

School
Psychology
Doctoral
Program

Program
Information
and
Student
Handbook

Revised 8/8/19

AY 2019-
2020



Table of Contents

| | |
|--|--|
| Program Overview | |
| Prerequisites..... | |
| Tuition..... | |
| Faculty | |
| Students..... | |
| Campus Community | |
| Program Philosophy and Model Student Competencies/ Learning Activities/ Assessment/ Program Objectives | |
| Doctoral Program Requirements/Suggested Schedule..... | |
| Description of Specialized Courses and Program Requirements..... | |
| School Psychology Preliminary Qualifying Exam for Doctoral Candidates | |
| Thesis/Dissertation Defense Procedures..... | |
| Clinic and Field Practicum Requirements | |
| School Psychology Internship..... | |
| PRAXIS Exam | |
| Portfolio Requirements | |
| Time Limits for Program Completion | |
| Licensure..... | |
| Ethics | |
| Evaluation of Student Progress/Rights to Appeal..... | |
| Appendices..... | |
| Appendix A: Faculty Profiles and Research Interests | |
| Appendix B: Annual Evaluation and Self-Evaluation Forms | |
| Appendix C: Supervisory Committee Guidelines | |
| Appendix D: Comprehensive Evaluation of Student Trainee Competence in Professional Psychology | |
| Appendix E: Programs Competency Checklists: Practicum, Internship, Entry Level Practice | |
| Appendix F: Portfolio checklist | |
| Appendix G: BCBA Description and Suggested Schedule | |
| Appendix H: Professional/Academic Misconduct Procedures | |
| Appendix I: Ethical Principles and Code of Conduct for Psychologists | |
| Principles for Professional Ethics | |
| Appendix J: Leave of Absence Request | |
| Petition for Course Substitution | |
| Educational Specialist Program Planning Worksheet | |
| Research Grant Application | |
| Appendix J: Doctoral Preliminary Qualifying Examination Guide | |

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 2018 will be expected to follow the most current program requirements.

*Keith Radley, PhD, BCBA-D, NCSP
Director of Training, School Psychology Program
Keith.radley@utah.edu*

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah
Graduate Programs in School Psychology
Fall 2019– Summer 2020

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. After completion of the required courses, which may be taken during the first three semesters, students will be awarded a Masters of Education (MEd) degree.

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 2017-2018 academic year are as follows: \$4,270 per semester (Fall and Spring) for in-state resident rates (plus the costs for fees which are approximately \$518. The rate for non-residents or out of state students is \$13,690 per semester (plus the \$518 in university fees). In addition, there is an assessment calculated per credit hour for students admitted to the School Psychology graduate program.

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.

Core Faculty: Current core faculty who currently comprise the School Psychology Committee are listed below, along with the institution from which they received their highest degree.

| | | |
|--------------------------|------------------------------|--|
| Keith Radley, Ph.D. | Associate Professor/Director | University of Utah |
| William R. Jenson, Ph.D. | Professor | Utah State University |
| John Davis, Ph.D. | Assistant Professor | Texas A&M |
| Aaron Fischer, Ph.D. | Assistant Professor | Louisiana State University |
| Janiece L. Pompa, Ph.D. | Professor (Clinical) | Michigan State University |
| Elaine Clark, Ph.D. | Professor | Michigan State University; Brigham Young University |

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

| | | |
|------------------------------|------------------------------|----------------------|
| Heidi Block, PhD | Davis School District | University of Utah |
| Natalie Buerger, PhD | UU-Autism Spectrum Clinic | University of Utah |
| Julia Connelly, PhD | Autism Associates | University of Utah |
| Kristina Cottle, PhD. | Dept. Pediatrics, UU | 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 | Valley Behavioral Health | University of Utah |
| Najmeh Hourmanesh, PhD | Jordan School District | University of Utah |
| Wm. McMahon, M.D. | UU-Dept. of Psychiatry | University of Kansas |
| Daniel Olympia, Ph.D. | Jordan School District | University of Utah |
| Chloe Ruebeck, PhD | Canyons School District | University of Utah |
| Cassandra Romine, PhD. | Jordan School District | Texas A&M University |
| Ashley Stuart, PhD | UU-Dept. of Pediatrics | University of Utah |
| Lane Valum, PhD | Canyons School District | University of Utah |

