lake City, provide the greatest number of training sites for practicum and internship. Other smaller districts, however, have been providing supervised training, this includes Weber and Tooele (and Park City for internships). The SP faculty have excellent relationships with these districts, and all are committed to providing comprehensive training experience and exposure to diverse populations of children (e.g., children from diverse ethnic backgrounds and under represented groups, children with various disabilities). The directors of SP in each of the districts understand the importance of close supervision, therefore, guarantee that students in practicum and on internship receive close supervision from licensed school psychologists and/or licensed psychologists (the latter having a minimum of two years post-licensure experience for intern supervision).

It should be noted that the Jordan School District also provides two unique practicum opportunities, besides the regular field based experiences in the third year of the program. One additional practicum is at the Daybreak Elementary School. This practicum is funded and under the direction of Dr. Olympia, a SP faculty member; however, there is also an on-site school psychologist who is readily accessible to all students at this site. Three students participated this year, and two more will participate next year. Another is the Jordan School District Interagency Collaborative Training Project. This project is funded and offers first year students an opportunity to become oriented to the schools. Licensed school psychologists supervise the students on-site, and Dr. Clark monitors student progress and the adequacy of training. Three students participated this year and another three will be assigned next year.

University Psychoeducational Clinic. The Clinic, described in the previous section, is a major resource for training SP students in a closely supervised setting using "vertical teams." With the vertical team concept, first year students are immediately involved with clinic cases. These students are required to observe second year students conducting interviews and assessments, and are with families to implement interventions in the clinic as well as in the schools. The vertical teams allow students immediate exposure to clinic cases with a gradual incrementing of responsibility and direct service delivery as the student gains more clinical and supervisory skills across the years. It also allows a direct connection with academic courses which parallel actual clinic experience (e.g., child and family therapy cases, assessments from the core assessment courses). The practicum sequence requires a minimum of 400 hours of direct supervised experience. The practicum experience has been designed to link with course work and provide an

opportunity for students to apply theoretical and practical knowledge in a closely supervised environment. Dr. Pompa is the Clinic Director.

Training experiences at the Clinic include: individual comprehensive assessments; home and school consultation; individual, family, and school interventions; and social skills training, to name a few. Second year students are primarily responsible for direct services at the Clinic, and SP faculty are responsible for supervision. A third year student typically works as the Assistant Clinic Director, giving this student additional experience in supervision. All second year students, however, gain experience supervising first year students. Supervision knowledge is provided in the Consultation course during the second year (EDPS 7470) where readings are required and lectures on the topic are provided. First and second year students are required to attend all regularly scheduled clinic meetings (every other week) and faculty supervisors make a concerted effort to attend.

School Psychology Resources to Assist in Predoctoral Internship Placements: The SP Program curriculum is designed to ensure that students will have the basic competencies and skills for entry into the field. Although the three years of practicum allow students to apply knowledge and integrate theory into practice, it is the internship year that helps the faculty ensure that students are capable of practicing with minimal supervision, and are able to apply empirically-based interventions and state-of-the-art assessments. Students are strongly encouraged to apply for APA or APPIC internships, however, with relatively few APA or APPIC sites offering training for school psychology students, most of our students complete 2000 hour internships in school districts. The districts that are allowed to participate in internship training, however, are those that have licensed psychologists (and licensed school psychologists) to provide the supervision. The SP faculty member responsible for internship placements, Dr. Tuesday Heathfield, approves each site that is not APA-accredited (or APPIC-approved) and maintains regular contact with supervisors during the internship year. All SP doctoral students are required to complete a 2000 hour internship; however, some students elect to do a part-time internship (1000 hours) over a period of two consecutive years. Doctoral students entering without a master's degree are required to complete all master's degree requirements before beginning the internship, including the master's thesis. For SP students who elect to do an APA-accredited (or APPIC-approved) internship, they must also complete a 600-hour internship in the schools. These sites must also be approved by Dr. Tuesday Heathfield, and must have licensed psychologists provide two face-to-face hours of supervision each week.

A number of resources are available to SP students to assist them in planning for, selecting, and securing predoctoral internship sites. First, the SP Program maintains a comprehensive resource file of active internship sites that is managed by the SP faculty member responsible for internship. The resource file is updated continually with material mailed to the training director. The file also incorporates material that is provided voluntarily by students who have applied for internships the previous year. The training director (Dr. Clark) and the internship director (Dr. Tuesday Heathfield) also provide advisement to students who are applying for internships and personal contact is often made with internship site training directors to ensure their appropriateness and willingness to consider SP students. Dr. Tuesday Heathfield also holds a

workshop meeting 3 or 4 months before the APPIC deadline to assist students to complete applications. Several SP students have received internships in APA and APPIC sites since the last site visit. This year two SP students are interning at PCMC, and one is at UNI (both APA-accredited sites). Next year, one student will be interning at PCMC, the one other will be at the Children's Center, and all others have been accepted for school-based internship sites where they will be supervised by licensed psychologists (and licensed school psychologists).

Domain D: Cultural and Individual Differences and Diversity

The School Psychology (SP) Program places a high value on individual and cultural diversity. Our commitment includes: (1) recruiting and retaining a core group of faculty and students who represent individual and cultural diversity, (2) building a core curriculum that incorporates diversity as part of the knowledge and skill base of school psychology, and (3) developing an overall climate that not only fosters respect for and openness to diversity, but encourages an active interest in pursuing diversity in scholarly exploration and professional practice. Each of these content areas is summarized below.

D1a. The SP Program has made a systematic effort to recruit and retain faculty and student who represent individual and cultural diversity. Historically, the SP Program has been actively involved in recruiting faculty who represent cultural diversity. The core faculty include three female faculty, one of whom is Latina and bilingual, who maintains ties to the community through serving as a school psychologist in a predominantly elementary Latino school. We have been successful in hiring faculty who both represent and are sensitive to cultural, linguistic and gender diversity within the SP Program while addressing ongoing issues of scholarship and research which are an integral part of our science-based program. Additionally, the faculty of the Department of Educational Psychology as a whole also represent a diverse group, including 45% female and 28% representing racial/ethnic minority groups. Of the four most recent tenure-track faculty hires within the Department, three represent racial/ethnic minority groups. To date, the SP Program and the department have been successful in not only recruiting this group of individually and ethnically diverse faculty, but retaining them as well, since 75% of the core departmental faculty are currently tenured at the rank of Associate and Full Professor.

With regard to students, 24 (65%) of our 37 matriculated SP students are female, and 5 (14%) are from racial/ethnic minority groups and international populations. Two (5%) are Latino/a; two (5%) are Asian; and one (3%) is Indian. Although this represents less racial/ethnic diversity in the student population than existed at the time of the last site visit in 1999, the current proportion of racial/ethnic diversity in the student population represents a high degree of diversity for Utah, which historically has been relatively homogeneous demographically.

