

School Psychology Doctoral Program

Program Information and Student Handbook

2015-2016

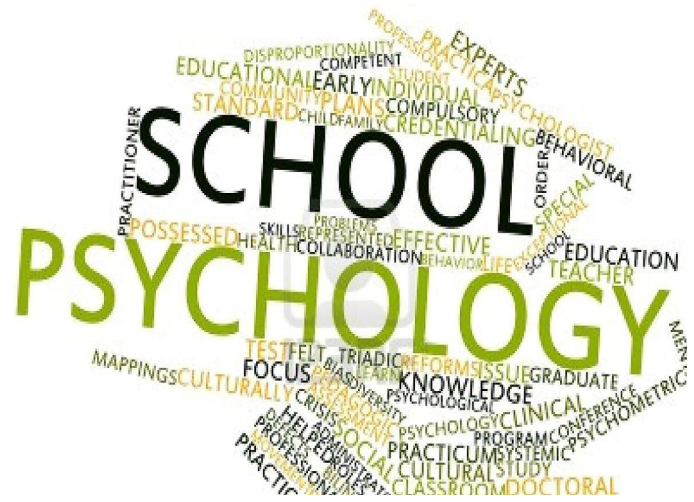


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Note: Additional important information regarding admissions, tuition, financial assistance, graduate school requirements (e.g., dissertation, graduation), is available in the *University of Utah General Catalog* at (<http://www.ugs.utah.edu/catalog/>).

The School Psychology Program at the University of Utah is accredited by the American Psychological Association: *Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242. (T) 202-336-5979; (F) 202-336-5978; (<http://www.apa.org/ed/accreditation/>; apaaccred@apa.org).*

Please be advised that Program Requirements for the Doctoral (PhD) Program are regularly reviewed by the Training Director and faculty in School Psychology for compliance with APA Accreditation Standards. They may be adjusted to include additional content and/or course requirements to better meet

accreditation standards. Annual changes are made by August 15th. Students entering the doctoral program in Fall 2015 will be expected to follow the most current program requirements.

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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah
Graduate Programs in School Psychology
Fall 2015– Summer 2016

The Department of Educational Psychology in the College of Education (COE) at the University of Utah (UU) provides both masters and doctoral training programs in School Psychology (<http://ed-psych.utah.edu/school-psych/>). The graduate programs in School Psychology are integrated and organized programs of professional psychology with the PhD program accredited by both the Program's American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). The PhD program is designed to prepare licensed psychologists and school psychologists who will practice and/or conduct research in agencies including the schools, hospitals, and clinics in order to meet the professional employment demands for: (1) psychologists in psychological and educational research; (2) psychologists working in public school settings, child treatment agencies, and hospitals and clinics; (3) administrators of pupil services programs; and (4) faculty and researchers involved in higher education to prepare school psychologists and other psychologists and educators.

The Department of Educational Psychology is characterized by its emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are four programs: School Psychology; Counseling and Counseling Psychology (CCP Program), Learning Sciences (LS), and Reading and Literacy. School Psychology students will take professional courses taught by the CCP program faculty and methods (e.g., statistics and measurement) from the LS faculty. Also housed in the College of Education is the Department of Special Education that has faculty who teach several courses that School Psychology students interested in board certification as behavior analysts take.

The School Psychology Program not only provides opportunities for students to exchange ideas and learn from faculty in other departments and colleges at the UU, the program offers opportunities for students to gain knowledge and experience in schools and other agencies in the community. The location and expertise of staff in districts such as Salt Lake City, Canyons, Jordan, Davis, and Granite means students are most often placed or secure internships in these sites. Similarly, students are often given opportunities to work at the UU Autism Spectrum Disorders Clinic, University Neuropsychiatric Institute (UNI) HOME program, the Carmen B. Pingree Autism Center of Learning, The Children's Center; and the UU Brain Institute. In addition to the aforementioned resources, there are several in-house labs and clinic that support the School Psychology program, including the UU Educational Assessment and Student Support Clinic, UU Technology in Training, Education, and Consultation (U-TTEC) Lab, department Statistic Lab, and COE Computer Lab.

Doctoral Program in School Psychology: The PhD program is designed to be completed in five years of full time study beyond the baccalaureate degree. The doctorate is the highest degree of educational accomplishment in professional psychology. The level of sophistication in thought and behavior required for the degree is attained in part through full-time study "in residence" at an institution of doctoral education. The PhD program at the UU requires students to complete a minimum of 3 academic years of full-time graduate study with a least two years spent taking courses at the UU and a minimum of one year in full-time residence.

The doctoral program at the University of Utah adheres to the scientist-practitioner model of graduate education in psychology and is accredited by the American Psychological Association (<http://www.apa.org/ed/accreditation>) (address for the Commission on Accreditation and Program Consultation is: 750 First Street, NE; Washington, DC 20002-4242; Phone: 202-336-5979/TDD/TTY:

202-336-6123; Fax: 202-336-5978). The doctoral program is also approved by the National Association of School Psychologists (NASP) (www.nasponline.org).

Other Program Information: Major strengths of the program include preparation of practitioners and researchers in the area of empirically-based behavioral and academic interventions, state of the art assessments, with a focus on diverse populations both ethnically and with varied disability issues. Autism training is a particular strong emphasis with students receiving extensive training in diagnostic assessment tools and therapies. The program has a long history of offering specialized track for students, including tracks for training in autism spectrum disorders (ASD). A relatively new offering for students in the program is the Board Certified Behavior Analysts (BCBA) Specialization. Like other tracks over the years, the BCBA is a program offered through the Department of Special Education and is an elective for students. The program does increase the number of hours that students are required to take, in fact, currently 27 hours in addition to the required 113 for the PhD.

Students are often interested in a number of opportunities that add hours and demands to their schedules. Students in the PhD program to have as their top priority the degree program (e.g., be registered for required courses and field work as recommended in the program schedule, receiving passing grades and meet other expectations including exams, research projects, and conference attendance and participation). Students entering the PhD program without a related masters' degree must complete all requirements for the masters' degree except internship before taking the Preliminary Qualifying Exams (PQE) which are expected to be taken at the end of Year 3 or the beginning of Year 4. Students are not allowed to propose a dissertation project until successful completion of the PQE, and students are not allowed to continue enrollment in Internship after two years without a successful Dissertation Colloquium (i.e., a meeting where the dissertation project is approved by the Dissertation Committee). This means students cannot postpone taking the PQE and have to have a successful dissertation colloquium meeting by the end of Spring Semester in the fifth year.

Prerequisites: General prerequisites for graduate study in the doctoral program include undergraduate and/or previous graduate preparation in psychology and education (special or general education). The application of previous graduate course work to the fulfillment of various requirements is determined by the School Psychology Director of Training (DOT) and in with consultation with other program faculty and/or course instructors. Note, no experiences substitute for coursework.

Multiple admissions criteria employed in the selection of students include Graduate Record Examination scores, undergraduate or previous graduate course performance, communication skills (verbal and written), letters of recommendation, past relevant work experience, and interview (in-person or via Skype). The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

Tuition Costs: Tuition costs and fees per semester based on enrollment for the recommended credit load of 12 semester hours for 2015-2016 academic year for in-state residents is \$4,294 per semester (Fall and Spring) and \$13,360 for non-residents or out of state students (plus required fees).

Residency Policy: For out of state students to establish residency in the state of Utah for tuition purposes (i.e. eligibility for in-state tuition), students MUST complete 40 hours of coursework and meet other requirements imposed by the university. See <http://admissions.utah.edu/residency/> for additional details. ***Out of state students need to track their hours very carefully and apply for residency as soon as the minimum number of hours is reached.*** Failure to acquire residency will mean paying much higher non-resident/out of state tuition.

Core Faculty: Core Faculty who currently comprise the School Psychology Committee are listed below, along with the institution from which they received their highest degree. Additional information is found in Appendix E.

Elaine Clark, PhD	Director of Training/Professor	Michigan State University Brigham Young University
John Davis, PhD	Assistant Professor	Texas A&M
Aaron J. Fischer, PhD, BCBA-D	Assistant Professor	Louisiana State University
William R. Jenson, PhD	Professor	Utah State University
Daniel Olympia, PhD	Associate Professor/Director	University of Utah
Janiece L. Pompa, PhD	Professor (Clinical)	Michigan State University

Clinical Faculty: Clinical Faculty (non-tenure) assisting in direct student supervision or adjunct teaching services within the program’s clinical training component are:

Julie Bowen, PhD	Jordan School District	University of Utah
Julia Connelly, PhD	UU-Autism Spectrum Clinic	University of Utah
Candace Dee, PhD	Jordan School District	University of Utah
Lori Dekeyzer, PhD	Canyons School District	University of Utah
Fulvia Franco, PhD	Jordan School District	University of Utah
JoAnn Galloway, PhD.	Canyons School District	University of Utah
Douglas Goldsmith, PhD	The Children’s Center	University of Utah
Abby Gottsegen, PhD	Jordan Schools/Pvt. Practice	Yeshiva University
Lora Tuesday Heathfield, PhD	Canyon School District	University of Oregon
Alicia Hoerner, PhD	Salt Lake School District	University of Utah
Julia Hood, PhD	CB Pingree Autism Ctr.	University of Utah
Najmeh Hourmanesh, PhD	Jordan School District	University of Utah
Megan McCormick, PhD	Jordan School District	University of Utah
Wm. McMahan, M.D.	UU-Dept. of Psychiatry	University of Kansas
Pamela Plant, PhD	Jordan School District	University of Utah
Robert Richardson, PhD	Canyons School District	University of Utah
Cassandra Romine, PhD.	Jordan School District	Texas A&M University
Amy Russell, PsyD.	Jordan School District	UC Santa Barbara
Kelly Stout, PhD	UU-Dept. Pediatrics	University of Utah
Lane Valum, PhD	Canyons School District	University of Utah

Additional Contributors

Carol Ballou, PhD	UNI	University of Utah
Melanie Battistone, PhD	McGills School	University of Utah
Laura Brockbank, PhD	UNI	University of Utah
Karen Malm, PhD	Pvt. Practice, DSPD	University of Utah
Heidi Mathie-Mucha, PhD	USOE	University of Utah
Amanda Miller, PhD	UNI	Baylor University
Robin Weiner, PhD	Salt Lake City School District	University of Utah

Students: The typical applicant pool for the school psychology program consists of approximately 30-40 students. From this pool, approximately 8-10 students are accepted each year into either the master’s or doctoral program. Several nationalities, foreign countries, and ethnic groups are represented in the school psychology program. The attrition rate is less than 5 percent and is usually attributed to the student's change of career goal or geographic relocation.

For the 2015-2016 academic year, there will be 36 students in both of the degree programs. Four new doctoral students will comprise this year's cohort (there are also 7 new masters students). Additional information regarding current graduation rates, etc. may be found at (http://www.ed.utah.edu/edps/APA/C-20_disclosure.php).

The full-time course load for graduate school at the UU is 9 or more semester credit hours (SEM) per semester. Students typically take 15 semester hours in the fall and spring semesters in the first three years of study plus 9 hours during the first summer semester (the only semester where enrollment other than grant courses is required). The program is designed for full-time only students. Some students elect to work part-time in community agencies and clinics or take on additional responsibilities that will increase their learning and enhance their skills (e.g., work through the UNI H.O.M.E program or UU Autism Spectrum Disorder Clinic). This is discouraged during the first two years of the program when the on-campus course and practicum load is the greatest.

Financial Support: As detailed in the University Bulletin, there are provisions for financial, academic, and personal counseling through the university. The Department of Educational Psychology provides a limited number of graduate assistantships and tuition waivers for school psychology students; however, there is no guarantee that financial support will be provided for all students. For more than two decades, through a combination of departmental/university assistance and grants the majority of students in the first and second year cohorts have received a level of support to provide them with a tuition benefit.

Tuition Benefits: Students who receive funding from or through the University of Utah may be eligible to participate in the Tuition Benefit Program (TBP). Depending on the amount of funding, students could receive 50%, 75% or 100% tuition coverage of standard tuition and fees up to 12 credit hours per semester. All TBP participants must be registered for a minimum 9 credit hours per semester. Again, it is important to note that you must apply for residency status when you have accumulated 40 semester hours in order to receive in-state tuition rates and tuition benefits. See the department Administrative Assistant for further information and review the graduate school Tuition Benefit Program (TBP) Guidelines at <https://gradschool.utah.edu/tbp/guidelines.php>.

All students are asked to complete an application annually for consideration in selection for Research/Teaching Assistantships, training grants or other departmentally funded positions. The Application (<http://www.ed.utah.edu/edps/Admissions/index.php>) should be completed by Dec. 15 of the year preceding enrollment. Students should also be proactive in other ways and inquire about possibilities for financial support through resources such as the University financial offices (<http://www.sa.utah.edu/finance/>), and the College of Education (<http://education.utah.edu/scholarships/index.php>).

Travel Support: Currently, the SP program provides some assistance to students in the first three years to attend national meetings such as NASP and APA. Since funding is limited students are encouraged to work with the **SP program liaison and other representatives on the department Student Advisory Committee (SAC)** to help secure funds through the University of Utah Graduate School. **Applying for travel funds offered through professional organizations such as NASP and APA** is also urged.

Academic Advising: Upon formal admission to the UU School Psychology program, students are assigned an academic advisor. By the end of the second year of study, doctoral students are expected to select a supervisory committee chairperson to advise and direct their research. This includes work on required research (masters and doctoral dissertation), and other scientific projects.

Student Evaluations: Students are evaluated throughout their program through a variety of methods. In addition to formal evaluations such as course grades, the faculty evaluates student progress through feedback from practicum and internship supervisors. An annual faculty review of the student's progress is conducted and each student receives written feedback. Students are required to complete an annual self-evaluation, listing courses completed, related program activities (practicum/internship/grant activities), attendance and presentations at local, state and national conferences, publications and other relevant accomplishments. Faculty provide annual feedback to students regarding observations about progress, professional dispositions, along with recommendations for further student development (see handbook section on Student Evaluation for additional information). Students are also asked to provide written (anonymous) feedback to the faculty regarding the training program on an annual basis. Students are asked to consult various departmental and university publications to ensure that they are aware of all procedures and student responsibilities and rights. This handbook details information about School Psychology Doctoral Program requirements, however, information about the university and graduate school may also be found in various catalogs and on websites (e.g., The University of Utah General Catalog and the Graduate School Handbook are found on their website: <http://www.gradschool.utah.edu/index.php>).

Campus Community: Set in the foothills of the majestic Wasatch Mountains on a 1,500 acre campus on the eastern edge of Salt Lake City, the University of Utah combines academic excellence and a commitment to research in an atmosphere conducive to graduate study. Over five decades have passed since the first PhD degree was earned at the University of Utah and there are now Doctoral and Master's degree programs in over 90 areas.