Additional Contributors

| | | |
|-------------------|--------------------------------------|--------------------|
| Carol Ballou, PhD | UNI | University of Utah |
| Julie Bowen, PhD | Division of People with Disabilities | University of Utah |
| Candace Dee, PhD | Dee Foundation | University of Utah |
| Karen Malm, PhD | Division of People with Disabilities | University of Utah |

Students: The typical applicant pool for the school psychology program consists of approximately 30-40 students. From this pool, approximately 10 students are accepted each year into either the Educational Specialist 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.

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 Background Checks and Fingerprinting: All students must be fingerprinted and submit to a background check before entering the schools for practicum or internship experiences. This is typically accomplished during the first semester of enrollment in the program. It is presently REQUIRED of all students to undergo a background check with fingerprinting the first year of the program (during Clinic Practicum fall semester) due to the fact students will potentially be working in the clinic or schools that year. Background checks expire after 3 years; it is the student's responsibility to ensure that background checks and fingerprinting are current. See the department's administrative secretary for the appropriate procedures.

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, and completion of their culminating school psychology portfolio. 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 feedback to students regarding professional dispositions, recognition of accomplishments and recommendations for student development. (See later section on Evaluation of Student Progress 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 Educational Specialist 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 (BTSAEC). 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 is over 30,000 with approximately 6,000 graduate students who 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/>).

Safety and Wellness: Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help - just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close. The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

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, Salt Lake 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 Dispositions. 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

| |
|---|
| 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. |
| Objectives for Goal #1: <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. |
| Competencies Expected for these Objectives: <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. |

| |
|--|
| <p>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.</p> |
| <p>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.</p> |
| <p>Objectives for Goal #2:</p> <ol style="list-style-type: none"> 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. |
| <p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> 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. |
| <p>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.</p> |
| <p>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.</p> |
| <p>Objectives for Goal #3:</p> <ol style="list-style-type: none"> 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. |
| <p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> 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 programs, including the BCBA, may extend time in the program; however, students still need to complete all degree requirements by the end of the 7th year. Any student entering their 8th year without scheduled dissertation defense in the first two weeks of fall semester will be required to register for full time study (9 hours minimum) for both Fall and Spring semesters and graduate by the end of Summer semester of that 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 - Autism Spectrum Disorders Assessment Practicum (required)
- (1) ED PS 7839 - Autism Spectrum Disorders Interventions Practicum (required)
- (16) ED PS 7910 – Internship in School Psychology (required)