At the time of the last site visit a formal and systematic minority recruitment plan was in place to attract students from diverse backgrounds, which helped us to be highly successful in attracting a

diverse population of students. One of our primary sources for recruiting students from ethnic minority groups into the SP Program was Christopher Villa, who was Assistant Dean for Minority Recruitment in the Graduate School. As a part of his job, Dr. Villa made recruitment visits to campuses with higher percentages of minority undergraduate students than the University of Utah, encouraging students to consider our SP Program. When Dr. Villa left this position in 2000, a replacement was hired (Maxine Proctor), however, this person left after one year. The position has remained vacant since that time.

Several faculty in the Department of Educational Psychology, including Dr. Tuesday Heathfield, have lobbied for this position to be refilled in order to enhance our recruitment efforts. Fortunately, this position is currently being advertised and the Graduate School intends for the position to be filled at the start of the 2006 academic year. In the interim, we continue to implement a minority recruitment plan (initially drafted in the early 1990's, and revised since the 1999 site visit (see a copy in Appendix N). As a significant part of this plan, we have maintained relationships with agencies and individuals on campus who are associated with the recruitment of students from ethnic minority groups. We maintain an ongoing connection with Dr. Karen Dace, Associate Vice President of Diversity. Dr. Tuesday Heathfield meets with Dr. Dace on a regular basis to discuss ideas for enhancing recruitment efforts within the SP Program. Representatives from the SP Program also regularly attend an annual undergraduate Psychology student career fair held through the Psychology Department to provide prospective undergraduate students with information about graduate opportunities in the SP Program. We also maintain an ongoing relationship with Dr. Paul White, faculty member in the Psychology Department, who coordinates the Summer Research Opportunities Program (SROP), which has the potential to further increase our minority applicant pool.

The SROP program brings upper-division undergraduate ethnic minority students to campus each summer for an intensive 8- to 10-week program of research and mentoring. These students work 30 hours per week with individual faculty mentors as well as participate in GRE preparation classes and attend seminars related to applying to graduate programs and exploring issues in professional psychology. Faculty members from the SP Program have actively participated in SROP by mentoring individual students. Although we have not seen as much application activity as we were hoping from the SROP program, we still consider it to be an important recruitment tool in terms of the potential to recruit a diverse population of students. The faculty are committed to continuing participation in the SROP program.

One of the factors that is believed to inhibit potential student applicants from considering the SP Program at the U of U is the perception that Utah does not represent a diverse population, despite the fact that the proportion of the population from racial/ethnic minority groups is growing. To counter this misperception and to increase recruitment of racial/ethnic minority students, the SP faculty developed an informational flier (see Appendix N) describing our program and the diverse opportunities provided through our program. This flier is regularly distributed to undergraduate programs that are likely to have high proportions of ethnic minority students in order to increase awareness of our SP Program and encourage application. This flier has been distributed on an annual basis to chairpersons of psychology departments and special education

departments at 4-year colleges that have a high proportion of underrepresented students including institutions predominantly serving Latinos, tribal colleges and universities, and historically Black colleges and universities through lists maintained by the Minority Research and Education Programs (see Appendix N). These fliers have also been distributed annually to directors of school psychology programs that do not offer a doctoral degree. Additionally, faculty regularly distribute these fliers at national conferences they attend, including APA's National Multicultural Conference and Summit.

In an effort to further enhance recruitment of racially and ethnically diverse students, SP faculty teamed with faculty from the Counseling Psychology program to submit a grant proposal to APA's Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT). This was conducted as a joint activity of the Diversity Committee within the Department of Educational Psychology and the Diversity Committee of the Utah Psychological Association (of which Dr. Tuesday Heathfield is currently a member of both). The CEMRRAT proposal seeks funding for a doctoral student, matched with funding from the Department of Educational Psychology and the University of Utah in the form of a tuition waiver, for the purpose of devoting increased efforts toward recruitment and retention of ethnic minority students. Specifically, the goals of this Graduate Assistant position would be to: (1) update and maintain program recruitment materials for prospective students of color; (2) expand the Department's website to include information especially relevant to prospective and current students of color; (3) develop and maintain a relationship with the newly hired Assistant Dean for Minority Recruitment in the Graduate School (in consultation with a faculty advisor) in order to facilitate ongoing communication with university administration regarding the importance of and increasing efforts toward recruiting students of color into graduate programs; and (4) develop a data collection system to record the outcomes of these additional recruitment efforts; in part, these data will be used to advocate to our College and Graduate School for the continued funding of this position in our department.

The SP Program admissions process focuses on aspects of diversity in the selection criteria. We use a multiple-criteria admissions policy designed not only to admit the highest quality students with regard to scholarship, but to select students who can increase our program's cultural and individual diversity. This is aided by the fact that our selection criteria are not driven by a strict mentor system. Although individual faculty research and scholarship interests are considered in the selection of students, priority is also given to selecting students who are diverse with regard to characteristics and attitudes that would contribute to a stimulating and supportive group for student cohort interaction. Our selection criteria is also flexible in terms of GRE cut-offs. Although GRE scores are considered important, we have found that these scores often under-predict success of students in our doctoral program. In addition to GRE scores, we also look for other important predictors of scholastic success, including a student's academic record; diversity of past experiences and accomplishments; potential to make a unique contribution in serving underrepresented populations in the field of SP; and commitment to child and family issues. We have been successful in recent years in recruiting and admitting several new students who are bilingual in Spanish, who are currently involved in research and clinical service that utilize their linguistic and individual skills.

When students from diverse backgrounds apply to the SP Program, the admissions coordinator assigns current students of similar ethnic group, or with similar concerns, to contact the prospective student and familiarize him or her with the program and cultural environment. Current students, especially those from similarly diverse backgrounds, are often in a better position than faculty to answer many of the questions prospective students have about the program and the local community and culture. After admission offers are made, current students maintain contact with the applicant to ensure that any concerns he or she may have are addressed. Once admitted, all first-year students are assigned a student mentor to help guide them through the system and orient them to the community.

Over the past 7 years, recruitment efforts by the SP Program have been successful in attracting qualified ethnic minority applicants and a majority of these applicants have been offered admission to our program. For example, over the last 5 years, 12 ethnic minority students have been offered admission to the SP doctoral program. Ethnic minority graduate student applicants are few in number on a national basis, however, and are in high demand by many graduate programs. These students often receive multiple admissions offers and unfortunately many of these ethnic minority applicants declined our admissions offer and opted to attend a different program. Several of these applicants have indicated that the programs they chose to attend offered full funding for the duration of their graduate education. The Program is now focusing efforts on improvements to this aspect of the recruitment process, evidenced by the faculty's multiple grant submissions, including the recent CEMRRAT proposal and leadership grants written to the U.S. Department of Education.