The University consistently ranks among the top 35 American colleges and universities in funded research. Although it is the oldest state university west of the Missouri River, more than half of the University's buildings have been constructed since 1960. In February of 2014 the College of Education relocated to the Beverly Taylor Sorenson Arts and Education Complex (B TSAEC). As the flagship of Utah's higher education system, the University plays a leading role in fostering the development and preservation of the state's human and natural resources. The University of Utah is accredited by the Northwest Association of Schools and Colleges. More information is available at (<http://infact.utah.edu/>).

The UU student body of approximately 30,000, of whom approximately 6,000 are graduate students, represent all 50 states and over 100 countries. A regular faculty of approximately 2,900 provides the stimulus for learning and achievement and is supplemented by a like number of clinical, adjunct, research, and visiting faculty. Most students choose to live either in graduate student housing or in off campus housing near the University. Assistance in securing either University or off campus housing is provided by University agencies (e.g., Commuter Housing Service). See housing information at: <http://www.housing.utah.edu/> or <http://www.offcampushousing.utah.edu/>).

Downtown Salt Lake City: Salt Lake City, the cultural, commercial and professional center of the Intermountain West, is only minutes from the campus and is easily accessible by public transportation, including rail/bus. The Salt Lake City metropolitan area has a total estimated population of 1,215,692 and offers a great variety of cultural opportunities including symphony, ballet, theater, modern dance, and opera. Visiting performers also are featured regularly at the University's Jon Huntsman Center, red butte Garden and the city's Energy Solutions Arena. In addition to varsity PAC 12 sports at the University, professional and minor league sports teams include baseball, hockey, and basketball teams located in Salt Lake City. Opportunities for part-time jobs and internships are enhanced by the proximity of the campus to the Salt Lake City metropolitan area.

Recreational Opportunities: The university, the city and surrounding areas of the state offer excellent opportunities for recreation. The University has facilities for most sports including tennis, circuit training, weight lifting, indoor running, and swimming. Utah's four-season climate and spectacular natural beauty offer abundant opportunities for hiking, mountain climbing, backpacking, boating, river running, and fishing. Winter recreation is highlighted by some of the best snow and deep-powder skiing in the world with major ski resorts only 30 to 45 minutes from campus. There are five national parks in Utah as well as many other recreation and natural areas within reasonable driving distance. Noteworthy is the fact Salt Lake City hosted the 2002 Winter Olympic Games.

Program Philosophy and Model

The program adheres to a *scientist practitioner model* which assumes that the effective practice of school psychology is based on knowledge gained from established methods of scientific inquiry. Emphasis is on the preparation of competent practitioners who are also skilled and dedicated researchers who contribute to the knowledge base in school psychology.

The faculty is committed to a learning environment that has a well-organized and explicit curriculum with clear expectations. There is also a strong commitment to student-faculty interactions that encourage students to identify with the field and grow professionally. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology that allow students sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases.

The atmosphere is intended to foster informal student-faculty interaction, critical debate, and respect for theoretical diversity of practice, thus lending itself to a more intense and exciting learning experience. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the development of the professional practice of school psychology.

Commitment to Diversity: School psychologists must be able to recognize when issues of diversity affect the manner and nature of interactions with other people and organizations and must have the ability to modify or adapt their practices in response to those being served. A commitment to understanding and responding to human diversity is articulated throughout the programs philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, and coursework, practicum, and internship experiences. Human diversity is recognized as a strength that is valued and respected.

School psychologists have knowledge of individual differences, abilities, and disabilities as well as potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. Assessment and intervention coursework specific to these areas is required and also infused within specific classes. Applied courses in consultation/supervision, and therapy/counseling also provide students with sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Competence in all aspects of diversity is not demonstrated solely by the degree of sensitivity to or level of knowledge about a given culture, but rather by the ability to recognize when, where, and how issues of diversity are manifest and operating within the wide variety of activities in which school psychologists engage. Practicum and internship placements are sought in settings that offer opportunities to work with ethnically, economically and racially diverse students. While the Salt Lake City School District is the most diverse school district within the state of Utah, other districts in Utah also have large ethnic,

socioeconomic and culturally distinct minority student bodies. Students are required to have practical experiences with diverse populations regardless of the district or agency.

Program Goals, Objectives and Competencies

The goals, objectives and desired competencies of the doctoral program ensure that each student understands, acquires and exhibits appropriate professional and personal characteristics and dispositions; and attains academic knowledge, and practitioner competencies that fully prepare him/her to work as a professional psychologist, researcher or faculty member.

Personal and Professional Disposition Students' personal and professional actions are expected to conform to the ethical standards outlined by the American Psychological Association and the National Association of School Psychologists; and, in addition, students' professional activities are expected to be characterized by:

- A. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.
- B. Personal stability, ethical behavior, and respect for the confidentiality of privileged information.
- C. Maintaining a professional manner in which responsibilities are discharged in a cooperative and conscientious fashion.
- D. Productive work habits that display motivation, competence, independence, and adaptability.
- E. Appreciation and commitment to continuing professional growth to include involvement in professional associations for school psychologists.

Program Goals, Objectives and Competencies: The program maintains a set of five goals which are supported by appropriate objectives and competencies. These goals, objectives and competencies form the basis for professional practice in school psychology. Competencies are established and promoted through coursework, supervised practicum and internship experiences.

Goal 1: Assessment - Students will understand and apply foundational knowledge and clinical skill in the identification and diagnostic study of individual students in a non-biased, reliable and valid manner.

Goal 2: Intervention - Students will acquire knowledge and skill in evidence-based individual, group, and school level remediation strategies, interventions, and psychoeducational program planning.

Goal 3: Consultation - Students will demonstrate knowledge of consultation and supervision models and skills to effectively serve as consultants to teachers, parents and other educational personnel on matters related to the education and mental health of children and adolescents to insure the most appropriate education program.

Goal 4: Research and Inquiry - Students will be able to review, apply, conceptualize/design and carry out research that enhances the knowledge base and the professional practice of school psychology.

Goal 5: Ethical, Social and Professionally Responsible Practice - Students will demonstrate a comprehensive understanding of state, federal and setting-specific laws and policies; ethical and practice standards of APA and NASP; and use appropriate decision making strategies in training and professional contexts.

The doctoral program has a strong theoretical base in learning, individual differences, human development, research methods and statistics. This base is enhanced by the professional courses that emphasize and integrate familiarity with cultural, ethnic and human diversity, educational settings, and

the development and application of measurement skills in cognitive, learning, and socio-emotional domains. In addition, students receive applied training during pre-practicum, practicum and internship experiences, which are integrated with didactic courses throughout the program. Within this framework, students develop professional expertise by consulting and collaborating with parents, teachers, supervising psychologists, school psychologists and other non-school based community professionals.

Program objectives are consistent with the scientist-practitioner model as specific applied areas of professional practice interact with, and draw from, a scientific knowledge base that is appropriate to the specialty area of school psychology. To achieve the scientist-practitioner orientation, specific program objectives ensure that students will be competent to perform a range of professional functions. Course work is integrated with practicum experiences, which begin the first year of training and lead to more advanced coursework and applied experiences.

The Program training model is articulated through a planned sequence of coursework, research experiences, and practicum with a strong focus on the integration of science and practice of psychology. The curriculum is sequential, cumulative, and graded in complexity. Students entering with an undergraduate degree are expected to follow the course and practica sequence during their first four years in the program. Students entering with advanced graduate degrees are required to submit all previous graduate coursework and syllabi for a formal review by appropriate faculty and the DOT for approval of any course substitutions (SP Program Manual, Appendix C).

Program Goals, Objectives and Competencies

<p>Program Goal #1: Assessment - Students will understand and apply foundational knowledge and clinical skill in identification and diagnostic study of individual students in a non-biased, reliable and valid manner across settings and diverse groups.</p>
<p>Objectives for Goal #1:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to define strengths, needs, and problem areas of clients across multiple disabilities, diverse settings, and contexts using a variety of assessment procedures. 2. Students will demonstrate the ability to interpret psychological results, make inferences about assessment data, develop recommendations based upon psychological data, and write psychological reports.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able conduct and interpret screening data, progress monitoring data, and response to interventions. b. Students are able to assess associated systems (e.g., instructional processes, school climate, home environments, and cultural, ethnic and linguistic diversity). c. Students are able to conduct observations, interviews, standardized multi-informant rating scales, and other evidence based assessments. d. Students are able to assess and diagnose intellectual disabilities, learning disabilities, internalizing and externalizing disorders, attention deficit hyperactivity disorders, autism spectrum disorders, and other exceptionalities. e. Students are able to conduct and interpret academic and behavioral assessment data in association with multi-tiered systems of support models in schools. f. Students are able to conduct and interpret functional behavioral assessments and analyses. g. Students are able to administer and interpret standardized measures of cognitive processes, memory, processing speed, executive functions, attention, learning, academics, phonological processing, visual-motor functioning, auditory perception, and motor proficiency. h. Students are able to conceptualize and assist in organizational assessments and evaluations for educational systems.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings.

Program Goal #2: Intervention - Students will acquire knowledge and skill in evidence-based individual, group, and school level remediation strategies, interventions, and psychoeducational program planning across diverse settings and groups.

Objectives for Goal #2:

1. Students will demonstrate knowledge and skill in evidence-based behavioral/cognitive-behavioral interventions and remediation strategies on an individual, group, and school level.
2. Students will develop knowledge and skill in evidence-based academic interventions and remediation strategies on an individual, group, and school level.
3. Students will demonstrate knowledge and skill in systems-wide prevention and intervention, and crisis intervention.

Competencies Expected for these Objectives:

- a. Students are able to provide assistance to school personnel in designing and evaluating remediation curricula to help student's master basic academic skills and enhance adaptive behavior, social skills, functional life skills, and vocational orientation skills.
- b. Students are able to utilize formative assessment, data analysis, and experimental design to inform intervention decision making and fidelity of intervention implementation.
- c. Students are able to design, implement, and evaluate programs in the preparation for, prevention of, and response to crises in education-related settings.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings forms.

Program Goal #3: Consultation - Students will demonstrate knowledge of consultation and supervision models and skills to effectively serve as consultants to teachers, parents and other educational personnel on matters related to the education and mental health of children and adolescents to insure the most appropriate educational program for them.

Objectives for Goal #3:

1. Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents.
2. Students will demonstrate knowledge and ability to use appropriate consultation and supervision techniques for prevention and intervention planning, professional development, progress monitoring, and program evaluation
3. Students will effectively employ culturally and ethnically sensitive consultation and supervision with teachers, parents, and/or other mental health professionals.

Competencies Expected for these Objectives:

- a. Students understand stages of professional practice and development: i.e. novice, advanced beginner, competent, proficient, and expert.
- b. Students are able to collaborate with parents, general educators, and special educators to develop and evaluate educational programs and evidence based interventions at the school, group, or individual level.

- c. Students are able to participate in multidisciplinary teams that use data-based decision making to plan individual, group, and school-wide prevention and intervention programming.
- d. Students are able to use consultation and collaboration with community-based service providers and organizations to coordinate educational, health, and mental health services for diverse children, youth, and their families.
- e. Students are able to assist in development, coordination, and delivery of professional development activities to enhance the effectiveness of others.
- f. Students are able to participate in supervision of assessment and direct and indirect interventions in accordance with their own developmental level to promote the development of effective assessment and intervention decision making.
- g. Students are able to recognize individual biases and limitations using culturally competent practices and provide adjustment of communication and consultative techniques based on those needs.
- h. Students are able to provide support to decision makers within organizations in research design and program evaluation.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate field prac/internship ratings.

Program Goal #4: Research and Inquiry – Students will be able to review, apply, conceptualize/design and carry out research that enhances the knowledge base and the professional practice of school psychology.

- Objectives for Goal #4:
- 1. Students will demonstrate knowledge and skill completing research on selected topics associated with typical and atypical development, risk and protective factors in child development, efficacy and effectiveness of psychological and behavioral health interventions and effective instructional practices.
 - 2. Students will demonstrate knowledge and skill needed to become consumers of research and advocates for research/evidence based practice.
 - 3. Students will demonstrate competency in preparing research manuscripts for dissertations, professional presentations and publications.

- Competencies Expected for these Objectives:
- a. Students are able to conceptualize, conduct, interpret and apply research to support schools at all levels and inform data-based decision making.
 - b. Students are able to understand and apply concepts of treatment integrity/fidelity, reliability, validity, research design and methods to study of various problems that impact student learning and social functioning in schools, communities and families.
 - c. Students are able to conduct clinical studies concerning implementation of interventions, including early screening and identification of children and youth at high risk for disabilities.
 - d. Students are able to understand, integrate, and communicate research to others to foster effective practices.
 - e. Students provide evidence based feedback on program quality and effectiveness.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship rating items. Students must demonstrate research based of written and oral Qualifying Exam by majority

vote of committee; Students must pass oral defense of dissertation by majority vote of committee; Presentations at professional conferences (no minimum required)

Program Goal #5: Ethical, Social and Professionally Responsible Practice - Students will demonstrate a comprehensive understanding of state, federal and setting-specific laws and policies; ethical and practice standards of APA and NASP; and use appropriate decision making strategies in training and professional contexts.

Objectives for Goal 5

1. Students will demonstrate understanding and practice of legal, ethical, and professional practice/decision-making, including self-evaluation and accountability.
2. Students will demonstrate culturally responsive practice and advocacy for diversity and social justice.
3. Students will demonstrate advocacy for school psychology services.

Competencies Expected for these Objectives:

- a. Students are able to apply professional, systematic decision-making based on a comprehensive foundation of current ethical, legal, and professional standards of school psychology.
- b. Students are able to implement evidence-based practices in contexts of diverse individual, family, school, and community characteristics.
- c. Students are able to advocate for recognition of diversity, individual differences, backgrounds, strengths, and needs of children and families, in schools and other settings.
- d. Students are able to collaborate and communicate with parents, teachers, administrators, colleagues, policymakers, and others to protect child and family rights.
- e. Students are able to advocate for laws and policies at all levels that protect the well-being of all children and families.
- f. Students are able to apply technology and information resources to enhance the quality of services for children and protect confidentiality of information regarding children, families, professionals, and schools
- g. Students are able to engage in self-assessment of one's own professional competence and evaluation of the outcomes of these services.
- h. Students are able to promote recognition of school psychologists' professional roles.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Students must complete didactic courses with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings.

Program of Study: In the following section, the required program of study for PhD students is provided. Required courses are listed along with optional classes which students often take to develop more specialized skills in a specific area of practice or research. Additionally, the program is fortunate to have several training grants which require enrollment in specific seminars based on the focus of each training grant. Students who accept funding from these sources will be expected to enroll in required grant seminars and related coursework (i.e. EDPS Single Subject Design) as a condition of their participation in the training grant.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY COURSE REQUIREMENTS

The curriculum is designed so that students can complete the doctoral program requirements after approximately five years of graduate study beyond the baccalaureate degree (inclusive of a full year internship, which is 2000 close hours). Participating on grants or other specialized training tracks; however, will likely extend time in the program and students need to be awarded the program must be completed by the end of the 7th year.