K. Doctoral Research (min 18 hours)

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 7140, MC Assessment (2) |
| EP 7130, Cog. Assess | EP 7150, Ind. Child/Adol Assess | EP 7836 ASD Assessment (2) |
| EP 7010, Quant Methods I | EP 7020, Quant Methods II (6) | EP 7837 ASD Assess Prac (1) |
| EP 7730, Clinic Practicum (1) | EP 7730, Clinic Practicum (1) | EP 7838 ASD Interventions (2) |
| EP 7835, SP Research Sem. (2) | EP 7835, SP Research Sem. (2) | EP 7839 ASD Interven Prac (1) |
| | | EP 6930 BCBA Practicum (1) |
| <u>2nd Year</u> | <u>2nd Year</u> | <u>2nd Year</u> |
| EP 7110, Child/Family Counsel* | EP 7400, Advanced Res Design ³ (or SPED 7410, Single Subject) | SPED 6022 Principles Instr. Behavior Support |
| EP 7050, Lifespan Development | EP 7470, Consultation | |
| EP 7300, Psychometric Theory | SPED 6040, Legal Issues/Spec Ed (or take in Summer Semester) | |
| EP 7142, MC Practicum (1) | EP 7380, Academic Assess/Interventions | |
| EP 7730, Clinic Practicum (1) | EP 7730, Clinic Practicum (1) | EP 6930 BCBA Practicum (5) |
| EP 7732, Research Practicum (2) (or EP 6970, Thesis) | EP 7732, Research Practicum (2) (or EP 6970, Thesis) | |
| SPED 6650 School-wide Positive Behavior support | SPED 6960 Ethics/Professional Conduct for Behavior Analysts | |
| <u>3rd Year</u> | <u>3rd Year</u> | <u>3rd Year</u> |
| EP 7160, Neuro Bases-Behavior ² | EP 7550, Social Psych Human Diversity | EP 6930 BCBA Prac (5) |
| | EP 7400, Advanced Research Design ³ (or EP 7410, Single Subject Design) | Take BCBA Exam |
| EP 7080 History and Systems | EP 7863 Cognitive-Affective Bases of Behavior | |
| SPED 6110 Behavior Support Strategies: Mild/Moderate | EP 7115 Adv. Child/Adol. Behavior Therapy | |
| | EP 7190 Neuropsych Assessment ² | |
| EP 7731, Field Practicum (2) | EP 7731, Field Practicum (2) | |
| | EP 6930 BCBA Practicum (4) | |
| | 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) |
| Take BCBA Supervisor Training and Provide BCBA Supervision | | |
| <u>5th Year</u> | <u>5th Year</u> | <u>5th Year</u> |
| EP 7910, Internship (6) | EP 7910, Internship (6) | EP 7910, Internship (4) |

Key: All courses are 3 credit hours unless otherwise specified in parentheses ()

Please attend to the following important curriculum issues:

- 1- **All courses in red indicate BCBA specific courses and activities.** For students participating in the BCBA program, however, note that three of the regularly required SP doctoral courses also count towards the BCBA: EP 7390 Interventions, EP 7838 ASD Interventions, and EP 7839 ASD Interventions Practicum).
- 2- 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, including EP 7190, Neuropsychological Assessment, which is an Elective and taught in alternating years.
- 3- 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 (EP/ED PS 7835): 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 or research project meets program standards and substitutes for the Research Practicum project. The School Psychology Program Faculty Committee reserve the right to require additional research work if needed to accomplish the goals of the Research Practicum project.

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 particular student to ensure that they are working on a project on their own, with another faculty member, or other graduate student that meets the School Psychology Research Practicum project requirements. A culminating written paper is required that includes a literature review of the chosen project topic and a description of the actual research project that the student is participating in. 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).

Difference in the Masters of Science and Masters of Education degrees: The Masters of Education (MEd) degree requires a research project through registration in EDPS 7732 but not a thesis. Students may elect to do a thesis and earn a Masters of Science (MS) degree; however, students must request in writing permission from the School Psychology Program faculty (e.g., include in the request a description

of the thesis topic; proposed members of the MS committee, including the Thesis Committee Chair; and timeline for completion of the thesis project).

Ideally, the MS degree 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>).

Note: Students who intend to earn an MS degree must register for six hours of EDPS 6970 in Year 2 or 3 of the program; however, in Year 2 must attend and complete assignments required of the Research Practicum course (EDPS 7732).

Preliminary Qualifying Examinations for Doctoral Candidates: Doctoral students are required to take the School Psychology Preliminary Qualifying Examinations (SPPQE) exam no later than Fall semester of their Fourth year. The SPPQE is twice a year; once in the beginning of Fall semester (typically the end of August or beginning of September) and in Spring semester (typically April). Students intending to take the examination must register at least two weeks before the examination date with the SPPQE Coordinator. Students on an approved leave are not permitted to take the SPPQE.