D1b. The SP Program ensures a supportive learning environment. The SP Program coordinates with the Department's Diversity Committee to highlight diversity issues through faculty development activities, public presentations, and student town hall meetings. Notably, every year, at least one SP faculty has served on the Diversity Committee as a member or chair. We have held town hall meetings to discuss topics relating to diversity, air specific concerns of minority students about the Department or different programs, and maintain communication between faculty, minority and majority students. The Town Meetings have been used as a forum for all students in the program to feel that their "diverse" needs are being addressed.

The SP Program and Department faculty also work with other agencies on campus (e.g., Office of Vice President of Diversity), in the community (e.g., University Neighborhood Partnership), and in the profession (e.g., UASP, UPA) to ensure that students and faculty are aware of opportunities to participate in diversity-related seminars and public forums. Dr. Karen Dace has met with Department faculty on multiple occasions regarding enhancing diversity initiatives. Dr. Tuesday Heathfield has been involved with the University Neighborhood Partnership (UNP) since its inception in 2002. The UNP was designed to strengthen university relationships with local communities and schools, particularly the children and families of the West Side community of Salt Lake City, who are predominately low income and ethnic minorities. SP faculty members who serve or have served on the board of the UASP (Drs.

Clark, Olympia, Pompa, and Tuesday Heathfield) have actively worked to make diversity issues a focus of past UASP conferences. For example, the fall conference in 2002 was devoted entirely to issues of diversity (*Broadening Cultural Competence for Meeting Diverse Student Needs*). SP faculty have also actively supported students by attending special minority events on campus that recognize the Latino community and its importance to the culture of the university and the state (e.g., University of Utah Chicano Scholarship Banquet).

It should be noted that SP faculty have been proactive in being part of initiatives that have championed diversity issues. Dr. Pompa has been a member of the Ethnic Diversity Committee of Division 40. She and Dr. Alicia Hoerner, a Latina adjunct faculty member in the School Psychology Program, have been past recipients of the UASP Excellence in Diversity award. In addition, Dr. Pompa has been the past president of the UPA Diversity Committee, while Dr. Tuesday Heathfield is the current president. Another Latina adjunct faculty member, Dr. Fulvia Franco, is active in working with the NASP Minority Scholarship Fund and currently teaches the course in Psychological and Educational Consultation (EDPS 7470).

The SP faculty has historically supported student research in multicultural areas. For example, Dr. Tuesday Heathfield chaired a dissertation research on early literacy skills of Spanish-speaking preschool children by a current adjunct faculty member, Dr. Alicia Hoerner. Dr. Olympia is currently chairing Stephen Prasad's dissertation research on factors predicting academic success in English language learners, Dr. Pompa is serving on the committee of students studying language brokering by Latina females and eating disorders in Kenyan women, among others, and other SP faculty have either chaired or served on students committees studying diversity topics (e.g., Dr. Clark chairing a counseling psychology student's dissertation on GLBT issues, Dr. Tuesday Heathfield is serving on a dissertation committee examining home-school relations with Latino immigrant families), and have contributed to the professional and ethnic identity development of students from diverse backgrounds by providing direct guidance of research and career choices, and mentoring students in APA, UPA, NASP, UASP, and other professional activities. For example, Dr. Pompa recently mentored Karen Cone-Uemura, an Asian student in the Educational Psychology Department, as a diversity delegate to the 2006 APA State Leadership Conference.

Through charging low fees on a sliding scale for psychological assessments, psychotherapy, and behavioral interventions through the Psychoeducational Clinic, the SP Program has provided more opportunities for students to serve an increasingly diverse population of clients. In addition, our students are placed in field practica in local districts with high populations of children from diverse ethnic backgrounds, including multilingual populations and refugees from many regions, including Bosnia, Russia, and Africa. Because Dr. Pompa works as a bilingual psychologist in the Salt Lake City School District, she has been able to provide direct supervision to selected students in the district. Internship placements at sites providing students with exposure to diverse populations, such as the Salt Lake City School District, are strongly encouraged. Many students have also obtained out-of-state school district internships and APA-accredited internships in urban settings with high populations of children and families from ethnically/racially diverse

backgrounds, such as the Children’s Hospital in Seattle, Kennedy Krieger Institute in Baltimore, Melrose Public Schools in Boston, and Julapa School District in Los Angeles, among others.

D1c. The SP Program avoids any actions that would restrict program access on grounds irrelevant to training, including religion, age, color, race, ethnicity, national origin, gender, language, sexual orientation, gender identity, ability/disability, and socioeconomic status.

D2. The SP Program has a thoughtful and coherent plan to provide students with relevant knowledge and experiences regarding diversity. The SP Program makes a concerted effort to integrate diversity issues across the SP Program’s core curriculum, as highlighted in Domain B. Our scientific and professional curriculum is infused with opportunities for students to explore theories and methods related to issues of diversity that include but are not limited to age, color, ethnicity, gender, language, national origin, race, religion, sexual orientation, gender identity, ability/disability, and socioeconomic status. Two courses primarily devoted to issues of diversity, Social Psychology of Human Diversity and Multicultural Assessment in the Schools are required coursework for SP students, while another course, Multicultural Counseling, is strongly recommended.

In addition, the SP Program works with the Department of Educational Psychology to ensure that issues of diversity are represented in Department-sponsored events. The monthly Educational Psychology Seminar Series has featured presentations on gay and lesbian issues; issues faced by individuals with physical disabilities; mental health services to ethnic minorities; and the Great Divide, a community task force designed to help resolve ethnic, religious and sexual orientation issues that divide the community. The Department of Educational Psychology also recently co-sponsored a day-long conference entitled, *Promoting Multicultural Competence and Social Justice in the Mental Health Professions*, presented by Dr. Michael D’Andrea, Executive Director of the National Institute of Multicultural Competence. Another full-day conference organized by the Diversity Committee of the Department of Educational Psychology entitled, *A Gathering of Voices: Delivering Services to a Multilingual Society*, was presented in 2000.

Domain E: Student-Faculty Relations

E1. The School Psychology (SP) Program recognizes the rights of students and faculty to be treated with courtesy and respect, and informs students of these principles and avenues of recourse. It is the expectation of the SP Program that all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the APA Ethics Code (2002) and the guidelines put forth by the Uof U. The APA Ethics Code is referenced in the *SP Program Student Handbook* (Appendix B) and students are provided with an overview of these guidelines during the new student orientation and in core courses (e.g., EDPS 7100, Professional Issues and Ethics in School Psychology). Expected professional behaviors are also reinforced throughout the curriculum and during interactions with students in the Psychoeducational Clinic

as well as in practicum and internship supervision and coursework. Surveys of graduates from the program indicate that students feel that they are respected by faculty for both their individual differences and proper boundaries are shown (see Table 3 for the means and standard deviations). A description of students' rights, particularly with regard to academic records and the rights of parents and students at the U of U (Family Educational Rights and Privacy Act, FERPA) is provided in the Graduate Student Handbook (available on the university website http://www.utah.edu/gradschool/graduate_handbook/handbook.html).