Core Foundation Courses

A. Scientific and Professional Standards and Ethics (6 hours)

- (3) ED PS 7100 – Professional Issues and Ethics in School Psychology (required)
- (3) ED PS 7080 – History and Systems of Psychology (or elective PSY 7508)

B. Cognitive Affective Bases of Behavior (3 hours)

- (3) ED PS 7863 – Cognitive and Affective Basis of Behavior (required as of 8/20/2012)

C. Social Bases of Behavior (3 hours)

- (3) ED PS 7550 – Social Psychology of Human Diversity (required or elective, PSY 6410)

D. Individual Differences (min. of 6 hours)

- (3) ED PS 7450 – Child & Adolescent Psychopathology (required)
- (3) ED PS 7050 – Lifespan Development (required)

E. Biological Bases of Behavior (min. of 3 hours)

- (3) ED PS 7160 – Neuropsychological Bases of Behavior (required or elective, PSY 6700)

F. Research Design, Statistics, and Measurement (min. of 15 hours)

Statistics (min. of 9 hours)

- (3) ED PS 7010 – Quantitative Methods I: Intro to Inferential Statistics (required)
- (6) ED PS 7020 – Quantitative Methods II: ANOVA/Multiple Regression (required)
- (3) EDPS 6969 – Special topics: Intro to Hierarchical Linear Modeling (recommended)

Research Design (min. of 3 hours)

- (3) ED PS 7400 – Advanced Research Design
- or
- (3) ED PS 7410 – Single Subject Research Design

Measurement (min. of 3 hours)

- (3) ED PS 7300 – Psychometric Theory (required)

G. Educational Foundations (min. of 3 hours)

- (3) SPED 6040 – Legal and Policy Issues Spec Ed (required)

H. Psychological and Educational Assessment (min. of 10 hours)

- (3) ED PS 7130 – Cognitive Assessment (required)
- (2) ED PS 7140 – Multicultural Assessment in the Schools (required)
- (3) ED PS 7150 – Individual Child and Adolescent Assessment (required)
- (2) ED PS 7836 Autism Spectrum Disorders: Introduction and Assessment (required)

Other Relevant Assessment Courses (optional):

- (3) ED PS 7190 – Applied Neuropsychological Assessment (doctoral students encouraged to take)
- (3) ED PS 7180 – Personality Assessment

I. Intervention Strategies (min. of 17 hours)

- (3) ED PS 7390 – Interventions in the Schools (required)
- (3) ED PS 7470 – Consultation and Supervision in Applied Settings (required)
- (3) ED PS 7110 – Child/Family Psychotherapy/Counseling Interventions (required)
- (3) ED PS 7380 – Academic Assessment/Interventions (required)
- (3) ED PS 7115 – Advanced Child and Adolescent Behavior Therapy (required)
- (2) ED PS 7838 - Autism Spectrum Disorders: Interventions (required)

Other Relevant Intervention Courses (electives):

- (3) ED PS 6360 – Multicultural Counseling
- (3) ED PS 6200 – Counseling Theories and Procedures
- (3) ED PS 6210 – Counseling Skills
- (3) ED PS 7250 – Family Counseling for School-based Problems

J. Other School Psychology and Specialization Courses (min. of 27 hours)

- (4) ED PS 7730 – SP Practicum: Clinic (required)
- (4) ED PS 7731 – SP Practicum: Field (required)
- (1) ED PS 7142 – Multicultural Assessment Practicum (required)
- (1) ED PS 7837– ASD Assessment Practicum (required)
- (1) ED PS 7839– ASD Interventions Practicum (required)
- (16) ED PS 7910 – Internship in School Psychology (required)

K. Doctoral Research (min 18 hours)

Master's Thesis/Research (min of 4 semester hours)

- (4) ED PS 7732 – School Psychology Research Practicum (required)
- (6) ED PS 6970 – Thesis (optional)

Doctoral Dissertation Project

- (14) ED PS 7970 – Dissertation

DOCTORAL SCHEDULE

Fall Semester	Spring Semester	Summer Semester
<u>1st Year</u>	<u>1st Year</u>	<u>1st Year</u>
EP 7100, Prof Issues/Ethics SP		
EP 7450, Psychopathology	EP 7390, Interventions in Schools	
EP 7130, Cog. Assess	EP 7150, Ind. Child/Adol Assess	EP 7140, MC Assessment (2)
EP 7010, Quant Methods I	EP 7020, Quant Methods II (6)	EP 7836 ASD Assessment (2)
EP 7730, Clinic Practicum (1)	EP 7730, Clinic Practicum (1)	EP 7838 ASD Intervention (2)
EP 7835, SP Research Sem. (2)	EP 7835, SP Research Sem. (2)	(+ 7837/7839 Prac (2 total))
<u>2nd Year</u>	<u>2nd Year</u>	<u>2nd Year</u>
EP 7110, Child/Family Counsel*	EP 7400, Adv Res Design ³ (or SPED 7410, Single Subject)	
EP 7050, Lifespan Development	EP 7470, Consultation	
EP 7300, Psychometric Theory	SPED 6040, Legal Issues/Spec Ed	SPED 6040 Legal Issues
EP 7142, MC Practicum (1)	EP 7380, Academic Assess/Interventions	(possible summer opt)
EP 7730, Clinic Practicum (1)	EP 7730, Clinic Practicum (1)	
EP 7732, Research Practicum (2) (or EP 6970, Thesis)	EP 7732, Research Practicum (2) (or EP 6970, Thesis)	
<u>3rd Year</u>	<u>3rd Year</u>	
EP 7160, Neuro Bases-Behavior ²	EP 7550, Soc Psy Diversity	
	EP 7400, Adv Res Design ³	
EP 7080 History and Systems	(or EP 7410, Single Subject	
	EP 7863 Cognitive-Affective Bases of Behavior	
	EP 7115 Adv. Child/Adol. Behavior Tx	
	EP 7190 Neuropsych Assess ²	
EP 7731, Field Practicum (2)	EP 7731, Field Practicum (2)	
	Prelim Exam (optional)	
<u>4th Year</u>	<u>4th Year</u>	<u>4th Year</u>
Prelim Exam (required)		
EP 7970, Dissertation (5)	EP 7970, Dissertation (5)	EP 7970, Dissertation (4)
<u>5th Year</u>	<u>5th Year</u>	<u>5th Year</u>
EP 7910, Internship (6)	EP 7910, Internship (6)	EP 7910, Internship (4)

Note: all courses are 3 credit hours unless otherwise specified in parentheses ()

²Be aware that the Neuropsychological Assessment is an Elective and taught alternating years

³SUBSTITUTE OPTIONS: students who are conducting single subject studies are advised to take EP 7410, Single Subject Research, or a comparable Single Subject class in Spec Ed Dept. Be sure to check departmental schedules before attempting to register since some courses may not be taught each year due to faculty leaves, etc.

Note: Students completing specialized grant training will be required to enroll in additional seminars or courses associated with goals and objectives of each grant activity.

Description of PhD Research Requirements

First Year School Psychology Research Seminar: The first year seminar is required for Doctoral students and is intended to (1) familiarize students with faculty research interests, (2) help students develop research ideas of their own for thesis and dissertation projects, (3) provide information about the requirements for a research proposal, and (4) provide students with skills to begin to critically evaluate research that is published in the field. First year students are required to sign up for a minimum of 2 hours each semester (ED PS 7835). In addition to monthly meetings with Dr. Jenson, first year students are also expected to attend the Educational Psychology Department's Seminar Series as directed by faculty (attendance is taken).

Research Practicum Requirement: All Doctoral students entering the program without an earned Masters' degree or Educational Specialist degree in School Psychology that requires a thesis to be completed must enroll for 4 credit hours of Research Practicum (ED PS 7732) in the second year of the program. PhD students who have completed prior research must submit a copy of the thesis to the SP Director of Training (DOT) by the end of the fall semester of the first year to allow sufficient time for program faculty to consider whether the thesis project meets program standards. The School Psychology Program Faculty Committee reserve the right to require additional research work if the thesis does not meet departmental standards (e.g., required participation in the Research Practicum).

The instructor of the School Psychology Research Practicum (ED PS 7732) will help students to identify either a faculty member to oversee a research project or will work with the student to ensure that they are prepared to begin work on a faculty member's research area or other project (approved by the School Psychology faculty and Training Director). A culminating written paper that includes a literature review of a researchable topic is required. Examples of possible projects include the development of a pilot study related to dissertation research, research with a faculty member or advanced doctoral candidate within the university or practitioner outside the university, or assisting another doctoral student with their dissertation research (e.g., data collection and analysis).

Masters of Science (MS) versus Masters of Education (MEd): Students in the Ph.D. program may elect to earn a Masters of Science (MS) degree, however, must complete a thesis. **Students in the MS program are required to register for 6 hours of EDPS 6970 (Thesis) instead of the Research Practicum. Attendance at the Research Practicum meetings and completion of practicum requirements are required** (registration for additional Research Prac. hours is optional).

Students who elect to earn a MS degree and do a thesis need to identify a faculty mentor by Spring semester of the second year in order to develop a proposal and select additional faculty to serve on the thesis supervisory committee. Ideally, the student will present their proposal to the supervisory committee and to the university Institutional Review Board (IRB) for approval during their third year. If the project involves data collection within a school district, the proposal must also be approved by the appropriate authority within the district. Once the colloquium has been completed and IRB approval obtained, the student is able to begin the project. Students should complete these activities prior to committing to an internship (see School Psychology Internship section). Once the project is completed, the student will schedule a meeting with the supervisory committee to present their project for approval. The student must also conform to the Graduate School's policies and procedures for preparing a thesis, having it edited by

the Thesis Editor, and filing it as the final step in master's graduation. These policies and procedures are available through the Graduate School (<http://www.gradschool.utah.edu/index.php>).

School Psychology Preliminary Qualifying Examination (SPPQE) for Doctoral Candidates: The Preliminary Exam is given once a year early Fall Semester. Doctoral students are eligible to take the School Psychology Preliminary Qualifying Examinations (SPPQE) if they have: (1) been granted a master's degree from the University of Utah or earned a master's degree from another program; (2) filed a doctoral program of study; and (3) informed the chair of their dissertation committee by March 1 of their intent to take the exam that Fall to ensure sufficient time to read all of the issues in the 12-month period from July 1 of the previous year to June 30 of the year of the exam.

Specific dates for the Preliminary are announced by the end of Spring Semester each year. Students who intend to take the examination in the Fall Semester, however, must register at least two weeks before the exam with the SPPQE Coordinator. Students on an approved leave are not permitted to take the SPPQE.

The Preliminary exam has two sections: (1) a defense of a written document that includes information that pertains to the student's proposed dissertation project (oral exam given by the core School Psychology faculty), and (2) an oral exam conducted by the School Psychology faculty on the program's core course content and one year of issues in three journals (two required school psychology journals, *School Psychology Quarterly* and *School Psychology Review* and one journal selected by the student/approved by the Dissertation Chair that focuses on content that is relevant to the student's dissertation research. The third journal needs to be selected no later than March 1st of the exam year and all core faculty in School Psychology informed of this journal at that time. Issues of all three journals required for the SPPQE have to have been published between July 1 of the preceding year and June 30 of the exam year.

Two weeks before the exam date, students must submit a document to the Exam Coordinator and other School Psychology faculty a Word document that contains information that contains a draft of their proposed dissertation literature review, a rationale for the proposed dissertation project, and research questions along with a description of proposed dependent measures. Students also need to provide a table that links their dissertation research questions with the doctoral program's core competencies (see section of this *Handbook* that contains information about PhD program competencies).

At the time of the Prelim Exam, students are required to present a 20 to 30 minute Power Point Presentation that: 1) summarizes the scientific literature upon which their proposed dissertation research is based, 2) provides a research or theoretically-based rationale for the proposed research, and 3) describes research questions along with corresponding dependent variable measures. This portion of the examination will occur on the first day of the exam. On Day two, the faculty will conduct an oral examination that will address core course content and one year of issues in three journals (two required, *School Psychology Review* and *School Psychology Quarterly*, and one selected by the student and her/his Dissertation Committee Chair. Oral questions for Day 2 of the exam will be developed in advance by the School Psychology faculty with questions drawn from required courses and issues in the three journals. The Chair of the student's dissertation committee will be responsible for asking their question from the agreed upon journal; however, other faculty will also have the option to ask questions about this journal's content. The student must commit to their selected journal six months prior to the prelim exam and inform all core School Psychology faculty of the decision.

The Program Faculty encourages the formation of study groups for the preparation to take the SPPQE. It is important to allot sufficient time for a thorough review of the material. Successful completion of the SPPQE examination requires a passing score on both portions of the exam: 1) written proposal/power

point presentation and oral exam by faculty, and 2) oral exam covering the three journals. A score of 70% or higher on both portions is required to pass the examination. If either the dissertation proposal presentation/defense or the oral exam on course content and journals is not passed, students will be required to retake that portion of the examination at a time scheduled by the School Psychology faculty.

In the event that a student has to retake any portion of the Preliminary examination, the retake must be successfully completed within one year from the original examination date. Students are not allowed to retake the examination a second time; that is, only two exam tries are permitted. The only exception to this policy would be if a student can document significant extenuating circumstances that interfered with his/her performance on the first retake of the exam that resulted in failure. If failure does occur after one retake and there is no documentation of extenuating circumstances, the student will need to meet with the Director of Training and Dissertation Chair to determine her/his eligibility for an alternative degree to the Ph.D. (e.g., Master of Philosophy).

Doctoral Dissertation Research: Dissertation research credits (ED PS 7970-minimum of 14) divided up over different semesters depending on students' other coursework and financial need. Immediately following successful completion of the preliminary qualifying examinations the student is expected to begin actively developing the dissertation proposal. Students typically identify a faculty member who agrees to serve as Chair for the student. In collaboration with the Dissertation Chair the student begins to develop a proposal and identify three other committee members who agree to serve as committee members. Five members total are required by the department; however, the department's Director of Graduate Studies selects the fifth member. The proposal is evaluated by the student's committee in an open colloquium. **Note: the dissertation colloquium cannot be scheduled until the entire School Psychology Preliminary Qualifying Examination (SPPQE) has been passed.**

Students are required to provide a hard copy of their completed dissertation project to the supervisory committee at least two weeks prior to the defense date unless all committee members agree to a shorter deadline (this needs to be negotiated by the committee chair). Students are responsible for scheduling the defense at a time and place that facilitates participation by all committee members. Students are required to submit any revisions to their completed dissertation project within **30 days** from the defense date (unless given permission by the Dissertation Committee Chair following consultation with the School Psychology Program DOT). Students are required to be familiar with procedures and policies of the university and the Graduate School associated with final submission of the approved thesis/dissertation (<http://www.gradschool.utah.edu/thesis/index.php>).