Students are eligible to take the Preliminary Qualifying Examinations once they have done the following: (1) completed all master's degree requirements and the University of Utah has granted the master's degree (or students provide evidence of an earned master's degree from another program at the UU or another accredited university); (2) filed a doctoral program of study; and (3) have selected a Dissertation Committee Chair and have the faculty member's permission to proceed with exam application.

The SPPQE is composed of two sections: (1) **oral defense of a power point presentation on their intended dissertation research** (i.e., Chapter 1 Literature Review and Study Rationale along with Research Questions and planned Study Design and methods of Statistical Analysis; and (2) **either an oral or written examination of knowledge of content in three major School Psychology journals, *School Psychology Quarterly (SPQ)* (an APA Division 16 journal), *School Psychology Review (SPR)* (a NASP journal), and *Journal of School Psychology (JSP)* (an SSSP journal). **Students are held to all articles in four issues in each of these three journals for the preceding year (i.e., four issues published within a 12 month period prior to exam, but not published any closer to the exam than four weeks). In cases where the journal has more than four issues, questions will be restricted to the first four issues in the journal's cycle over the 12-month period; this is often the case with JSP.** Each of the core School Psychology faculty will ask one question, and that question will be the same regardless of the student's decision to answer it orally or in writing. Both of these options will be offered on the same day.**

The Program Faculty strongly encourages the formation of student prelim study groups to prepare for the SPPQE and recommend that students begin their preparation several months before the exam date. Successful completion of the SPPQE examination requires a passing score on both sections (i.e., an average score across faculty that is 70% or higher). If either section of the exam is not passed, students have the right to retake that portion of the examination at the next formally scheduled preliminary exam administration date or at a date/time set by the School Psychology faculty. Students are allowed to retake

the examination once without securing permission from the faculty; however, **students are not allowed to retake the SPPQE more than once unless they have documentation of significant extenuating circumstances (e.g., medical emergency)**. If failure does occur after one retake, the student needs to meet with the Director of Training to determine his or her eligibility for an alternative degree (i.e., an Educational Specialist Degree).

Note: the dissertation colloquium cannot be scheduled until the School Psychology Preliminary Qualifying Examination (SPPQE) has been passed. Successful completion of a Dissertation Colloquium (i.e., proposal meeting) is also required in order to apply for an APPIC Internship (see information later in this handbook).

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.

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, ABAA, AERA, 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 | Autism Spectrum Disorder Assessment Practicum |
| ED PS 7838 | Autism Spectrum Disorder Interventions Practicum |
| ED PS 6930 | BCBA Practicum (only required of students enrolled in the BCBA program) |

In addition to these practica, students will have “practice” requirements in other courses including assessment and intervention courses and specialized content courses such as Individual Intelligence Testing, Comprehensive Child and Adolescent Assessment, Multicultural Assessment, Academic Assessment, and Advanced Child and Adolescent Behavior Therapy.