E2. Faculty members are accessible to students and provide guidance and supervision, and serve as role models. The core SP faculty are involved in teaching the majority of required coursework, provide supervision for the majority of on-campus clinical and research work, as well as advisement. Faculty, for example, are the primary instructors of classes with minimal assistance from graduate students (e.g., TA's for Cognitive Assessment course). Faculty in the program also attend the regularly scheduled Psychoeducational Clinic meetings and supervise all students in this practicum site. Faculty are also assigned to supervise the group meetings for the field practicum and internship. Other departmental faculty, however, help in supervising students who are teaching courses, including the basic educational psychology course (e.g., Dr. Anne Cook). Faculty keep regular office hours, however, all faculty welcome students into their offices and are readily available by email and telephone to set up times to meet. Faculty also meet with students informally at scheduled "Town Meetings" that are held off campus (at a nearby restaurant). There is also one or two annual social events for students and faculty to interact informally (this is often a barbeque held at a faculty member's home). The Training Director also holds the new student orientation meeting at her residence to encourage more informal interactions and help first year students make more informal connections with faculty and with second year students.

Students are strongly encouraged to work with individual faculty in a variety of activities. This includes participation in research groups (e.g., autism meta-analysis group), school-based consultation (e.g., the Daybreak Elementary School Anti-Bullying Program), and submission of research for publication and presentations at regional and national conferences (see faculty vita for highlighted names of students who faculty have published and presented with). Faculty conduct research teams where students are currently engaged in faculty-guided research and/or in master's thesis and dissertation projects. It is noteworthy that students also participate in Dr. Jenson's year-long research seminar (EPSY 7960) during their first year. With regard to providing positive role models, as noted earlier in the report, all five SP faculty are involved with state and/or national organizations, deliver professional services as consultants or licensed psychologists, and regularly publish and present papers at scholarly meetings. Again, two are APA Fellows, one past-president of Division 16, and all five are either past presidents or president-elects of the state's two psychology associations (UASP and UPA). In this context, students are able to see and participate with faculty who are actively engaged in the specialty and are recognized as leaders in the field.

E3. Respect for cultural diversity and individual differences is demonstrated. The issue of faculty and student relationships was highlighted in Domains A, B and D inasmuch as the third

principle in the SP Program's philosophy addresses individual and cultural diversity both in terms of building a faculty and student body that represent diversity, as well as providing training that ensures competency in issues of diversity and multiculturalism. This is not as easy a task in Utah as it is in some places, however, the SP Program has been fortunate over the years to admit students from various ethnic, linguistic, cultural, religious, and gender groups, and have faculty (core, associated, and adjunct) who represent many of the same groups. Each year the faculty make concerted efforts to balance student cohorts so that we have a diverse student body, and offer additional funding for those students who are willing to study here. To help in this effort, faculty who represent a particular diversity are assigned special roles in recruitment and advisement. Faculty who are also involved in community activities with diverse groups (including children and adolescents with physical and mental disabilities such as brain injuries, and adolescents who are identified as GLBT) also serve as excellent role models to students and help them gain greater exposure to a variety of diverse populations.

The SP faculty make efforts to ensure that all students in the program get adequate exposure to multicultural issues and are also treated fairly. All students have recourse should they feel challenged regarding their fundamental rights. The SP Program has historically selected students who are more diverse to serve on committees, including the Student Advisory Committee (SAC). All students, however, are encouraged to participate in program governance and decision making, and all students play a critical role in the selection of faculty as well as the retention, promotion and tenure process. At least one SP student representative is appointed annually to SAC and serve as the student liaison at SP faculty meetings. In these roles, students also represent others regarding issues that concern the education and rights of diverse groups and individual students.

E4. Written policies are provided as is regular guidance regarding standards and performance. Temporary faculty advisors are recommended by the SP Admissions Committee and assigned by the Training Director once a student is accepted into the program. This pro-tem advisor assists the student with tasks such as developing a preliminary plan of study and research directions. The Training Director is typically consulted for waivers of master's or doctoral coursework (e.g., students who have completed related graduate courses at another institution that satisfy program requirements). Once the student begins the program it is the expectation that the student will select a regular faculty member to be his or her master's thesis or doctoral dissertation advisor. The advisor helps the student develop a long-range plan for graduation, select other members of the master's thesis and/or doctoral dissertation supervisory committee, and assist the student in preparing for important program milestones (such as continued funding, professional development opportunities, the Preliminary Qualifying Exams, advisement regarding predoctoral internship selection, and career opportunities post-graduation).

It should be noted that the SP Program has specific guidelines for the timeliness of student progress and these are described in detail in the *SP Program Handbook* (Appendix B), which is distributed to all students. It is the expectation that (a) the student will maintain full-time study during the first four years of the program, (b) will maintain continuous registration for a minimum of three semester hours for fall and spring semesters from the time of initial enrollment

to the granting of the degree, and (c) graduate in 5 years if entering with a bachelor's degree, and 4 years if entering with a school psychology master's or educational specialist degree.

Progress toward graduation is accomplished in several ways. First, all students are reviewed as part of an annual student evaluation. Such reviews have historically been held at the end of the academic year. This evaluation is conducted at a meeting with all core SP faculty. In cases where input is needed from other departmental or university faculty, this is secured (e.g., invited conversations and written feedback). Faculty follow a standardized format that outlines the progress toward completion of major benchmarks/milestones (see Appendix E for various evaluation forms considered in student evaluations, plus the annual evaluation form sent to students). Students are asked to email an updated copy of the "student feedback form" at the end of spring semester so that the faculty can use this when they meet to conduct annual evaluations (see the *Student Evaluation Form* in Appendix J). Following discussion by the faculty, written comments about student progress and accomplishments are provided to the student. A copy of the progress form is mailed to each student, along with a request that the student anonymously provide feedback about the program.