Scholarly Presentations at Professional Meetings and Article Submission: Doctoral students are expected to submit their dissertation and any thesis work for presentation at a national professional organization meeting such as NASP, APA, IMFAR, APBA, and CEC). Doctoral students are also expected to submit their doctoral dissertation (and other scholarly work) in an article format to a top tier journal (preferably submitted within two months of the dissertation defense date). Publication of journal submissions, however, are subject to editorial review and acceptance by the journal, therefore, publication of a manuscript is not required (though a desired outcome).

Dissertation/Thesis Defense Procedural Instructions

Contact JoLynn Yates - Academic Program Specialist using email (jo.yates@utah.edu) or by phone (801-581-7148) to schedule a room for the date and time you set with your committee. Also provide your title and chair for the announcement. JoLynn will announce the defense via email one to two days before the scheduled date.

Two Weeks Prior

- 1) Students must provide a hard copy of the dissertation/thesis to all committee members two weeks before the scheduled date. If a faculty member prefers an electronic copy this is permissible yet students must offer to print at their expense the dissertation. Prior to sending out any final copies, the student must get their Committee chair's approval.

Day of the Defense

- 2) Bring two copies of the *Final Reading* form and *Supervisory Committee Approval* form to the dissertation defense meeting. These forms can be found at:

For thesis: (http://www.gradschool.utah.edu/thesis/forms/signature_ms.pdf)

For dissertation: (http://www.gradschool.utah.edu/thesis/forms/signature_phd.pdf)

***THESE FORMS MUST BE PRINTED ON THESIS (acid free) PAPER** (the same paper you will print copies of your thesis/dissertation on for the final submission to the thesis editor).

For more details about procedures, forms and thesis/dissertation specifications, please refer to the thesis handbook at (<http://www.gradschool.utah.edu/thesis/handbook.pdf>).

- 3) Following the oral defense, submit one copy of the thesis/dissertation to the thesis editor (this copy can be on plain paper). After you make the final edits, you will submit one final copy (printed on thesis paper with the *Final Reading* and *Supervisory Committee* forms you had signed) for distribution to the library. Additionally, the approved electronic copy will be provided to the library. Contact the thesis office for any questions regarding this portion of the process at 801-581-8893. Students are asked to provide to their chair's a hard-bound copy of their thesis or dissertation.

Dissertation Credit Hour Registration

Note: Students must be registered for a minimum of 3 credit hours during the semester you defend. Although only 14 credits of ED PS 7970 there is no maximum number that students can sign up for.

Practicum Requirements

The School Psychology Program at the University of Utah seeks to provide coordinated and integrated training experiences to assure that students are adequately prepared for practicum, internship and eventual employment in the field of school psychology. The program subscribes to the competency framework for professional psychology outlined by Kaslow, N.J., Grus, C.L., Campbell, L.F., Fouad, N.A., Hatcher, R.L., & Rodolfa, E.R. (2009), Competency assessment toolkit for professional psychology, *Training and Education in Professional Psychology*, 3(4), 27-45. Specific competencies are developed through coursework and applied experiences and students are reviewed annually to assure that specific benchmarks are attained for the next level of professional preparation. The programs practices are consistent with model assessment of foundational and functional competencies. During pre-practicum, practicum and internship, students are reviewed using annual performance reviews, case presentation reviews, formal written and oral examinations, self-assessments, evaluation of specific competencies, consumer surveys, portfolios, and simulations/role plays.

ED PS 7730	Clinic Practicum – First 2 years of program, 1 hour Fall and Spring of each year
ED PS 7731	Field Practicum-Third year of program, 2 hours Fall and Spring semesters
ED PS 7142	Multicultural Assessment Practicum-Second year of program (1 hour either Fall/Sp)
ED PS 7837	ASD Assessment Practicum-Second year of program (1 hour either Fall/Sp)
ED PS 7839	ASD Intervention Practicum-Second year of program (1 hour either Fall/Sp)

Core degree practicum courses and experiences occur during the first three years of the program. Requirements meet NASP-approval and APA-accreditation standards.

Clinic Practicum. First and second year students participate in a campus-based practicum at the Department of Educational Psychology’s Educational Assessment and Student Support Clinic before going into the schools and any other off-campus site in the third year. First year students work closely with second year students and supervising Clinic faculty to become acquainted with Clinic Policies and Procedures (see Handbook available online and reviewed first semester by the Clinic Director, Dr. Janiece Pompa). In most cases, first year students will be able to gain some direct experience working with Clinic clients by the second semester of their first year, but only after demonstrating that basic competency/skill requirements are met. Second year Clinic students will be providing the majority of clinical services and, like first year students, will be supervised by Clinic faculty. Students in the Clinic will be required to act ethically and abide by all Clinic policies. Regular attendance at the Monday noon-hour Clinic meetings is also required of Clinic practicum students during their first and second year.

Supervision Emphasis: Theoretical and practical aspects of supervision will be included in the Consultation course, the second year of Clinic Practicum, and during Internship. This will allow students to gain both theoretical and practical knowledge about supervision issues. First year school psychology students will experience first-hand supervision by the faculty and second year clinic students, and second year clinic students who are co-supervising first year students will receive supervision by Drs. Pompa, Hoerner, Clark, Fischer, and Jenson (all licensed psychologists). Interns who co-supervise practicum students will receive supervision of their supervisory skills by their assigned field supervisors.

Field Practicum. Third year students will complete the field practicum assignment in the schools (and in some cases clinical sites, though schools are the most typical location in year three). Since the third year practicum is the joint responsibility of the school psychology faculty at the UU and the participating school districts or other agency, supervision will be provided on-site by a licensed school psychologists (and most often a licensed psychologist) and through the university by a program faculty member who is a licensed psychologist (this supervision is provided individually to practicum students and during a

regularly scheduled class meeting; must be registered under ED PS 7731 during Fall and Spring semesters). Summer Field Practicum hours can be arranged; however, summer hours cannot be used as a substitute for Fall and Spring practicum requirements.

Specialty Practicum Offerings:

Autism Emphasis: Autism specialization practica: ED PS 7837 (Assessment focus) and ED PS 7839 (Intervention focus) are to be completed during summer of the first year or fall or spring semester of the second year following completion of two didactic courses scheduled in summer of year one: ED PS 7836: ASD Introduction and Assessment, and ED PS 7838: ASD Interventions. Students are encouraged to gain applied experiences under the supervision of autism specialists throughout the program at the Carmen B. Pingree Autism Center of Learning, the UU Autism Spectrum Disorder Clinic, UNI H.O.M.E. program, the University Neuropsychiatric Institute (UNI) Summer Camp program for children with autism using the Superheroes Social Skills program developed by Jenson, Bowen, Clark, Hood, Block, Radley, Gabrieslen, and Springer.

BCBA Program (Track): As a part of the BCBA requirements, students enrolled in the track must register for 15 BCBA-specific Practicum hours. See Appendix I for further information about the timing of the practicum and address questions to the BCBA Program (Track) Director, Dr. Aaron Fischer.

Multicultural Emphasis: After completing the first year (summer semester) Multicultural Assessment course (ED PS 7140), students are required to register for 1 additional credit hour in Fall or Spring semester during the second year in the program (during the Clinic Practicum). If a case is not available, however, it may be possible to complete the requirement in year three of the program during the Field Practicum. See the Clinic Director, and Multicultural Assessment course instructor (Dr. Janiece Pompa) for further information. During the third year efforts are made to place all students in schools or other sites where they have multiple opportunities to work with ethnically and linguistically diverse students. The Salt Lake City School District is the most diverse district in the metropolitan area; however, even in other districts there are opportunities for SP students to apply the knowledge and skills they have acquired in assessment and interventions with diverse groups.

Fingerprinting and Background Checks

All students must be fingerprinted and submit to a background check before entering the schools for practicum or internship experiences. All students are REQUIRED to undergo a background check with fingerprinting the first semester of the first year in the SP program (see instructor of Clinic Practicum or program DOT if have questions). Be aware that background checks expire after 3 years and it is the student's responsibility to ensure that background checks and fingerprinting remain current throughout the program. See Linda Bredin or JoLynn Yates (Ed Psych Department staff if need further information about the process).

Additional Practicum Opportunities and Work Experiences: In addition to completing required practicum experiences, students may have opportunities or a desire to work in specialized settings under supervision to refine or practice skills. To be considered a formal practicum for credit, there must be approval by the Practicum Supervisor and Training Director, an identified university and field supervisor, a set of specific objectives for the practicum experience and a formal evaluation of the student by university and field supervisors.

Portfolio Requirement

All students need to maintain a portfolio to assist faculty in evaluating their progress. Included in the portfolio are the following: (1) current vita; (2) syllabi from completed courses; (3) transcripts of grades for these courses; (4) annual reviews by School Psychology Faculty; (5) practicum logs (clinic and field); (6) internship contract; (7) internship logs; (8) evaluation forms from all field supervisors (clinic and field practicum and internship); (9) copies of Supervisory Committee forms; (10) copy of Program of Study forms; (11) completed research project or thesis; (12) completed or proposed dissertation research and IRB proposal; (13) professional paper submissions and conference presentations; (14) honors and awards; (15) PRAXIS results; and (16) sample copies of psychoeducational reports with identifying information removed. Doctoral students also need to include: a summary of the doctoral preliminary exam results, proof of completed master's thesis or research project, copy of completed dissertation, required research article, and any teaching evaluations. Additionally, doctoral students who enter the program with a Masters' Degree need to include a statement of approval from the Program Director regarding the acceptance of their prior masters' thesis or completion of an alternative project. A portfolio checklist is provided in the Appendix.

Please note that the **portfolio needs to be reviewed prior to any application for internship**. This means students must turn in their portfolios to the Internship Coordinator (i.e., Instructor for ED PS 7910) before starting the internship year (preferably during the Spring Semester of the third year while still in Field Practicum class). Students are responsible for making sure they are cleared to apply for and start an internship.

School Psychology Internship

To be eligible for internship (ED PS 7190), the student must have completed (1) the core academic school psychology courses; (2) the clinic and field practicum sequence; and (3) receive permission from the program's internship supervisor. The internship is a culminating experience for the student which integrates theory and practice. Students are encouraged to seek internships in a variety of settings including schools, hospitals, mental health centers, residential settings, and others, and out of state placements. PhD students who are required to complete a master's degree before entering doctoral candidacy are allowed to have the internship requirement postponed until a Masters of Education or Masters of Art is awarded to allow for all internship hours to be counted towards licensure as a psychologist. A total of 16 credit hours of ED PS 7190 is the minimum number required in order to graduate with the PhD.

Students completing full or half time internships sign a contract with the school district which signifies a formal and legal agreement to complete appropriate professional activities within the terms of that contract, including salary, benefits, supervision and other commitments. Termination of that contract by the intern or the school district for any reason is subject to review by the Training Director and University Internship Supervisor to establish sufficient cause for termination and to assure consideration of all professional responsibilities, including continuity of services for the school and clients served therein.

Doctoral students must complete a 2,000 hour APPIC or APPIC-like internship after the awarding of the master's degree as part of their degree requirements. Students who have not successfully passed the preliminary qualifying examination (i.e., the SPPQE), however, are not permitted to apply for an internship through the APPIC system. This means an internship can be postponed for up to a year until the SPPQE is passed.

At least 600 hours of this internship must be school based, or the student must show equivalent experience in the schools (i.e. a previous internship at the masters' level in a school setting). If equivalence is shown, a student may select an alternative setting to complete the full 2000 hours. Doctoral

interns must be supervised by a doctoral level licensed psychologist, and if the internship occurs in the schools, the supervisor must also have a license as a school psychologist. Any exceptions must be discussed with the Internship Director for our School Psychology program). The Internship Director must approve any exceptions to required APPIC or APPIC-like internships. Further, students are advised to meet in the early months of fall semester when they are doing Field Practicum to better understand the APPIC application process. Prior to any application for internship whether APPIC, APA or school-based hours that meet criteria for School Psychology licensure (but not necessarily Psychology licensure through licensing boards such as DOPL), students are required to turn in to the Internship Director their portfolios (see appendix at end of handbook for further information about portfolio requirements).

Note that Doctoral students entering without a masters' degree must meet all requirements for the masters' degree before starting their internship if... they wish to have those hours count toward licensure. This means completing a research project (Research Practicum project) or Master's Thesis. This means students must apply for the Master's degree through the Graduate School so that the degree is granted before beginning the internship if counting towards licensure as a psychologist. All students must complete a minimum of 600 hours of internship in the schools, therefore, if APPIC-approved school site these hours can count toward the required 2000 hours required by DOPL in the state of Utah.

The internship program is the joint responsibility of the School Psychology Program and the participating school districts and internship field placements. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program Faculty coordination. The internship is designed as a culminating experience of the student's program which enhances the development of competencies and professionalism. As such, the internship allows the student the opportunity to integrate course work, research, theory, and practical experiences in a supervised, applied setting. Opportunities for co-supervision of school psychology practicum students will also be arranged with the interns' field supervisors. Students will be required to attend regularly scheduled internship meetings during the fall and spring semesters unless they are on internship at APA or APPIC sites that provide regular didactic instruction and group supervision. Student interns are required to observe both ethical and legal standards established by the employer and the doctoral program in completing their internship obligations.

Consistent with APA accreditation standards, the program requires at least 2 hours of face to face supervision each week with a licensed psychologist and an additional 2 hours of related group supervision each week. Also be aware that all internship hours that count toward licensure by the state of Utah for psychologists require that the internship hours (appropriately supervised) be completed within a 24 month period. Program requirements are consistent at this time with the current psychology licensing laws in the State of Utah Division of Occupational and Professional Licensing (<http://www.dopl.utah.gov/laws/58-61.pdf>).

Note: Doctoral students are not allowed to complete more than two years of full or part-time internship before completing all PhD requirements, including defense of the Dissertation.

PRAXIS Exam

All students must take and pass the PRAXIS exam during the "first" year of internship (typically year four in the program when doing a school-based internship). Be aware that the program requires a ***minimum passing score comparable to that set by the Utah State Office of Education (USOE) for full credentialing as a school psychologist in the state of Utah*** (currently the USOE score is 147). This means that no student will be able to earn a master's or doctoral degree without providing proof of a passing score for the PRAXIS. Check scores at the state for any changes in the minimum passing score for the NCSP (Nationally Certified School Psychologist) credential. The PRAXIS exam may be retaken

by anyone scoring below the cut-off; however, documentation of a passing test score of 147 for the incoming class (2014-2015) must be provided to the Internship Coordinator before receiving a passing grade for the Internship course.

School Psychologists and Doctoral Psychologist Licensure:

Students who have completed all requirements for a masters' degree, plus a 1500 hour internship and successful completion of the PRAXIS exam in school psychology, are eligible to apply for State licensure as a School Psychologist. This process must be initiated by the student. Applications are available online (<http://education.utah.edu/students/usoe-licensure-apps.php>) and must be completed and submitted to the department's administrative secretary. Licensure is granted through the Utah State Office of Education but approval by the Educational Psychology Department is a required part of the application process. The majority of students who complete degrees in School Psychology apply for this license and it is required for students wishing to continue work in Utah schools.