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: The Autism specialization practica are now taken in conjunction with the two primary ASD courses taught in Year 1 of the program: ED PS 7836/7837 (ASD Assessment and ASD Assessment Practicum) and ED PS 7838/7839 (ASD Interventions and ASD Interventions Practicum). Students are encouraged to gain applied experiences under the supervision of autism specialists throughout the program through the Carmen B. Pingree Autism Center of Learning, the UU Autism Spectrum Disorder Clinic, UNI HOME 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, Gabrielen, 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 (EP 6930). 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 by the School Psychology Program Internship Director prior to any application for internship**, including any non-APPIC or APA Internships (e.g., school-based internships). 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. **Importantly, the program supervisor will not approve internship applications until after the doctoral preliminary qualifying examination is completed.** 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 apply for an internship through APPIC. Completion of the 2,000 hour APPIC or APPIC-like internship must be completed after the awarding of the master's degree as part of their degree requirements. 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). All students are required to apply for an APPIC and/or APA accredited internship and strongly advised to accept such a site if offered. Psychology licensure laws in the state of Utah, however, permit individuals to apply for licensure without an APA or APPIC internship and also permit graduates who have accumulated 4,000 pre-internship hours to apply for a psychology license and take the EPPP. The UU School Psychology Program faculty, however, strongly recommend that graduates of the program complete a 2,000-hour post-doctoral fellowship in addition to a 2,000 hour or more APPIC and/or APA-accredited pre-doctoral internship. Not only might the laws change in Utah but most states already require post-doctoral fellowships. 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 a PhD, including in some cases the Masters of Education degree, 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 may also be able to complete all PhD degree requirements within three or four years. 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 related Master's Degree, however, have a maximum of five years to complete PhD requirements. Failure to make adequate progress toward degree completion and/or failure to complete all program requirements within the allotted time, however, can result in dismissal from the School Psychology program and the Educational Psychology department. If a student has made adequate progress, however, has a documented need to extend the program a formal request can be made to the Director of Clinical Training. If an extension is granted, however, students must enroll for 9 semester hours each semester (Fall and Spring) until all degree requirements are completed. No extension, however, will be granted beyond Year 8 unless there is substantial documentation of extraordinary circumstances that have prevented degree completion in Year 8. The student will not only be required to provide written evidence but meet in person with the core School Psychology Faculty to discuss this matter.

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 Preliminary Examination).

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 and, as a result, are automatically dropped from the Educational Psychology department and School Psychology program. Students who fail to keep their registration current will have to reapply for admission to the School Psychology program. Applications for admission or re-admission are only reviewed once a year, therefore, failure to maintain regular enrollment in Fall and Spring Semesters has serious consequences (e.g., significant delays in program/degree completion and being denied re-admission thus dropped from 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. Currently, 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 (keith.radley@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 current offerings. Note you must discuss your interest in these activities directly with the grant training, lab, or special program:

Behavior Analytic Supports in Clinics and Schools (BASICS) Lab (Radley)

U-TTEC Laboratory (Fischer)

Board Certified Behavior Analyst (BCBA) Specialty Training Program (Fischer)

Applied behavior analysis is a theoretical framework based on learning theory. The actual method is used to interpret and modify behavior using scientifically-based strategies that teach adaptive skills and help eliminate or reduce unwanted behaviors (e.g., inattention to tasks, lack of response, and aggression). Practitioners who adhere to an ABA 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 School Psychology program offers an opportunity for the Board Certified Behavior Analyst (BCBA) training track established by the UU Department of Special Education. The BCBA adhere to the BACB 4th Edition Task List.

See Appendix I for further details regarding the UU School Psychology BCBA track requirements and sequence. Students who are interested in this track, however, must be approved by the BCBA coordinator, Dr. Aaron 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 (2017). *Ethical principles of psychologists and code of conduct*. Washington, DC: American Psychological Association.
<http://www.apa.org/ethics/code/ethics-code-2017.pdf>

American Psychological Association (1993). Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations. *American Psychologist*, 48, 45-48.

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.

https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf

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:

Keith C. Radley, Ph.D., Program Director (keith.radley@utah.edu) or Elaine Clark, PhD., Assistant to the Program Director (el.clark@utah.edu)
School Psychology Program
1721 Campus Center Drive, SAEC 3222
University of Utah
Salt Lake City, Utah 84112
(801) 581-7148