If the student feels the feedback is inaccurate, there is an opportunity for them to respond (via the Training Director or through the student's faculty advisor). Grievance procedures are outlined in the *SP Program Handbook* (Appendix B). If there are problems with student progress, for whatever reason, the student is asked to contact their advisor to discuss the situation and reasonable deadlines are given for completion of work. Students are also provided a form (attached to the annual evaluation checklist/comment sheet) to give feedback each year about the program. This is an anonymous feedback form that is returned to the department and given to the Training Director. Students also fill out course evaluation forms for each course and provide input through the SAC representative for the SP Program. The SP faculty and the SAC representative discuss concerns at monthly SP meetings. Faculty take student feedback seriously and make efforts to ameliorate problems and accommodate student needs. Feedback received from students through these and other more informal mechanisms, has resulted in the development of more specialized courses (e.g., Group Interventions and Academic Assessment and Intervention), schedule adjustments for courses to avoid conflicts for students, and the exploration of additional financial support for students (e.g., funds to help them attend meetings and conferences).

Students are expected to complete all of the requirements for a doctoral degree in seven years, so students who do not meet this deadline are required to formally petition the SP Committee for an extension. This extension is generally one year in duration, at which time the student may be asked to meet with the core SP faculty to discuss issues that prevent them from completing their program of study. Typically, students who exceed the time limits are those who are making slow progress on their dissertation. If students can demonstrate that they are making some progress, however, further time extensions have been allowed. The process is considered a fair process.

E5. The program keeps records of all formal complaints and grievances since the last site visit. There have never been any complaints or grievances filed against the SP Program.

Domain F: Program Self-Assessment and Quality Enhancement

The School Psychology (SP) Program is committed to excellence through self-study and evaluation to assure that its goals and objectives are met.

F1. With appropriate involvement of students, the SP Program engages in regular self-assessment. The primary goal and desired outcome is for students to be prepared to be scientist-practitioners who will influence the field by contributing to the knowledge base and the professional practice of psychology. To this end, the general goals and objectives are in concert with those outlined in APA's 2005 *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, and State of Utah licensing requirements. The assessment practices used are based on the fact they address the program's philosophy, department and university requirements, and desired student outcomes. The design of the instruments and procedures were determined by the need to have continuous monitoring of student progress through the program. To this end, different methods and data sources across environments are used for formative and summative evaluations to ensure students are meeting their goals, and the program is meeting its obligation to the students and the sponsoring institution. The data also assist the faculty to make more informed decisions for further program development.

There are three major components to the evaluation process. The first is the ongoing review of individual students in the program. This takes place throughout the year at regularly scheduled faculty meetings and at the end of the year during the program's annual review of students. Information that is obtained that help faculty evaluate student progress include: course grades, clinic and field practicum and internship supervisor feedback, feedback from instructors, discussions with students about the program and their progress, the Preliminary Qualifying Exam, thesis and dissertation proposal and defense meetings, and feedback forms completed at the end of the year. The second component of our self-assessment is the analysis of data from our alumni. Since the majority of our SP graduates remain in Utah, faculty interact often with alumni and discuss programmatic issues. Several alumni also serve as field supervisors and adjunct instructors in certain courses (e.g., co-teach Multicultural Assessment and Consultation). The alumni are also surveyed formally and asked to critique the program and provide self-evaluation of their competencies relative to the stated goals and objectives of the program. Lastly, the program engages in an ongoing review of the program at regularly scheduled meetings during the year and at an annual retreat. Issues that are relevant to the department as a whole are then brought to the Training Directors' monthly meeting and/or discussed with the department chair or entire departmental faculty. Examples of when this is necessary is when new courses are being proposed, a significant change in the scheduling of a course is needed, clinic resources are needed, or student funding is needed.

The following section provides information as to how the SP Program's 14 competencies are evaluated in order to meet the six principles of training. It should be noted that many of the training competencies are met through required SP coursework. According to student surveys,

one of the major strengths of the program is faculty teaching. The faculty are known for their expert knowledge, research in the field, and ability to provide instruction in the classroom. Two of the core faculty have been nominated for the College of Education Teaching Award, and one received this special recognition. An assessment of teaching effectiveness is obtained through regular course evaluations that are now available on-line for students to fill out (this form can be found in Appendix J). SP faculty have consistently met or exceeded the departmental mean in terms of their scores on the rating form.

Part I of this section provides information specific to our current students, whereas Part II reports data from our alumni. Certain sections of the alumni form were written to conform to the six principles of the program, principles that have been in place for the past 10 years.

Part I: Assessment of Currently Matriculated Students: Students who are currently in the program are evaluated formally once a year (end of spring semester) when the SP faculty meet to discuss student progress. A form is completed (see sample in Appendix E) and sent to each student regarding their progress in meeting program expectations. Recognition for specific accomplishments are highlighted as well as suggestions for improvement. If further faculty consultation is needed, students are instructed to contact faculty advisors. Students are also provided an opportunity to give anonymous written feedback to the faculty regarding the program, however, students rarely return the forms. All 37 of our current SP students, however, recently completed an electronically submitted feedback form about their own progress in the program. Students have been asked to retain these forms electronically so that they can provide an update on their progress each year. This will provide further information to the faculty for the annual review and help students to better monitor their own progress.

Competency A: Apply diverse inquiry strategies to various research questions of relevance to school psychology. This competency, like Competency B, pertains to Goal 1, the development of knowledge and skills in scientific methods of psychology. Evaluation of Competency A occurs in three ways. First, coursework performance is evaluated by the instructor. The Graduate School Policy states that a grade below a C- is not accepted for credit toward a graduate degree (see Appendix B, page 20 of SP Program Brochure). The SP Program requirements are consistent with this policy. Second, students are evaluated for their knowledge of science and research as part of the Preliminary Qualifying Examination (also in Appendix B) which occurs typically during the fourth year of graduate study. Third, students must submit and have accepted a dissertation proposal that uses appropriate inquiry strategies to answer research questions.

Summary of Assessment Data for Competency A: All of our current students have passed all courses in research design and advanced statistics classes. Course grades are reviewed by the student's dissertation (and thesis) advisor and supervisory committee when a Program of Study is submitted. No student has failed to pass the Preliminary Qualifying Exam that includes questions about research. Four years ago, two students had to retake the exam, however, both passed on the second try and no student failed because of problems in research design. Further, students in the SP Program are well prepared for their dissertation proposal meetings, and none have failed to pass this on the first attempt.

Competency B: Involvement in the research process from initial matriculation through successful completion of a substantive dissertation project. First, the evaluation plan includes students' participation in Dr. Jenson's Research Seminar the first year, where research is critiqued and students present their own research ideas. Second, students are required to form a dissertation supervisory committee during the course of their program. Formation of the doctoral dissertation committee, which is required by the Graduate School for participation in the Preliminary Qualifying Exam and advancement to doctoral candidacy, generally occurs by the beginning of the third year, or shortly after completion of a master's thesis and receipt of the master's degree. Third, a formal research colloquium is held where the dissertation topic is proposed, and a final oral examination is conducted once the project is completed. The research colloquium is a formal meeting between the student and his/her supervisory committee (five faculty constitute the dissertation committee, including one who is appointed by the Director of Graduate Studies in the department). Students prepare a written formal research proposal that describes the rationale and methods for addressing the topic of interest. This proposal is reviewed in advance by the supervisory committee, allowing in-depth discussion of the topic during the colloquium. The purpose of the colloquium is to determine if the student has adequately designed the project and is capable of completing the study. Once the student has approval from his or her supervisory committee, with appropriate IRB approval the student begins data collection. The culmination of the data collection and analysis involves a written dissertation and an oral defense. At the time of the defense, the supervisory committee decides whether the student has met all the conditions outlined in the research proposal, and has met scientific standards. Students must also submit their research to the committee in article format.