Students who have completed a PhD degree, and have completed all required field work (e.g., a 4,000 total hours of supervised pre-doctoral internship and post-doctoral supervised fellowship) can apply to take the Examination for Professional Practice of Psychology (EPPP). Students must initiate this on their own through the State of Utah Division of Occupational and Professional Licensing. Current psychology licensing laws for the State of Utah may be found at the Division of Occupational and Professional Licensing website (<http://www.dopl.utah.gov/laws/58-61.pdf>). In Utah, additional supervised internship hours beyond those required for the degree (i.e. 2000 hours) may be documented and accumulated prior to completion of other degree requirements only if they are post-masters and meet the standards for supervision, etc. Note that 1,000 of the hours must be "mental health" hours (e.g., direct service to clients/students). All supervision must be completed by a licensed psychologist eligible by the State to provide supervision (i.e. licensed as a psychologist for 2 or more years). APA accreditation standards also require two hours of face to face individual supervision each week.

Graduates of our doctoral program are eligible to be licensed as psychologists in Utah and most other states (note requirements vary by state and students are encouraged to consult the Association of State and Provincial Psychology Boards (ASPPB) for further information (www.asppb.org). **It is strongly recommended that students complete a 2,000 hour APA-accredited doctoral internship and do another 2,000 hour post-doctoral fellowship after the PhD is granted.** Since licensure laws may change in the future in the State of Utah, and may be different now and then in other states, the faculty want students to be aware of this possibility. Some states, including Utah, allow graduates with 4,000 hours of doctoral internship to apply for licensure and take the EPPP exam. At the present time, more states, however, require a 2,000 doctoral internship and a 2,000 hour post-doctoral fellowship in order to be licensed (and some require APA accredited internships and/or APPIC internships). For information about specific state laws regarding licensure, go to the website of the Association of State and Provincial Psychology Boards (ASPPB) (www.asppb.net).

Time Limits

Student progress toward meeting program requirements for both the master's level and doctoral programs is reviewed on an annual basis. Students who are admitted to the PhD program with credit for a Bachelor's Degree can complete all requirements for the PhD within five years from the first semester of enrollment (if not participating in additional certifications, etc.). Students who are admitted to the PhD program with credit for a previous Master's Degree in School Psychology are typically able to complete all PhD degree requirements in four years from the first semester of enrollment.

Program and department policy allows students a maximum of **seven years** from the date of initial matriculation to complete all requirements for the PhD degree. Students entering the doctoral program with a Master's Degree have a maximum of five years to complete requirements for respective degrees. Failure to complete program requirements within this time frame can result in dismissal from the program and the department. ***Additionally, students exceeding deadlines will be required to formally request an extension of their program AND if an extension is granted, must enroll for 9 semester hours each semester until degree requirements are completed. If exceptional circumstances have precluded program completion within the seven year time limit, a student and his/her faculty adviser may jointly appeal in writing to the School Psychology DOT and Program Committee for a one year extension.***

Leave of Absence: Students who need to discontinue their studies for one or more semesters (fall and spring) must file a Request for Leave of Absence form with the Department Chairperson. Subject to the approval of the Dean of the Graduate School, such requests may be granted for up to one year for a variety of reasons. It should be noted that time spent on an approved leave of absence is not counted against students in terms of the time limits for the program. While on a leave, however, students are not allowed to register for classes or take examinations, including the Doctoral Prelim).

Important Warning: Students who fail to register for a minimum of 3 credit hours for either the Fall or Spring semester are automatically dropped from the Graduate School, therefore, are automatically dropped from departments and programs. Students who fail to keep their registration current will have to reapply for admission to the School Psychology program. Please be aware that applications are only reviewed once a year, therefore, failure to maintain regular enrollment in Fall and Spring Semesters could result in a student being permanently dropped or at a minimum significantly delayed in being able to complete the SP doctoral program. Also note that students **may not** use Continuing Registration EDPS 7990 to satisfy enrollment requirements for the program and department unless they have completed ALL degree requirements, including dissertation research, or have explicit written permission from the Department Chair to register in this manner.

Final Meeting with DOT: Prior to graduation all PhD students must schedule a final meeting with the School Psychology Training Director for a final review of their portfolios to insure that all program requirements have been met.

SPECIALIZED TRAINING

Over the years, the School Psychology program has offered a number of extensive specialized training opportunities in the area of autism, brain injuries, and externalizing behavior disorders. Current, there are three programs/intensive activities that are taking place: Autism Social Skills Training Grant, training as a Board Certified Behavior Analyst (BCBA), and supervised research in the U-TTEC Lab. Although all of these are great opportunities, please realize that they all take time and cannot be your primary responsibility. Your primary responsibility is to the core degree requirements (Masters or PhD). This means all students regardless of grant or training track must take core courses in the order in which they are recommended (see current Handbook for this information) and complete other requirements including clinic/field work, exams, etc. Any changes to the core program must be approved by the School Psychology Training Director and the other core School Psychology program faculty. A written request is required and should be addressed to the Training Director (el.clark@utah.edu) with a copy cc'd to the faculty member responsible for the specialized training experience. Note that unsatisfactory performance in any core courses, practicum, or required degree activities can result in a student being unable to continue in the specialized training project.

The following are three current offerings. Note you must discuss your interest in these activities directly with the grant training, lab, or special program:

Superheroes Social Skills Grant (Jenson and Clark)

U-TTEC Laboratory (Fischer)

Board Certified Behavior Analyst (BCBA) Program (Fischer)

PROFESSIONAL STANDARDS AND ETHICAL PRINCIPLES

The continued development of psychology as a profession is dependent upon the consistent implementation of standards of conduct for psychologists that prescribe acceptable ethical and professional behavior. Students are expected to demonstrate academic honesty and abide by the University of Utah's Code of Conduct (<http://www.admin.utah.edu/ppmanual/8/8-10.html>). In addition, students in the program must adhere to the various ethical standards promulgated by NASP and the American Psychological Association. This includes the *Ethical Principles of Psychologists and Code of Conduct* (2002), *General Guidelines for Providers of Psychological Services* (1987), and *Specialty Guidelines for the Delivery of Services* (1981). Students in the School Psychology program are expected to consistently implement the various standards and principles in their work as psychologists-in-training.

Note: Program Advisory on Ethical Community Engagement

- 1) Conduct in the Community: Students are encouraged to be mindful that while they lead private lives, they are engaged in public professions. Students must monitor of the appropriateness of their conduct at all times, and exercise discerning judgment in both professional and personal pursuits.
- 2) Use of Social Media: Students should be aware of potential repercussions stemming from careless use of social media outlets. It is the responsibility of students to ensure that any social media profiles, wherein personal information is shared, remain "private". Similarly, students should closely monitor those who have access to personal information shared privately via social media outlets (e.g., who they "friend" and how their personal information may be shared without their knowledge). Students will be held responsible for their online conduct.
- 3) Electronic Communications: Students must seek to create and use usernames and email addresses that are dignified and professional in nature. The dissemination of email, text, or other forms of correspondence (including photos) that are inconsistent with ethical and professional standards will not be tolerated.

Students are required to familiarize themselves with the following documents during their first semester in residence in the program.

American Psychological Association (2010). *Ethical principles of psychologists and code of conduct*, American Psychological Association, Washington DC..

American Psychological Association (1993). *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* (approved by the Council of

Representatives in 1990, Boston, MA). For Guidelines see:
<http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>.

Jacob, S., Decker, A. & Hartshorne, T. S. (2011). *Ethics and Law for School Psychologists* (6th edition). New York, NY: John Wiley and Sons.

National Association of School Psychologists (2010). *Principles for Professional Ethics*. Silver Springs, MD: NASP.

EVALUATION OF STUDENT PROGRESS AND RIGHTS TO APPEAL

Students are regularly evaluated regarding progress in the program and in developing needed competencies for the professional practice of school psychology, using a variety of methods (see Appendix B). This includes meeting minimum standards in coursework (e.g., no course accepted for credit with a grade below a B and maintaining a grade point average of 3.0 or higher. Students must also receive a Credit (CR) in practicum and internship in order to continue in the program. Any grades below a B, or any “no credit” (NC) grades in practicum or internship must be retaken and completed as soon as possible. An evaluation of professional practice skills occurs through instructor and/or supervisor feedback in core courses and clinic/field experiences (practicum and internship). Feedback from practicum and internship supervisors is an important part of the evaluation process. Included in the practice evaluations are student’s skills in assessment and intervention, capability to work with a diverse group of students and families, adherence to professional ethical standards/codes and general professional and interpersonal skills.

All students are formally reviewed on an annual basis and receive written feedback each spring on individual progress in meeting program goals and requirements. In addition, the program faculty relies on portfolio reviews by the internship coordinator/instructor, performance on the SPPQE, and the annual student review to base their decisions on the appropriateness of student’s academic and professional performance. Readiness for practicum, internship and employment experiences is also assessed by faculty using feedback from supervisors, review of specific competencies associated with program and professional benchmark standards (see Appendix 3) and individual conferences with students.

Personal Difficulties: In general, the school psychology program faculty will support students through a short term crisis, and provide activities to help them recoup missed learning experiences. Rarely do students have such severe personal/interpersonal or academic/professional difficulties that their ability to function as professional school psychologists is questioned. However, if the faculty and/or student determine that this is the case, students may be informally advised to seek appropriate professional assistance to resolve the problem. Students will be responsible for this, including any payment. Counseling services are also available at the University of Utah Counseling Center (<http://www.sa.utah.edu/counsel/>). The faculty may also decide to formally recommend (i.e., in writing) that the student seek a psychological/psychiatric consultation and/or therapy. If, in the opinion of the faculty, the student cannot function as a professional school psychologist (practitioner or academic), the student is notified in writing that probationary status or dismissal is under consideration.

Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;

d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's advisor and Program Director will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a "Plan" will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, can be expected to result in programmatic dismissal.

Programmatic Dismissal: The student will have the right to speak directly with the faculty and Department Chair. If a decision is finally made to dismiss a student, the student will be informed in writing via certified mail. Students are encouraged to consult their advisor and the Program Director to ensure that they have adequate clarification, advice, and support regarding the issue. If students feel that the feedback has been unfair, they have the right to discuss the situation with someone outside the program. The student should consult the University Code, Policy 8-10, Rev 3 (<http://www.admin.utah.edu/ppmanual/8/8-10.html>) and/or Appendix D for further information about student rights and responsibilities, along with guidelines for appeal.

Specifically, the steps for appealing a decision made by the faculty or department are as follows:

1. Discuss the action with the faculty member or the School Psychology Program/Training Director and attempt to resolve the disagreement.
2. Appeal in writing, and meet with, the Department Chair *within 40 working days* of notification of the academic action. *Within 15 days*, it is the Chair's responsibility to notify the student and the faculty member or Training Director in writing of his or her decision.
3. If either party (faculty member/training director/ or student) disagrees with the chair's decision, she or he may appeal to the college's *Academic Appeals Committee* within 15 working days of notification of the chair's decision.

These steps are described in detail in the University Code (see above website, Policy 8-10, Rev3) and in Appendix D. In addition, students who feel they may be experiencing discrimination based on race/ethnicity, gender, sexual orientation, religious orientation, veteran status, or disability may consult the University's Office of Equal Opportunity (OEO). Further information about this can be found on the Web at: (<http://www.hr.utah.edu/>). In addition, students wishing to speak to someone about advocacy on their behalf can contact the ASUU Student Advocacy Office: (<http://www.asuu.utah.edu/>).

ACCREDITATION

The School Psychology Doctoral Program is accredited by the American Psychological Association Committee on Accreditation. The phone number and address of the Committee on Accreditation is: Phone #: 202-336-5979, and address: APA Office of Accreditation; 750 First Street, NE, Washington DC,

20002-4242. The School Psychology Programs maintains a website (<http://ed-psych.utah.edu/school-psych/>) where additional information may be obtained.

The doctoral program is also accredited by the National Association of School Psychologists (NASP). For more information about NASP program review and accreditation process used by school psychology graduate programs, refer to (http://www.nasponline.org/standards/approvedtraining/training_program.aspx) or contact Dr. Enedina García Vázquez, Chair of the NASP Program Approval Board, phone: 575-646-9601, e-mail: (nasppab@psl.nmsu.edu).

For further information and application procedures contact:

**Elaine Clark, PhD , Program Director
School Psychology Program
1721 Campus Center Drive, Room 3222
University of Utah
Salt Lake City, Utah 84112
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Appendices

- Appendix A: Supervisory Committee Guidelines
- Appendix B: Comprehensive Evaluation of Student Trainee Competence in Professional Psychology Programs
Competency checklists Practicum, Internship, Entry Level Practice
- Appendix C: Leave of Absence Request
Petition for Course Substitution
Doctoral Program Planning Worksheet
- Appendix D: Professional/Academic Misconduct Procedures
- Appendix E: Faculty Profiles and Research Interests
- Appendix F: Ethical Principles and Code of Conduct for Psychologists
- Appendix G: Ethics, Confidentiality, and Information Access Statement
- Appendix H: Portfolio Completion Checklist and Summative Evaluation
- Appendix I: BCBA Specialty Track Requirements

APPENDIX A

Supervisory Committee Guidelines

<http://ed-psych.utah.edu/sac/info-forms.php>

Resources for Graduate Students

<http://www.gradschool.utah.edu/students/index.php>

Department of Educational Psychology Supervisory Committee Guidelines

1. Master's and doctoral committee chairpersons will be regular faculty from the Department of Educational Psychology. Regular faculty include professors, associate professors, assistant professors, instructors and honored faculty (Distinguished Professors, Presidential Professors, and University Professors).
2. All members of all committees must hold regular faculty appointments at the University of Utah or must have auxiliary faculty appointments at the University of Utah and be recognized by the department as eligible to participate in research supervision. Auxiliary faculty hold research, clinical, lecturer, adjunct, visiting, or emeritus appointments.
3. Master's committees will consist of three faculty members.
 - a. At least two committee members must be regular departmental faculty.
 - b. At least one member of the committee must be a regular departmental faculty member who represents the student's program.
 - c. One member of the committee may hold an auxiliary faculty rank or be on the faculty in another department.
4. Doctoral committees will consist of five faculty members.
 - a. The majority of the members of the committee will be regular faculty in the Department of Educational Psychology.
 - b. At least one member of the committee must be a regular or auxiliary member of the faculty in another department.
 - c. At least one member of the committee must be a regular departmental faculty member who represents the student's program.
 - d. One or two members of the committee may hold auxiliary faculty ranks. Exceptions to these guidelines require a special letter from the department chairperson or director of graduate studies to The Graduate School and approval by the dean of The Graduate School. An exception to policy may be granted to include a professor from another university as a member of the committee. In that case, the department requires a copy of the professor's vitae in addition to a letter of support from the department chair or director of graduate studies and approval by the dean of The Graduate School.