APPENDIX A

Faculty Profiles

Elaine Clark, Ph.D. is a Professor, Dean of the College of Education, and former director of the School Psychology Program and Chair of the Department of Educational Psychology. Dr. Clark is also an adjunct Professor in the Departments of Psychology and Psychiatry at the U of U. Dr. Clark has extensive training and background in school, clinical, and neuropsychology. She has a Ph.D. in School Psychology from Michigan State University and a Ph.D. in Clinical Psychology (neuropsychology specialization) from Brigham Young University. Dr. Clark's primary research and teaching interest is in the area of severe low incidence disabilities, including traumatic brain injuries and autism. Dr. Clark serves as a consultant to the University Neuropsychiatric Institute and conducts research there are in other agencies in the Salt Lake City area (e.g., The Children's Center). She is also a supervisor at the Department's Educational Assessment and Student Support Clinic. Dr. Clark is an APA Fellow and Past-President of Division 16, Past-President of the Society for the Study of School Psychology (SSSP), Past Vice President of Education, Training and Scientific Affairs of APA's Division 16, Past President of the Utah Association of School Psychology and Vice President of the Brain Injury Association of Utah. Dr. Clark is a member of the Council of Directors of School Psychology Programs (CDSPP) and has served on several the editorial boards including the *International Journal of School and Educational Psychology (IJSEP)*, *School Psychology Quarterly (SPQ)* and *School Psychology Review (SPR)*. Dr. Clark's typical teaching assignments include an Autism Assessment Course and Practicum, Field Practicum, Individual Child and Adolescent Assessment, and Neuropsychology.

John Davis, Ph.D. is an Assistant Professor in the Department of Educational Psychology. He earned his Ph.D. 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.

Dr. Aaron Fischer, Ph.D. is an Assistant Professor in the School Psychology Program at the University of Utah. Dr. Fischer completed his degree requirements at Louisiana State University (Ph.D., BCBA, August, 2014). He completed a year-long pre-doctoral internship in clinical psychology at the May Institute, which complements his school based and pediatric internship experiences. His training has focused on best practices in school psychology and evidence-based assessment and treatment of children with autism spectrum disorder and their families. Dr. Fischer's research focuses on the use of technology in school psychology, specifically the application of videoconferencing during consultation, supervision, and parent training.

William R. Jenson, Ph.D. is a Professor and past Interim Director of the School Psychology Program. He has been a member of the Educational Psychology department faculty since 1983 and holds adjunct professorships in the Departments of Special Education and Psychiatry. Dr. Jenson graduated from Utah State University with a Ph.D. in Applied Behavior Analysis and School Psychology. He is a licensed psychologist, past-president of the Utah Psychological Association (UPA), Division 16 APA Fellow, and member of SSSP. Dr. Jenson has a national reputation for his expertise in behavior management, parent/teacher training, and autism spectrum disorders. He has

published numerous articles and books, and is a frequent lecturer at state association and school district meetings across the state and country. Dr. Jenson currently teaches Childhood Psychopathology and also conducts a year-long Research Seminar for entering doctoral students. Dr. Jenson has served on the editorial boards of the *SPR*, *SPQ*, *Journal of School Psychology*, *Journal of Emotional and Behavior Disorders*, and *School Psychology International*. He is also the recipient of several distinguished awards, including the University of Utah's Innovations and Impact Award and College of Education Research and Teaching awards, to name a few.

Janiece Pompa, Ph.D. 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 Educational Assessment and Student Support Clinic and teaches several courses including the Neuropsychological Basis of Behavior, Neuropsychological Assessment, Child Counseling and Therapy, and Clinic Practicum. 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 Ph.D. 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 the President of the Utah Psychological Association and has served on several UPA boards including those dealing with bilingual, multicultural, and LGBT issues. In addition, Dr. Pompa has served on APA's Minority Task Force and advisory boards of UASP. She is also past-treasurer of UASP and past-Chair of UPA's Private Practice Committee.

Keith C. Radley, is an Associate Professor and Director of the School Psychology Program. He joined our faculty this year (2018) after serving on the faculty at the University of Southern Mississippi (USM) since 2012. He joined the USM faculty after completing his PhD in 2011 in School Psychology at the University of Utah and working for two years in Utah schools. Since being at USM, Dr. Radley has taught and supervised school psychology students and served as the program Director and Director of the Southern Mississippi Autism Research and Treatment (SMART) Lab. His work in the Lab and other units at USM helped to ensure state of the art assessments and interventions for children with challenging behaviors, including those with an autism spectrum disorder (ASD). Dr. Radley regularly publishes in top tier journals and has been widely recognized for his state of the art research. He was selected in 2015 as the recipient of the American Psychological Association –Division 16 early career award, the Lightner Witmer Award; in 2016 awarded the Paul Henkin Scholarship Award by NASP, and in 2014 selected by the Society for the Study of School Psychology (SSSP) as Early Career Scholar recipient. Dr. Radley's research is primarily focused on behavioral interventions and social skills training for children with disabilities, including those with ASD, as well as children with externalizing disorders. Dr. Radley will be teaching courses such as Childhood Psychopathology and Interventions in the Schools, and co-teaching with Dr. Wm. Jenson the Doctoral Seminar in School Psychology.