Summary of Assessment Data for Competency B: Students are actively involved in the Research Seminar during their first year in the doctoral program. All students have successfully passed this course. All of our students in the fourth year, and beyond, have held thesis or dissertation proposal meetings, and all who have held such a meeting have passed. This includes three of the four students who are beyond the 7th year. One student who is at year 7, has not held a colloquium, and is at risk to not complete the program if this is not done before the beginning of fall semester, 2006. Over the past 7 years, no student has failed the oral defense for their thesis and/or dissertation. In addition, 14 have presented papers at professional meetings and 8 have published articles in peer-reviewed journals.

Competency C: Read, understand, and evaluate critically the relevant psychological and educational research literature. This competency, like Competency D, is related to Goal 1, or the ability to integrate science with practice. Student competency is evaluated in several ways: First, grades from the specific core courses (including Dr. Jenson's Research Seminar and first year statistics classes, e.g., EDPS 7010 and 7020) are used to ascertain whether the student has mastered some of the critical knowledge that supports this competency. Grades are partially based on the completion of projects and papers that require familiarity with the research literature in specific areas. Second, students are expected to pass the portion of the Preliminary Qualifying Exam that pertains to research methods. Third, students are expected to apply skills in critical review to the literature section of their dissertations, and in the research seminar assignments.

Summary of Assessment Data for Competency C: All students have passed the core research courses, and all who have taken the Preliminary Qualifying Exam over the past 7 years have passed the research component (even those who had to retake portions of the exam). All students who have proposed a thesis or dissertation over the past 7 years have also passed, indicating that the committee felt that they adequately reviewed the literature. Students who entered the program prior to 2004 are being given the option to submit their literature review section of the dissertation proposal as a substitute for the essay portion of the Preliminary Qualifying Exam, however, only one student to date has used this option.

Competency D: Practice psychology in a fashion that reflects and is informed by the changing and expanding scientific knowledge base. Evaluation of this competency is accomplished in a number of ways, including feedback (and grades in) applied courses, and feedback from practicum and internship supervisors. Student performance in the core assessment (EDPS 7130, 7140, 7150, 7380) and intervention courses (EDPS 7110, 7390, 7380, 7470) is regularly discussed by the faculty, including meetings throughout the year and at the annual review. The student's chair and research committee also view their grades on the Program of Study form students submit prior to taking exams and proposing a research project. In addition, feedback forms are completed by all field supervisors (practicum and internship) and are discussed by the full faculty at the time of annual review (and sooner if necessary).

Summary of Assessment Data for Competency D: No student has failed to pass the applied courses, and have typically received above average scores on practicum and internship feedback forms. Although no letter grade is given for practicum and internship, detailed descriptions of student performance are requested. All students have successfully completed the two-year Clinic practicum and the one year Field Practicum before applying for Internship. All students complete a minimum of 600 hours in the schools and many complete a 2000 hour school-based internship; however, over the past 7 years, 9 students have completed either an APA-accredited or APPIC-approved 2000 hour internship. Typical practicum and internship sites are described in Table 2 and 8 (although Table 8 includes sites for graduates only). As seen in the tables, besides school districts, students complete practicum and internships in mental health programs (e.g., day treatment such as the Children's Center), psychiatric hospitals (e.g., University Neuropsychiatric Institute, Kennedy Krieger), and medical centers (e.g., University of Washington Medical School, Primary Children's Medical Center in Salt Lake and Bellize Hospital in Wisconsin). Since the last site visit, only one student who applied to an APA or APPIC site was not accepted for internship. This student (now a graduate), however, did complete a school-based internship under the supervision of a licensed psychologist and is now applying for licensure in another state.

All students have completed a minimum of 400 clock hours for practicum before applying to internship sites. The majority, however, have completed many more hours (with the two year clinic practicum, a number closer to 800 hours). As seen in Table 2, students are participating in multiple practicum sites, for several semesters prior to applying for internship. This has helped students to be more marketable and gain acceptance to highly desirable internship sites (e.g., UNI and PCMC). All students have been evaluated by field-based supervisors as having

adequate skills in each required area. No student is allowed to continue the program if they do not achieve satisfactory marks on the evaluation by their practicum (or internship) supervisor. Fortunately, all students in the program have met this criteria.

Competency E: Apply multicultural theories and research in assessments and interventions with children and families from diverse backgrounds. This competency, like Competency F, has to do with Goal 3 that relates to the understanding of diversity issues and ability to apply psychological methods when working with diverse populations. Evaluation of this competency occurs in three ways: First, through performance in relevant coursework that requires developing knowledge proficiency in working with children and families from diverse backgrounds. Second, as part of the Preliminary Qualifying Exam, issues around cultural diversity are evaluated. Third, supervisory evaluations in practicum and internship include items specifically addressing competency in working with diverse populations.

Summary of Assessment Data for Competency E: All students are required to take Multicultural Assessment in the Schools (EDPS 7140) and Social Psychology of Human Diversity (EDPS 7550). All students have passed these two courses, and some have taken additional diversity courses, including Multicultural Counseling (EDPS 6360). As for data from the Preliminary Qualifying Exam, students do extremely well on questions regarding practical knowledge of diversity issues. To date, all students who have taken the Preliminary Qualifying Exam have not only passed it, but have done extremely well on diversity questions. On practicum and internship supervisory ratings, students are typically rated strong on items related to appropriate practice with children and families from diverse backgrounds.

{tc \15 "Information for the fulfillment of this competency also is contained in Domain D above. Evaluation of coursework performance has been noted above for other competency areas and the same process is followed for examining this competency domain. As part of the practicum sequence students spend time in sites where diverse and underrepresented children are served (e.g., Salt Lake School District; several Jordan schools, e.g., Midvale Elementary and Middle School, and UNI). The fulfillment of this requirement is highlighted in Table 2 that notes the many practicum sites available where this requirement can be met. Finally, doctoral qualifying examination questions are asked specifically about the student's practical knowledge of diversity issues. To date, all students who have taken the Qualifying Exam have passed it, including sections of multicultural issues. }

Competency F: Completion of successful practica experiences with children and families representing several minority, disadvantaged, or under served populations. This competency is evaluated during the field practicum. Students are evaluated and provided with feedback around issues of diversity by supervisors and faculty instructor responsible for practicum.