Department of Educational Psychology Policies and Procedures Document

The Director of Graduate Studies (DGS)

Effective Date: February 1, 2002.

A. Duties of the Director of Graduate Studies (DGS):

1. The DGS functions under the direction of the Department Chair. Thus, all actions of the DGS are advisory in nature and come as recommendations to the Department Chair. Specifically, the DGS will recommend the appointment of one within-department thesis/dissertation committee member (*note*: should a departmental faculty appointee have concerns about her/his recommendation [by the DGS] to serve on a committee such concerns should be expressed to the Department Chair prior to the Department Chair's

final approval of the student supervisory committee). After the Department Chair finalizes the membership of the supervisory committee, the student can complete the Graduate School form titled, "University Graduate School Request for Supervisory Committee." This official form is then reviewed and signed by each faculty thesis/dissertation committee member, formally approved by the Chair of the Department and forwarded to the Dean of the Graduate School for final approval.

2. Attend a once-a-year meeting of the Graduate School and report relevant information to department faculty and administrative staff.
3. Serve as an ex-officio member of the Training Directors' Committee in the Department of Educational Psychology and participate in the monthly meeting of this group.
4. Assure that departmental policies remain consistent with those of the University of Utah Graduate School.
5. Consistent with departmental and Graduate School policy, a majority vote from the student's supervisory committee to pass the thesis/dissertation (dissertation: "3 in favor, 2 opposed" or "4 in favor, 1 opposed"/ master's thesis: "2 in favor, one opposed") automatically recommends the dissertation/thesis for approval to the Department Chair. However, in such situations where there is a minority dissenting vote from one or more members of the student's supervisory committee on the adequacy of a thesis or dissertation, the DGS will conduct an independent review of the written thesis/dissertation and provide a recommendation with respect to the dissenting minority vote to the Department Chair. Such a DGS review will not affect the committee vote and is for information purposes only. This final review; however, should be conducted prior to final approval of the thesis/dissertation by the Department Chair.

B. The student's dissertation or thesis committee is responsible for:

1. Review and approval of the student's Candidacy Form and Program of Study.
2. Review, examination, and approval of the student's thesis/dissertation research proposal.
3. Review, examination, and approval of the student's final thesis or dissertation.

C. Steps in the Process of Completing a Thesis or Dissertation

The student discusses her/his research interest with various faculty and through this process decides on a research topic consistent with the student's and her/his proposed chairperson's interests and/or expertise. The student and her or his thesis/dissertation committee chair work together to develop a list of potential thesis/dissertation committee member(s). If the proposed thesis/dissertation committee members agree, the student (in conjunction with her/his committee chair) completes the attached form and delivers it to the department administrative officer assigned to this process (Sherrill Christensen). The administrative officer checks the form for accuracy and completeness and forwards it to the Director of Graduate Studies (DGS). The DGS, under the direction of the Department Chair, reviews the form and the specific committee membership request. The DGS then recommends a final within-department faculty member to serve on the thesis/dissertation committee. A copy of the department's "*Committee Approval Form*" is returned to the student and the original placed in the student's file. Using the Department's Committee Approval form, the student then completes the official Graduate School "*Request for Supervisory Committee*" form. Once completed, the Graduate School form is sent by the Department's responsible administrative officer to the Graduate School for final approval as described in the above paragraph. In most cases, it is anticipated that this process will progress towards Graduate School approval in a timely fashion. If, however, the DGS has concerns about the membership of a specific committee request, working with the Chair of the student's committee the DGS may request a revision to the committee

membership. If the student's committee chair has concerns about the DGS's within-department committee member recommendation, this concern can be submitted, in writing, to the Department Chair.

Other relevant forms are available on line on the SAC website or on the website of the Graduate School (<http://www.gradschool.utah.edu/students/index.php>).

APPENDIX B

Comprehensive Evaluation: Student-Trainee Competence in Professional Psychology Programs¹

Competency Benchmarks, Checklists for Practicum, Internship and Employment

I. Overview and Rationale Comprehensive Evaluation

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.psychtrainingcouncils.org/pubs/NCSP-20CCTC20model20Student20Competency.pdf>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of*

Programs in Professional Psychology, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

¹ This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practicum, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1A. Integrity - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
1B. Deportment		
Understands how to conduct oneself in a professional manner	Communication and physical conduct (including attire) is professionally appropriate, across different settings	Conducts self in a professional manner across settings and situations
1C. Accountability		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
1D. Concern for the welfare of others		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
1E. Professional Identity		
Demonstrates beginning understanding of self as professional: “thinking like a psychologist”	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context		
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
2B. Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
2D. Applications based on Individual and Cultural Context		
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
3A. Knowledge of ethical, legal and professional standards and guidelines		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines
3B. Awareness and Application of Ethical Decision Making		
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes an ethical decision-making model in professional work
3C. Ethical Conduct		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
4A. Reflective Practice		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool
4B. Self-Assessment		

Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Self-monitors issues related to self-care and promptly intervenes when disruptions occur
4D. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Effectively participates in supervision	Independently seeks supervision when needed

II. RELATIONAL

Principles for Professional Ethics

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5A. Interpersonal Relationships		
Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
5B. Affective Skills		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	Manages difficult communication; possesses advanced interpersonal skills
5C. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and

	understanding and use of professional language	well-integrated; demonstrate thorough grasp of professional language and concepts
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III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6A. Scientific Mindedness		
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies scientific methods to practice
6B. Scientific Foundation of Psychology		
Demonstrates understanding of psychology as a science	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)
6C. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
7A. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generates knowledge
7B. Application of Scientific Method to Practice		

No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	Applies scientific methods of evaluating practices, interventions, and programs
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IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8A. Knowledge and Application of Evidence-Based Practice		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9A. Knowledge of Measurement and Psychometrics		
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	Selects assessment measures with attention to issues of reliability and validity	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context

9B. Knowledge of Assessment Methods		
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
9C. Application of Assessment Methods		
Demonstrates knowledge of measurement across domains of functioning and practice settings	Selects appropriate assessment measures to answer diagnostic question	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
9D. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Assessment continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9E. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	Utilizes systematic approaches of gathering data to inform clinical decision-making	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
9F. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
10A. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
10B. Skills		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
10C. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
10D. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11A. Role of Consultant		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	Determines situations that require different role functions and shifts roles accordingly to meet referral needs
11B. Addressing Referral Question		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question
11C. Communication of Consultation Findings		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
11D. Application of Consultation Methods		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
12A. Knowledge		

No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
12B. Skills		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
13A. Expectations and Roles		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
13B. Processes and Procedures		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
13C. Skills Development		
Displays interpersonal skills of communication and openness to feedback	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
13D. Supervisory Practices		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals

14B. Functioning in Multidisciplinary and Interdisciplinary Contexts		
Cooperates with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals
14D. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	Develops and maintains collaborative relationships and respect for other professionals	Develops and maintains collaborative relationships over time despite differences
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
15A. Appraisal of Management and Leadership		
No expectation at this level	<p>Forms autonomous judgment of organization's management and leadership</p> <p>Examples:</p> <ul style="list-style-type: none"> • Applies theories of effective management and leadership to form an evaluation of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness 	<p>Develops and offers constructive criticism and suggestions regarding management and leadership of organization</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies strengths and weaknesses of management and leadership or organization • Provides input appropriately; participates in organizational assessment
15B. Management		
No expectation at this level	Demonstrates awareness of roles of management in organizations	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy

15C. Administration		
Complies with regulations	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	Demonstrates emerging ability to participate in administration of clinical programs
15D. Leadership		
No expectation at this level	No expectation at this level	Participates in system change and management structure

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
16A. Empowerment		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	Intervenes with client to promote action on factors impacting development and functioning
16B. Systems Change		
Understands the differences between individual and institutional level interventions and system's level change	Promotes change to enhance the functioning of individuals	Promotes change at the level of institutions, community, or society

**Competency Benchmarks in Professional Psychology
Readiness for Internship Level Rating Form**

Trainee Name:

Name of Placement:

Name of Person Completing Form (please include highest degree earned):

Date Evaluation Completed:

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? Yes No

Type of Review:

Initial Review Mid-placement review Final Review Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Doctoral Program:

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee’s behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.					
1A. Integrity - Honesty, personal responsibility and adherence to professional values					
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	0	1	2 [N/O]	3	4
1B. Deportment					

Communication and physical conduct (including attire) is professionally appropriate, across different settings	0	1	2 [N/O]	3	4
1C. Accountability					
Accepts responsibility for own actions	0	1	2 [N/O]	3	4
1D. Concern for the welfare of others					
Acts to understand and safeguard the welfare of others	0	1	2 [N/O]	3	4
11E. Professional Identity					
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0	1	2 [N/O]	3	4
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.					
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context					
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2B. Others as Shaped by Individual and Cultural Diversity and Context					
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context					
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0	1	2 [N/O]	3	4
2D. Applications based on Individual and Cultural Context					
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.					
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines					
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	0	1	2 [N/O]	3	4
3B. Awareness and Application of Ethical Decision Making					
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0	1	2 [N/O]	3	4

3C. Ethical Conduct					
Integrates own moral principles/ethical values in professional conduct	0	1	2 [N/O]	3	4
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.					
4A. Reflective Practice					
Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action	0	1	2 [N/O]	3	4
4B. Self-Assessment					
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	0	1	2 [N/O]	3	4
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)					
Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	0	1	2 [N/O]	3	4
4D. Participation in Supervision Process					
Effectively participates in supervision	0	1	2 [N/O]	3	4

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.					
5A. Interpersonal Relationships					
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	0	1	2 [N/O]	3	4
5B. Affective Skills					
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	0	1	2 [N/O]	3	4
5C. Expressive Skills					
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	0	1	2 [N/O]	3	4

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.					
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6A. Scientific Mindedness					
Values and applies scientific methods to professional practice	0	1	2 [N/O]	3	4
6B. Scientific Foundation of Psychology					
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0	1	2 [N/O]	3	4
6C. Scientific Foundation of Professional Practice					
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	0	1	2 [N/O]	3	4
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.					
7A. Scientific Approach to Knowledge Generation					
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	0	1	2 [N/O]	3	4
7B. Application of Scientific Method to Practice					
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0	1	2 [N/O]	3	4

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.					
8A. Knowledge and Application of Evidence-Based Practice					
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2 [N/O]	3	4
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.					
9A. Knowledge of Measurement and Psychometrics					
Selects assessment measures with attention to issues of reliability and validity	0	1	2 [N/O]	3	4
9B. Knowledge of Assessment Methods					
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	0	1	2 [N/O]	3	4

9C. Application of Assessment Methods					
Selects appropriate assessment measures to answer diagnostic question	0	1	2 [N/O]	3	4
9D. Diagnosis					
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	0	1	2 [N/O]	3	4
9E. Conceptualization and Recommendations					
Utilizes systematic approaches of gathering data to inform clinical decision-making	0	1	2 [N/O]	3	4
9F. Communication of Assessment Findings					
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	0	1	2 [N/O]	3	4
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.					
10A. Intervention planning					
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2 [N/O]	3	4
10B. Skills					
Displays clinical skills	0	1	2 [N/O]	3	4
10C. Intervention Implementation					
Implements evidence-based interventions	0	1	2 [N/O]	3	4
10D. Progress Evaluation					
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2 [N/O]	3	4
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.					
11A. Role of Consultant					
Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	0	1	2 [N/O]	3	4
11B. Addressing Referral Question					
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	0	1	2 [N/O]	3	4
11C. Communication of Consultation Findings					

Identifies literature and knowledge about process of informing consultee of assessment findings	0	1	2 [N/O]	3	4
11D. Application of Consultation Methods					
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0	1	2 [N/O]	3	4

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.					
12A. Knowledge					
Demonstrates awareness of theories of learning and how they impact teaching	0	1	2 [N/O]	3	4
12B. Skills					
Demonstrates knowledge of application of teaching methods	0	1	2 [N/O]	3	4
13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.					
13A. Expectations and Roles					
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2 [N/O]	3	4
13B. Processes and Procedures					
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	0	1	2 [N/O]	3	4
13C. Skills Development					
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0	1	2 [N/O]	3	4
13D. Supervisory Practices					
Provides helpful supervisory input in peer and group supervision	0	1	2 [N/O]	3	4

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.					
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions					
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0	1	2 [N/O]	3	4
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts					

Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0	1	2 [N/O]	3	4
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes					
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	0	1	2 [N/O]	3	4
14D. Respectful and Productive Relationships with Individuals from Other Professions					
Develops and maintains collaborative relationships and respect for other professionals	0	1	2 [N/O]	3	4
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).					
15A. Appraisal of Management and Leadership					
Forms autonomous judgment of organization's management and leadership	0	1	2 [N/O]	3	4
15B. Management					
Demonstrates awareness of roles of management in organizations	0	1	2 [N/O]	3	4
15C. Administration					
Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	0	1	2 [N/O]	3	4
16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.					
16A. Empowerment					
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	0	1	2 [N/O]	3	4
16B. Systems Change					
Promotes change to enhance the functioning of individuals	0	1	2 [N/O]	3	4

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

**Competency Benchmarks in Professional Psychology
Readiness for Entry to Practice Level Rating Form**

Trainee Name:

Name of Placement:
Name of Person Completing Form (please include highest degree earned):

Date Evaluation Completed:
Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? Yes No

Type of Review:

Initial Review Mid-placement review Final Review Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Doctoral Program: Intern:

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee’s behavior is this competency description?

Not at All/Slightly **Somewhat** **Moderately** **Mostly** **Very**
0 1 2 3 4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comporment that reflects the values and attitudes of psychology.					
1A. Integrity - Honesty, personal responsibility and adherence to professional values					
Monitors and independently resolves situations that challenge professional values and integrity	0	1	2 [N/O]	3	4
1B. Deportment					
Conducts self in a professional manner across settings and situations	0	1	2 [N/O]	3	4

1C. Accountability					
Independently accepts personal responsibility across settings and contexts	0	1	2 [N/O]	3	4
1D. Concern for the welfare of others					
Independently acts to safeguard the welfare of others	0	1	2 [N/O]	3	4
1E. Professional Identity					
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	0	1	2 [N/O]	3	4
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.					
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context					
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2B. Others as Shaped by Individual and Cultural Diversity and Context					
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context					
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2D. Applications based on Individual and Cultural Context					
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	0	1	2 [N/O]	3	4
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.					
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines					
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines	0	1	2 [N/O]	3	4
3B. Awareness and Application of Ethical Decision Making					
Independently utilizes an ethical decision-making model in professional work	0	1	2 [N/O]	3	4
3C. Ethical Conduct					

Independently integrates ethical and legal standards with all competencies	0	1	2 [N/O]	3	4
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.					
4A. Reflective Practice					
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	0	1	2 [N/O]	3	4
4B. Self-Assessment					
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	0	1	2 [N/O]	3	4
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)					
Self-monitors issues related to self-care and promptly intervenes when disruptions occur	0	1	2 [N/O]	3	4
4D. Participation in Supervision Process					
Independently seeks supervision when needed	0	1	2 [N/O]	3	4

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.					
5A. Interpersonal Relationships					
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities	0	1	2 [N/O]	3	4
5B. Affective Skills					
Manages difficult communication; possesses advanced interpersonal skills	0	1	2 [N/O]	3	4
5C. Expressive Skills					
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts	0	1	2 [N/O]	3	4

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.					
6A. Scientific Mindfulness					

Independently applies scientific methods to practice	0	1	2 [N/O]	3	4
6B. Scientific Foundation of Psychology					
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)	0	1	2 [N/O]	3	4
6C. Scientific Foundation of Professional Practice					
Independently applies knowledge and understanding of scientific foundations to practice	0	1	2 [N/O]	3	4
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.					
7A. Scientific Approach to Knowledge Generation					
Generates knowledge	0	1	2 [N/O]	3	4
7B. Application of Scientific Method to Practice					
Applies scientific methods of evaluating practices, interventions, and programs	0	1	2 [N/O]	3	4

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.					
8A. Knowledge and Application of Evidence-Based Practice					
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2 [N/O]	3	4
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.					
9A. Knowledge of Measurement and Psychometrics					
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context	0	1	2 [N/O]	3	4
9B. Knowledge of Assessment Methods					
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning	0	1	2 [N/O]	3	4

9C. Application of Assessment Methods					
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice	0	1	2 [N/O]	3	4
9D. Diagnosis					
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	0	1	2 [N/O]	3	4
9E. Conceptualization and Recommendations					
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment	0	1	2 [N/O]	3	4
9F. Communication of Assessment Findings					
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	0	1	2 [N/O]	3	4
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.					
10A. Intervention planning					
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context	0	1	2 [N/O]	3	4
10B. Skills					
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations	0	1	2 [N/O]	3	4
10C. Intervention Implementation					
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate	0	1	2 [N/O]	3	4
10D. Progress Evaluation					
Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures	0	1	2 [N/O]	3	4
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.					
11A. Role of Consultant					
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	0	1	2 [N/O]	3	4
11B. Addressing Referral Question					
Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of	0	1	2 [N/O]	3	4

assessment/data gathering that answers consultation referral question					
11C. Communication of Consultation Findings					
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	0	1	2 [N/O]	3	4
11D. Application of Consultation Methods					
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	0	1	2 [N/O]	3	4

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.					
12A. Knowledge					
Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences	0	1	2 [N/O]	3	4
12B. Skills					
Applies teaching methods in multiple settings	0	1	2 [N/O]	3	4
13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.					
13A. Expectations and Roles					
Understands the ethical, legal, and contextual issues of the supervisor role	0	1	2 [N/O]	3	4
13B. Processes and Procedures					
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise	0	1	2 [N/O]	3	4
13C. Skills Development					
Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	0	1	2 [N/O]	3	4
13D. Supervisory Practices					
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting	0	1	2 [N/O]	3	4

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.					
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions					
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals	0	1	2 [N/O]	3	4
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts					
Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning	0	1	2 [N/O]	3	4
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes					
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	0	1	2 [N/O]	3	4
14D. Respectful and Productive Relationships with Individuals from Other Professions					
Develops and maintains collaborative relationships over time despite differences	0	1	2 [N/O]	3	4
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).					
15A. Appraisal of Management and Leadership					
Develops and offers constructive criticism and suggestions regarding management and leadership of organization	0	1	2 [N/O]	3	4
15B. Management					
Participates in management of direct delivery of professional services; responds appropriately in management hierarchy	0	1	2 [N/O]	3	4
15C. Administration					
Demonstrates emerging ability to participate in administration of service delivery program	0	1	2 [N/O]	3	4
15D. Leadership					
Participates in system change and management structure	0	1	2 [N/O]	3	4
16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.					
16A. Empowerment					

Intervenes with client to promote action on factors impacting development and functioning	0	1	2 [N/O]	3	4
16B. Systems Change					
Promotes change at the level of institutions, community, or society	0	1	2 [N/O]	3	4

Overall Assessment of Trainee’s Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee’s particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

APPENDIX C

LOA, Course Substitution Form

UNIVERSITY OF UTAH
Return completed form and 3 copies to:
Graduate Records Office
302 Park Building
201 South President's Circle
Salt Lake City, UT 84112

GRADUATE SCHOOL

GRADUATE STUDENT
REQUEST FOR LEAVE OF ABSENCE

PLEASE PRINT OR TYPE

_____ Date

(a) Student Name _____ UofU ID# _____

Address _____
Street City State Zip

Department _____

(b) Semester(s) for which leave of absence is requested: _____

Expected date for next regular registration _____
Semester Year

(c) Approval Signatures:
Chair of Supervisory Committee _____
Department Chair _____

Justification for leave of absence:

Instructions:

Student: Compete parts (a) and (b) of the form and obtain signatures from the chair of your supervisory committee and department.

If you are currently registered for classes in the semester for which you are requesting a Leave, you must withdraw from classes at the Registration Services Windows, 250 North Student Services Building.

It is your responsibility to either register for the next regular semester following this leave of absence, or request an extension of this leave in writing from your department. If you fail to register or request an extension, you will be required to be readmitted to the Graduate School before further registration can be initiated. Leaves are granted for a maximum of one year.

Retroactive leaves or absences are not granted.

Department: Complete () providing justification and signatures and forward to the Graduate Records Office
302 Park Building

Graduate School	
<input type="checkbox"/> Approved	_____ Date
<input type="checkbox"/> Denied	_____ Signature

**School Psychology Program
Petition for Course Substitution**

Student Name: _____

Date: _____

1. Please identify the required U of U course you would like the instructor and Program Director to consider for substitution:
Course Number: _____
Course Title: _____
Number of Credit Hours: _____

2. Please identify the course considered to be equivalent to the U of U course:
Course Number: _____
Course Title: _____
Number of Credit Hours: _____
Institution where taken: _____
Date course taken: _____
Grade in course: _____

3. Attach a copy of the original course syllabus and any other information regarding significant aspects of this course not apparent on the syllabus. (Note: faculty approval is required for all substitutions, be aware that some courses taken several years back may not meet current course and competency requirements).

4. Submit this material to the instructor who typically teaches the U of U course. The instructor will examine the attached documentation and make a determination regarding a recommendation for substitution or not. The instructor will then forward the petition to the School Psychology Program Director, who will make a final determination regarding the equivalence of the course. If the instructor and the Program Director disagree, the petition will go to the full School Psychology Faculty for a vote. In some instances, it may be difficult for the instructor and/or Program Director to determine course equivalency, in which case the student may be required to pass an equivalency exam before substitution is approved.

5. After a determination has been made, the student will be required to sign this petition, which will be placed in the student's departmental file. The student will also receive a copy after a final determination has been made.

Course substitution recommended: Yes _____ No _____

Comments: _____

Instructor's Signature: _____ Date: _____

Course substitution recommended: Yes _____ No _____

Comments: _____

SP Program Director's Signature: _____ Date: _____

Additional Comments/Actions:

Final Determination:

Course Substitution Approved: _____

Course Substitution Denied: _____

Student's Signature: _____ Date: _____

SP Program Director's Signature: _____ Date: _____

School Psychology Doctoral Program
Program Planning Worksheet 2015-2016

Name _____ Year of Admission _____
Master's Degree _____ Date Received _____ Institution _____

Area: *Scientific and Professional Standards and Ethics* (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7080 History and Systems of Psychology (3)		
*EDPS 7100 Professional Issues and Ethics in School Psychology (3)		

Area: *Cognitive-Affective Bases of Behavior* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7863 – Cognitive and Affective Basis of Behavior (3)		

Area: *Social Bases of Behavior* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7550 Social Psychology of Human Diversity (3)		

Area: *Individual Differences* (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7450 Child and Adolescent Psychopathology (3)		
*EDPS 7050 Life Span Development (3)		

Area: *Biological Bases of Behavior* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>

EDPS 7160 Neuropsychological Bases of Behavior (3)		
Or PSYCH 6700 Human Neuropsychology (4)		

Area: *Statistics* (minimum 9 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7010 Quantitative Methods I: Intro to Inferential Statistics (3)		
*ED PS 7020 Quantitative Methods II: ANOVA/Multiple Regression (6)		

Area: *Research Design and Measurement* (minimum 6 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
ED PS 7400 Advanced Research Design (3) or ED PS 7410 Single Subject Research		
ED PS 7300 Psychometric Theory (3)		

Area: *Educational Foundations* (minimum 3 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*SPED 6040 Legal and Policy Issues Spec Ed (3)		

Area: *Psychological and Educational Assessment* (minimum 10 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7130 Cognitive Assessment (3)		
*EDPS 7150 Individual Child/Adolescent Assessment (3)		
*EDPS 7140 Multicultural Assessment (2)		
*ED PS 7836 Autism Spectrum Disorders: Assessment (2)		

Area: *Intervention Strategies* (minimum 15 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7390 Interventions in the Schools (3)		
*EDPS 7470 Consultation and Supervision in Applied Settings (3)		
*EDPS 7110 Child/Family Psychotherapy/Counseling Interventions (3)		
*EDPS 7380 Academic Assessment/Interventions for Students w/Learning Diff. (3)		
EDPS 7115 Adv. Child/Adolescent Behavioral Therapy (3)		
ED PS 7838 Autism Spectrum Disorders: Interventions (2)		

Area: *Professional School Psychology* (minimum 28 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7831 Seminar in School Psychology (4)		
*ED PS 7730 School Psychology Practicum: Clinic (4)		
*ED PS 7731 School Psychology Field Practicum (4)		
ED PS 7837, ASD Assessment Prac (1)		
ED PS 7839 ASD Intervention Practicum (1)		
ED PS 7141 Multicultural Assessment Practicum (1)		
*ED PS 7910 Internship in School Psychology (16)		

Area: *Doctoral Dissertation Research* (minimum 14 semester hours)

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>

*ED PS 7970 Dissertation Research (14) If required by faculty, also register for: *EDPS 7732 Research Practicum (4) Or EDPS Thesis (6)		
--	--	--

Doctoral Student

Date

School Psychology Faculty Advisor

Date

School Psychology Program Director

Date

SCHOOL PSYCHOLOGY PROGRAM
RESEARCH GRANT APPLICATION



NAME:	PHONE NUMBER:
ADDRESS:	CITY, STATE, ZIP:
DISSERTATION	HOME ADDRESS:
START DATE OF PROJECT:	END DATE:
TITLE:	
Amount Requested	Amount Approved

Fund:	District Approval (if appropriate):	IRB Approval	Location of Study:
Diff Tuition __	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
Other __	<input type="checkbox"/> Pending	<input type="checkbox"/> Pending	

PROJECTED STUDY EXPENSES (MATERIALS, POSTAGE, EQUIPMENT, SOFTWARE, ETC.)

OTHER SOURCES OF FUNDING (GRANTS, ETC.)

ATTACH RECEIPTS:	
Approved: _____	
Faculty Representative	

image cannot currently be displayed.

Appendix E

School Psychology Faculty Profiles

Elaine Clark, PhD is a Professor and Chair in the Department of Educational Psychology and adjunct Professor in the Departments of Psychology and Psychiatry at the U of U. Dr. Clark has PhD's in Educational/School Psychology from Michigan State University and Clinical Psychology (neuropsychology specialization) from Brigham Young University. Dr. Clark is a consultant and supervisor at UNI and has served on boards of various state and national organizations (e.g., President of the Society for the Study of School Psychology (SSSP), President and Vice-President of APA's Division 16, Member of APA's Board of Professional Affairs, UASP President, VP of Brain Injury Association of Utah). She is a Fellow of APA, served on several editorial boards (e.g., *International Journal of School and Educational Psychology*, *School Psychology Quarterly* and reviewed for *Research in Autism Disorders*, *School Psychology Review*, *Journal of Learning Disabilities*, *Archives of Neuropsychology*, *Applied Neuropsychology*, *Consulting and Clinical Psychology*). Dr. Clark's primary research and teaching interest is in the area of low incidence disabilities such as autism spectrum disorder and traumatic brain injury (TBI) with co-morbid psychiatric conditions. Assessment is a particular interest and specialty area.

John Davis, PhD is an Assistant Professor in the Department of Educational Psychology. He earned his PhD from Texas A&M College Station in 2015 and joined the UU faculty that fall. Dr. Davis completed an APPIC-approved internship in the Arizona Psychology Training Consortium (Avondale ESD). Prior to beginning his doctoral studies at Texas A&M, Dr. Davis worked as a school psychologist in Texas. His general research focus relates to the investigation of effective intervention practices for children in schools. Within this area, he has several sub interests that support this focus. First, he is interested in examining the effectiveness and efficacy of student driven interventions for academics and behavior. In addition, Dr. Davis is interested in investigating issues related to successful implementation of evidence based practices in school settings. He is widely published in highly respected journals such as the *American Journal on Intellectual and Developmental Disabilities*, *Educational Psychology Review*, *Research in Autism Spectrum Disorders*, *Journal of Special Education*, *Journal of Emotional and Behavioral Disorders*, and *Journal of Psychoeducational Assessment*, to name a few. Dr. Davis' publications focus on important topics for school psychologists, including reading interventions, behavioral progress monitoring, increasing social interactions in children with ASD, etc.

Aaron J. Fischer, PhD, BCBA-D is an Assistant Professor in the Department of Educational Psychology, Adjunct Assistant Professor of Psychiatry, Director of the U-TTEC Lab (<http://u-tteclab.weebly.com/>), and Coordinator of the BCBA Training for the School Psychology Program. He earned his PhD from Louisiana State University in 2014 and joined the faculty that fall. Dr. Fischer completed a doctoral internship at The May Institute's National Autism Center and Fernandez Center for Children and Families at Saint Anne's Hospital in Boston. He also completed an internship in the schools and at the Baton Rouge Clinic in Louisiana. Dr. Fischer has published his autism work in widely read journals such as *Behavioral Interventions* and *Research in Autism Spectrum Disorders* and has presented at several national meetings, including APA, NASP, the Society for Research in Child Development (SRCD), and the Association for Behavior Analysis International (ABAI). His writing and scholarly presentations have included those that pertain to behavioral methods for managing behaviors and reinforcing positive social behaviors of children with special educational needs, including autism, and behavioral methods that involve parent participation such as *Check In/Check Out*. Dr. Fischer has received several conference presentation awards from LSU and ABAI as well as an award from NASP for student leadership. He is currently involved in various research projects that pertain to children with autism spectrum disorders and other severely disabling conditions using technology to assist teachers and other educators manage difficult behaviors, ABA for treating problems associated with autism and other neurodevelopmental disorders (e.g., feeding, sleeping, and elimination), consultation practice, to name just a few.