Summary of Assessment Data for Competency F: Over the past two years, all students have had practicum, and/or internship in Salt Lake City District. The Salt Lake School District has the largest minority population, however, some schools in other districts, including Jordan and Weber, also have a large minority populations. Salt Lake District, however, has a superb Bilingual program (directed by one of our former graduates, Dr. Alicia Hoerner. Dr. Pompa, one of our core faculty, is also employed there one day a week and assists us to make sure students are exposed to diverse populations of children. We have also added two more adjunct faculty from Salt Lake District to ensure adequate practicum opportunities. Fortunately, the majority of

students in the SP Program have been exposed to under-represented groups through the clinic and various grant and practicum experiences (e.g., anti-bullying project in the Jordan Schools). When students are on internship at APA or APPIC sites, they also get increased exposure (this includes PCMC and UNI).

Competency G: Become knowledgeable about theories and issues of child and adolescent development and adaptive functioning. This competency, like Competency H, is related to knowledge about developmental issues, including different assessment and intervention methods as they apply to different age groups. The competency is primarily evaluated through appropriate coursework (e.g., Life Span Development, Cognition and Learning, and Child and Adolescent Psychopathology). Secondly, it is evaluated during the Preliminary Qualifying Exam where information about knowledge in development is assessed.

Summary of Assessment Data for Competency G: All students have successfully passed the coursework, and have passed the Preliminary Exams that assess knowledge of normal and abnormal child and adolescent development.

Competency H: Develop specialized skills in assessing and intervening with children at various developmental stages. This competency is assessed by means of the core practice courses in assessment and intervention that focus on age-related changes and development. It is also assessed in the Preliminary Qualifying Exam on questions that pertain to assessment and intervention strategies that address developmental change.

Summary of Assessment Data for Competency H: All students have passed the assessment and intervention courses, usually with above average grades. However, two students in the past three years have taken incompletes in the comprehensive assessment course (EDPS 7150) because of failure to complete their case study. All students have since completed the requirement and no student has an outstanding “incomplete” grade in EDPS 7150, or any other assessment or intervention related course. Further, all students who have taken the Preliminary Qualifying Exam have passed questions on practice with children at various developmental stages without difficulty. Assessment and intervention skills across age groups are often seen as strengths of our students.

Competency I: Demonstrate involvement with the specialty of school psychology through participation in relevant professional organizations, conferences, and activities. Competency I, like J and K, has to do with professional development, including specialized skills for leadership roles. Evaluation involves tracking the number of professional organizations that students belong to and the number of student conference presentations reported on their vita as part of their portfolio and annual updates.

Summary of Assessment of Competency I: In our most recent annual survey of our students, 100% of our students reported belonging to at least one professional organization, and over half reported being authors or co-authors of papers or presenting papers at professional meetings. These contributions are monitored by faculty throughout the year and during the annual student review (described in Domains E and F).

Competency J: Complete successfully courses and research in a special proficiency of their

choice. Evaluation of this competency occurs in two different ways. Those who declare a specialized training area or those who just elect to take courses, select practica and do research in their specialty area. Students who elect to pursue specialized training are also provided questions during the Preliminary Qualifying Exam that assesses their knowledge in the area (e.g., essay and/or oral exam questions on autism, etc). Students in specialized training areas are also evaluated in terms of their selected thesis and dissertation topics, and if appropriate, their internship site.

Summary of Assessment Data for Competency J: Of the current students, 21 have taken specialized coursework in traumatic brain injuries through the TBI grant and specialized training area, and 20 have done specialized grant work/training in behavioral consultation and interventions. Six students have had highly specialized training (i.e., coursework and practica) in autism and several others have developed programs of study in the area of behavioral interventions and multicultural/bilingual issues.

Competency K: Secure employment as academic or professional psychologists at the conclusion of their doctoral studies. Evaluation of this competency involves tracking students after graduation through contacts at professional meetings and community activities to determine their employment status. The faculty do not find this to be difficult as most students maintain contact (or faculty do same). Testament to this fact is that 100% of all alumni from the time of the last site visit were found, and all alumni returned surveys (most with private emails discussing their careers and families). This competency also involves an assessment of how many of students select careers as professional and/or academic psychologists. For the recent survey, 97% were working as professional psychologists and/or academicians.

Summary of Assessment Data for Competency K: Table 9 provides information regarding the initial and current position of graduates who entered the program between 1990 and 2000. As the table shows, the majority of graduates entered the field as school psychologists, working in school districts. Seventeen out of 21 graduates are working in the schools as school psychologists. Seven are in hospital or private practice (one part-time with school work as well).

Competency L: Demonstrate skill in applying ethical principles to professional practice by development of a personal model that is used regularly for analyzing various ethical issues and conflicts. Competencies L, M, and N pertain to professional/ethical behaviors and attitudes for lifelong learning and career involvement. Evaluation of this competency occurs in several ways. First, early in their program students review the APA ethical principles as part of EDPS 7100. Ethics is also incorporated in all of the practice courses and in the field practicum and internship. Practicum and internship supervisors regularly evaluate students' ethical and professional behaviors. Students are also routinely asked questions about ethics on the Preliminary Qualifying Exam.

Assessment Data for Competency L: All students have passed the Professional Ethics and Issues in School Psychology course (EDPS 7100), and no student has failed the ethics questions on the Preliminary Qualifying Exams. The Preliminary Qualifying Exam also has questions devoted to ethics and these questions often require students to apply an ethical decision-making model to a case vignette in the oral exam. In addition, all supervisors have evaluated our

students as showing highly professional and ethical behavior on practicum and internship. In the past 7 years, we have had no enrolled student who required disciplinary action because of unethical behavior.

Competency M: Achieve school psychology licensure and/or psychology licensure after completion of their doctoral programs and any additional post-doctoral trainee requirements of their state or provincial jurisdiction. Evaluation of this competency is based on the student's report of successful completion of all licensing requirements for the state in which they work. This includes taking the EPPP and obtaining a license to become a licensed psychologist.

Summary of Assessment Data for Competency M: All SP graduates apply for state licensure as school psychologists, and to date, all 21 of the alumni over the past 7 years report that they have obtained a license. Seventeen are licensed or certified school psychologists, and six are licensed psychologists. Three are currently applying for professional psychology licenses and expect to complete this process soon.

Competency N: Remain actively involved in the field after graduation. This is evaluated via alumni report of being members and/or participating on boards of professional organizations, and those who have received continuing education, presented papers at state and national meetings, publish papers, and become board certified (e.g., NCSP and ABPP).

Summary of Assessment Data for Competency N: All of our alumni since 1999 report that they are members of professional organizations in their respective states, and many have served as officers in these organizations. This includes UASP and NASP. The majority regularly attend meetings, and 14 have made presentations at professional meetings. Thirteen report having published articles and/or book chapters.

Part II: Assessment of Alumni: The following section provides data from the Alumni Survey (a copy can be found in Appendix L). The data are divided into two groups, "Recent Graduates" (2002 to 2005) and "Distant Graduates" (1999 to 2001). All of the graduates are listed in Table 8 of the Self-Study Report. It should be noted that exit surveys from the graduates have been compiled and reported in Appendix K. All of the alumni since 1999 responded to the survey (21 total). Nine alumni are included in the "distant" group, and 12 are included in the "recent" group.

The following tables summarize responses from our alumni regarding their perceptions of training. On the whole, both groups were very positive about their educational experiences at the U of U and believed, for the most part, that their training was instrumental in helping them advance professionally. It is also noteworthy that of those individuals who returned the surveys in both groups, all but one graduate was actively involved in the profession in some way or another.

Table 1: Attitudinal Responses from Alumni Regarding the SP Program's Effectiveness in Addressing Issues Related to the 6 Training Principles in Domain B.

	Group	N	Mean	SD
Broad Theoretical Knowledge of Psychology	2002-05 Grads	12	5.7	1.3

	1999-01 Grads	09	5.1	.99
Integration of Science and Practice	2002-05 Grads	12	6.4	.87
	1999-01 Grads	09	6.1	1.1
Multicultural/Diversity/Gender Issues	2002-05 Grads	12	5.4	1.4
	1999-01 Grads	09	4.9	1.5
Ethical/Professional/Legal Issues	2002-05 Grads	12	6.1	.86
	1999-01 Grads	09	6.3	.89
Life Span Development	2002-05 Grads	12	5.5	1.2
	1999-01 Grads	09	4.7	.76

Note: Responses are scored as follows: 1 = very inadequate training to 7 = excellent training

As seen by Table 1, in general, ratings were somewhat higher for the more recent graduates as opposed to those who graduated at least 5 years ago. The faculty continue to work on ways to improve the multicultural and diversity offerings, including expanding the practicum sites. Preparing students for a diverse society is a top priority for the SP faculty, and this will continue to improve as more diverse groups move into Utah and there are more field placements where diverse children are attending school. The program has already benefited from Dr. Pompa and Dr. Hoerner's Multicultural Assessment course and the practicum offerings in Salt Lake District (that will also expand with the addition of new adjunct faculty to be supervisors there).

Table 2: Attitudinal Responses from Alumni Regarding the SP Program's Overall Effectiveness and the Extent to which the Students Felt Prepared for Licensure.

	Group	N	Mean	SD
Preparation for Licensing Exam In Psychology	2002-05 Grads	12	5.6	1.4
	1999-01 Grads	09	4.9	1.7
Preparation for Practice	2002-05 Grads	12	5.9	1.3
	1999-01 Grads	09	5.6	1.1
Overall Evaluation of Training	2002-05 Grads	12	6.2	0.9
	1999-01 Grads	09	6.1	0.9

Responses are scored as follows: 1 = very inadequate training to 7 = excellent training

These data indicate that, on the whole, graduates over the past 7 years view their professional preparation similarly, however, more recent graduates may feel better prepared for licensure examinations. There is no clear reason for this as the same type of Preliminary Qualifying Exam is given in the program to prepare students, and the same emphasis.

Table 3: Attitudinal Responses from Alumni Regarding Student-Faculty Relations

	Group	N	Mean	SD
Academic Advising	2002-05 Grads	12	5.8	1.4
	1999-01 Grads	09	6.0	1.1
Research Supervision	2002-05 Grads	12	5.8	1.4
	1999-01 Grads	09	5.9	.99
Professional Mentoring	2002-05 Grads	12	5.7	1.5
	1999-01 Grads	09	5.9	.99
Respect for Individual Differences/Cultural Diversity	2002-05 Grads	12	6.4	1.1
	1999-01 Grads	09	5.6	1.1
Respect for Personal/Professional Boundaries	2002-05 Grads	12	6.1	1.7
	1999-01 Grads	09	6.1	.99

Responses are scored as follows: 1 = very inadequate training to 7 = excellent training

Table 4: Alumni Level of Satisfaction with their Current Employment in Psychology and Their Choice to Pursue Psychology as a Career

	Group	N	Mean	SD
Satisfaction with current employment setting	2002-05 Grads	12	1.2	.38
	1999-01 Grads	09	1.0	.00
Satisfaction with Psychology as a career choice	2002-05 Grads	12	1.1	.28
	1999-01 Grads	09	1.0	.00

Note: The scale is reversed, with the higher number denoting less satisfaction. This scale scored responses as follows: 1 = very satisfied to 5 = very dissatisfied

Table 4 summarizes the level of satisfaction alumni reported with regard to their current employment setting and the extent to which they were satisfied with their career choice in psychology. Level of satisfaction with current employment setting was quite high. Further, most of the respondents, whether recent or more distant graduates, reported a high degree of satisfaction with their career choice in psychology. The faculty would like to think that this is some indication, albeit indirect, that the training students receive in the SP Program prepares them well for a successful and satisfying career in professional psychology.

Domain G: Public Disclosure

The School Psychology (SP) Program is described accurately and completely in all public documents. These documents are presented in attached Appendices and include:

Information to Applicants (Appendix C)

School Psychology (SP) Program Handbook (Appendix B)

The University of Utah Graduate Student Handbook (on-line)

http://www.utah.edu/gradschool/graduate_handbook/handbook.html

University of Utah General Catalog, 2006-2008 (included)

The SP Program's goals, objectives and training model are described in this self-study document and include requirements for admission and graduation; curriculum; faculty, students, and other resources; administrative policies and procedures; research and practicum opportunities and experiences; and education and training outcomes. The SP Program faculty continue to update these documents with student input as our program evolves, and to make these documents available to our sponsoring institution (e.g., through the regular process of Departmental, College, and Graduate School Review).

Domain H: Relationship with Accrediting Body

The SP Program abides by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited program. We have paid all fees associated with maintenance of our accredited status and we have been responsive to feedback received at that time. This includes stating clearly that one of our program's greatest strengths is its emphasis on behavioral interventions. We also hired the faculty that were offered positions in the spring of 1999 (these faculty began their tenure at the University in fall of 1999 and were recently granted tenure and promotion to associate professor). There has not been any reason to contact the CoA about any changes, since there have not been any significant ones since the last site visit. However, the program Training Director would notify the CoA in a timely manner if there were any significant changes in the SP Program's structure, the faculty and student resources, or plans and operations that could alter the quality of the program.