William R. Jenson, PhD is a Professor in Educational Psychology and Adjunct Professor in Psychiatry and Department of Special Education. Dr. Jenson graduated from Utah State University with a PhD in Applied Behavior Analysis and School Psychology and founded the Child Behavior Therapy Unit (CBTU) at Valley Behavioral Health and co-founded the Carmen B. Pingree Autism Center of Learning. He is the 2015 recipient of the University of Utah Innovations and Impact Research Award and recipient of countless other awards from associations such as UASP, UPA, and CEC. He is past-president of UPA, Fellow of Division 16 of APA, and member of SSSP. Dr. Jenson has a national and international

reputation for his expertise in behavior management, parent/teacher training, and autism spectrum disorders. He has hundreds of publications in refereed journals, is the author of dozens of books, book chapters, and educational products, and presents regularly at national conferences (e.g., NASP, CEC, APA) and for state organizations and school districts across the U.S. Dr. Jensen has also served on numerous editorial boards including *School Psychology Review*, *School Psychology Quarterly*, *Journal of School Psychology*, *Journal of Emotional and Behavior Disorders*, *School Psychology International*. Dr. Jensen has been the P.I. of several federal grants, including a current grant intended to teach parents skills to manage difficult behaviors of children with autism as well as social skills deficits. Dr. Jensen has also been the P.I. of other grants have focused on autism as well as externalizing behavior problems and developmental disabilities. His research interests are in the area of behaviorally/empirically-based interventions for parents, teachers, and other professionals and paraprofessionals, to name just a few.

Daniel Olympia, PhD is an Associate Professor in the Department of Educational Psychology and former School Psychology Program DOT. He 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 is known for his extensive experience in program accreditation and services to schools (e.g., consultation, program evaluation, internship regulations) Dr. Olympia is currently serving on the APA's Commission on Accreditation and Consultation and is a consultant for the Council of Directors of School Psychology Programs (CDSPP). He has also served as a regular program reviewer for APA and on several school psychology editorial boards (e.g., SPR and SPQ), NASP including the School Psychology Program Review Board. Dr. Olympia is credited with the most recent work on two major self-studies for the UU School Psychology program, APA's Self Study for program accreditation and NASP's Self Study for program approval. Both submissions were successful with the program being granted the maximum number of years of accreditation/approval. In addition, Dr. Olympia has served as the president and legislative chair of the Utah Association of School Psychologists (UASP) and president and board member of the Trainers of School Psychologists (TSP).

Janiece Pompa, PhD is a Clinical Professor in the SP Program, a position she has held for over 15 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. She has a PhD in Child Clinical Psychology from Michigan State University. Dr. Pompa regularly consults with schools and treatment facilities across Utah and the nation 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 has served as President 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.

Appendix F

Psychologists Ethical Principles and Code of Conduct

www.apa.org/ethics/code.html

Appendix G

Ethics, Confidentiality and Information Access Statement

School Psychology Ethics, Confidentiality and Information Access Statement

The University of Utah, the Department of Educational Psychology, the Programs in School Psychology, and School Psychology Program Faculty and Students are dedicated to promoting and maintaining standards consistent with the Ethical Principles of Psychologists and Code of Conduct (APA, 2010) and the Principles for Professional Ethics (NASP, 2010) in all activities associated with this program. This includes participation in class, practicum, internship and research related activities. It is the student's responsibility to read and understand Program policies described in the 2012-2013 Handbook.

This includes safeguarding and maintaining the confidentiality, integrity, and availability of our clients (NOTE: Clients are defined as anyone you see related to pre-practicum, practicum, teaching, research participants, internship, the graduate assistantship, and course requirements.), school psychology students, faculty, staff, and organizational information. "Confidential Information" includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

1. Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name;
2. Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.
3. Family information of school-aged children, clients, and/or research participants, such as income, marriage history, and family member's information;
4. School psychology student, clients, and staff disciplinary or employment records or related information;
5. Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;
6. School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and
7. Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

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

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program and/or continued employment as a graduate assistant:

1. **Download or Transmission of Confidential Information:** I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-

site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.

2. Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.
3. Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected “screen savers”, approved anti-virus and anti-spyware software, and other measures as may be required under Ball State University and Programs in School Psychology policies or procedures. I will refrain from using unapproved “adware”, “shareware”, “freeware”, or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.
4. I agree to encrypt all confidential information on my computer and flash drives.
5. Duty to Renounce Access: In the event my duties and responsibilities as a student in the program or graduate assistantship changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the Programs in School Psychology, the DOT in School Psychology, the Chair of the Department of Educational Psychology, and my graduate assistant supervisor so that my access to Confidential Information may be properly curtailed or removed.
6. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of University of Utah and the Department of Educational Psychology without prior consent.
7. I agree not to discuss any information related to clients, other students, faculty, or staff after I am no longer a student at University of Utah.
8. I agree that information that is shared with/by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the Department of Educational Psychology or anyone outside of the University of Utah. I also agree not to share information with anyone after I am no longer a student at University of Utah.
9. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange information or share information related to clients, other students in the school psychology programs, faculty, and staff.
10. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may including termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.
11. I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am no a student.

By initialing this statement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

Student's Signature

Date

Student's Printed Name

Date

APPENDIX H

Example of Portfolio Completion Checklist/Summative Evaluation

Student Name: _____

Evaluation	Required Component
	1. Current vita
	2. Syllabi from courses
	3. Transcripts of grades
	4. Annual reviews
	5. Clinic practicum logs
	6. Field practicum logs
	7. Internship contract
	8. Internship logs
	9. Clinic practicum evaluations
	10. Field practicum evaluations
	11. Internship evaluations
	12. Supervisory Committee form – Masters
	13. Program of Study form – Masters
	14. Supervisory Committee form – Doctoral
	15. Program of Study form – Doctoral
	16. IRB proposal – Thesis
	17. Thesis research (proposal or finished thesis)
	18. IRB proposal – Dissertation
	19. Dissertation research (proposal or finished dissertation)
	20. Professional paper submissions
	21. Conference presentations
	22. Honors and awards
	23. Sample reports (identifying information removed)
	24. *Doctoral preliminary exam results
	25. *Proof of completed Master's thesis or project
	26. *Thesis or dissertation research article
	27. *Teaching evaluations (if appropriate)
	28. Index
	29. <i>Organization</i>
	30. <i>Professional Appearance</i>

The following scale was used to evaluate the graduate student's completion of required portfolio components and proficiency in each applicable area as indicated by the following:

1. Inadequate: No opportunity to evaluate the student in this area (component missing) or inadequate performance (requires remediation).
2. Acceptable: Skilled and proficient, with demonstrated ability to function independently.
3. Exceptional: Highly skilled and proficient; professional skill level.

I have reviewed all of the products in this portfolio. This work reflects exceptional / adequate / inadequate progress for this point in training. The work reflected in this portfolio provides / fails to provide evidence that that student is adequately prepared to assume responsibilities of a school psychology intern/school psychologist.

Reviewer: _____

Date: _____

APPENDIX I
Applied Behavior Analysis (ABA) Track and Board Certified Behavior Analyst (BCBA)
Program Description, Requirements, Suggested Sequence

Specialty Track Description:

Applied behavior analysis (ABA) is a theoretical framework, based on learning theory, used to interpret and change human behavior. ABA uses evidence-based strategies to teach individuals adaptive skills and reduce undesired problem behavior. Practitioners who adhere to an applied behavior analytic theoretical orientation are considered Behavior Analysts. The Behavior Analyst Certification Board (BACB) credentials behavior Analysts and approves and oversees the training and practice of behavior analysis. The University of Utah teaches a BACB approved coursework that reflects the 4th edition task-list.

Timeline:

- Year 1
 - Notify SP Faculty by February of spring semester about interest in the BCBA program
 - Prospective BCBA students must be in good standing and passed all SP core classes
 - Students must remain in good standing across all SP classes and program responsibilities or they will be ineligible for specialty BCBA coursework.
 - Complete BACB supervisee training online
 - Identify BCBA supervisor
 - Sign Supervision Contract
 - Begin BCBA courses (Summer)
 - Begin accruing BCBA practicum “*independent supervised fieldwork*” experience at approved sites
 - To receive credit for practicum experience, supervisee’s must accrue a minimum of 10 hrs. per week and are limited to 30 hrs. per week
 - Receive required group and individual supervision (commensurate with experience hrs.)
 - Group supervision must occur for 50% of supervision experience per supervisory period.
- Year 2
 - Continue BCBA courses
 - Fall Semester: Continue accruing BCBA practicum “*independent supervised fieldwork*” experience at approved sites
 - Spring Semester: Begin accruing BCBA *University Practicum* experience at approved sites
 - Receive required group and individual supervision (commensurate with experience hrs.)
- Year 3
 - Complete BCBA courses
 - Fall & Spring: Continue accruing BCBA *University Practicum* experience at approved sites until required hours are completed
 - Receive required group and individual supervision (commensurate with experience hrs.)
 - Summer: Successfully Pass the BCBA Exam by August of year three
 - Submit an ABA manuscript for an original single-subject study
 - Complete and write-up a functional analysis and functional behavior assessment
 - Complete and write up a function-based intervention
- Year 4
 - Complete BCBA supervision training CE (8 hrs.)
 - Provide individual BCBA supervision for students in BCBA track
 - Receive Faculty supervision of trainee supervision experience
 - Bi-weekly, group format

Course and Practicum Requirements:

<i>Master of Education Graduate Study Requirements</i>	Credit Hours
BCBA Courses	18
BCBA Supervision	15

Total credit hours for the Master of Education (M.Ed.) Without Teacher Licensure BCBA Emphasis	33
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BCBA Courses (16 Credit Hours)		Credit Hours	Term Offered
SP ED 6022	Principles of Instruction and Behavior Support	3	F,S,U
<i>Choose one:</i> SP ED 6110 SP ED 6230	Behavior Support Strategies for Students with Mild/Moderate Disabilities	3 3	F F
SP ED 7114	Social and Behavioral Supports in School Settings	3	F
SP ED 7020 OR ED PS 7410	Single Case Research Design	3	S
ED PS 6390/7390	Interventions in the Schools	3	S
SP ED 6960	Ethics and Professional Conduct for Behavior Analysis	3	S

BCBA Supervision (15 Credit Hours) <i>Three</i>		Credit Hours	Term Offered
SP ED 6960	Supervision in Applied Behavior Analysis	5	F
SP ED 6960-008	Supervision in Applied Behavior Analysis	5	S
SP ED 6960	Supervision in Applied Behavior Analysis	5	U

Additional Requirements:

The BACB states that to qualify for a BCBA the applicant must possess a minimum of a master's degree from an accredited university that was (a) conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence.

BCBA Approved Practicum Sites:

- University of Utah Neuropsychiatric Institute Neurobehavior HOME Program
- U-TTEC LAB School-Based Behavioral Teleconsultation

Faculty BCBA Supervisors: Aaron J. Fischer, PhD , BCBA-D

Suggested Course Schedule for School Psych Students in BCBA Track

Summer Semester: Year 1

- ED PS 7836/7838 ASD Assessment/Interventions (4) TBD
- ED PS 7140 Multicultural Assessment (2) TBD
- ED PS xxxx BCBA Practicum, Day/Time (1) TBD
 - 7 credit hours total - 1 added for BCBA

Fall Semester: Year 2

- ED PS 7732 Research Practicum (2) Mon. 8:35- 11:35
- ED PS 7730 Clinic Practicum (1) Mon. 11:00- 12:30
- ED PS 7050 Lifespan Development (3) Tues. 4:35- 7:05
- ED PS 7300 Psychometric Theory (3) Wed. 8:35- 11:35
- ED PS 7110 Child/Family Therapy/Counseling (3) Wed. 4:35- 7:05
- SP ED 6650 School-wide Positive Behav Support (3) Mon. 4:35-7:05
 - 15 credit hours total – 3 added for BCBA

Spring Year 2

- ED PS 7730 Clinic Practicum (1) Mon. 11:00- 12:30
- SP ED xxxx Single Case Research Design (3) Mon. 4:35- 7:05
- ED PS 7380 Academic Assessment/Interventions (3) Tues. 4:35- 7:05
- ED PS 7115 Adv. Child/Adolescent Beh. Therapy (3) TBD
- ED PS 7732 Research Practicum (2) TBD
- SP ED 6960 Ethics/Prof. Conduct Beh. Analysts (3) Mon. 7:00-10:00 (opt. Spring 3rd Year)
 - 15 credit hours total – 3 added for BCBA

Summer Year 2

- SP ED 6040 Legal and Policy Foundations Spec. Ed (3) TBD
- SP ED 6022 Principles Instruction/Behav. Support (3) Tues. 4:35- 7:05 OR (or weeklong June)
- ED PS xxxx BCBA Practicum (5) TBD
 - 11 credit hours total – 8 added for BCBA

Fall Year 3

- ED PS 7080 History/Systems of Psychology (3) Tues. 12:25- 3:20
- ED PS 7160 Neuro. Bases of Behavior (3) Thurs 12:25- 3:20
- ED PS 7470 Consultation/Super. Applied Settings (3) Thurs 4:35- 7:05
- ED PS 7731 Field Practicum (2) Thurs 7:30am- 10:00
- SP ED 6110 Beh. Support Strategies: Mild/Moderate (3) Thurs 4:35-7:05
 - or Beh. Support Strategies: Severe (3) Tues. 4:35-7:05
 - 13 credit hours total- 3 added for BCBA

Spring Year 3

- ED PS 7550 Social Psychology-Human Diversity (3) Wed. 9:40- 12:40
- ED PS 7863 Cognitive-Affective Bases Beh. (3) Wed. 12:55- 3:55
- ED PS 7731 Field Practicum (2) Thurs 7:30am- 10:00

- SP ED 6960 (Ethics/Prof. Conduct Beh. Analysts, take if not already completed)
- ED PS xxxx BCBA Practicum (4) TBD
 - 12 credit hours – 4 added for BCBA

Summer Year 3

- ED PS xxxx BCBA Practicum (5) TBD
- Doctoral Prelim Exams (take now or in Fall Semester of Year 4)
- Take BCBA exam
 - 5 hours total

Fall/Spring Year 4

- Take BCBA Supervisor Training and Provide BCBA Supervision
- ED PS 7910 School-Based Internship (tbd) Mon. 4:30-7:00
- ED 7970 Dissertation Proposal/Study (tbd)

Fall/Spring/Summer Year 5

- ED PS 7910 APA/APPIC Internship (tbd) TBD
- ED PS 7970 Dissertation Defense (tbd)

TOTAL Required Additional BCBA Credit Hours:

12 Course Hours + 15 Practicum Hours = 27 additional hours

Note: Interventions and Single Subject Design courses both meet BCBA requirements (+ PhD degree)