APPENDIX B

School Psychology Program

Student Evaluation Process Description

Consistent with accreditation standards, all students in the UU's School Psychology program (EdS and PhD) are evaluated annually by the program faculty. The purpose of the description is to inform students as to the purpose of the annual student evaluations, the nature of the process, and the criteria used. Please contact the program director if you have any questions after you read this description.

Purpose

The primary purpose of the student evaluation process is to provide a mechanism through which students can be made aware of their progress as judged by the program faculty. Through this mechanism, satisfactory progress is noted, performance exceeding satisfactory progress is commended, and concerns regarding less than satisfactory performance are identified in order to ensure appropriate remedial efforts are taken. In addition, the evaluation process is intended to ensure that all program faculty are informed as to the progress of all students in the School Psychology (SP) program.

Process

Near the end of the spring semester the program faculty meet to discuss and evaluate the progress of each student with particular focus on student performance (e.g., progress since entering the program and/or subsequent to the previous evaluation). Prior to this meeting, students will be reminded to update information in the Taskstream system for the faculty to review. The Director of Training (DOT) conducts the meeting so that each student's progress is discussed and a rating assigned for each category in the evaluation. Comments and information are solicited from all SP faculty and a consensus is reached regarding the ratings and overall assessment of progress is made to ensure students are informed in a timely way about areas that need to be improved. Following this review process each student is asked to meet with their assigned or chosen advisor to discuss the evaluation results and obtain input from the student. The student's signature on the evaluation document is required to ensure information was shared and the student is aware of areas needing improvement. The signed document is then placed in the student's departmental file. Any student disagreeing with the evaluation results can appeal the evaluation in person or in writing.

Sources of information. Information used during discussion of each student's progress is obtained from a review of the student's departmental file, input from the program faculty, and information submitted by the student. **It is the responsibility of each student to ensure that required**

documentation forms are submitted completely and accurately to their supervising faculty prior to the faculty deliberations.

Evaluation Categories. Student progress is evaluated and rated in three areas each of which includes two separate categories: **I. Academic Progress**, comprised of (a) **Classroom Performance** - performance in content courses, and (b) **Research Project and/or Dissertation Progress** - timely progress towards completion of theses and dissertations; **II. Practitioner Progress**, comprised of (a) **Practitioner Performance** - field-based performance associated with practica assignments and external assistantships in applied settings, and (b) **Professional Behavior** - interpersonal behaviors and work habits necessary for effective professional functioning; and **III. Professional Progress**, comprised of (a) **Professional Development** - involvement in professional associations and attempts to enrich professional competencies beyond program requirements, and (b) **Independent Research** - participation in research activities beyond didactic course requirements (e.g., Research Practicum and assistantship requirements). In addition to individual ratings in each of these areas and categories, an overall **Summary Progress** rating is assigned.

Rating scheme. A 5-point scale is used to rate student performance in each area and category and to rate overall progress. The scaled ratings are: (a) Well Above Expectations (WAE), (b) Above Expectations (AE), (c) Expected (E), (d) Below Expectations (BE), and (e) Well Below Expectations (WBE). A description of the specific performance elements considered in each evaluation category and the criteria leading to each rating for students at different points in their program are provided at the end of this handbook.

The meaning attached to the various scaled ratings by the faculty may differ from that assumed by students and deserves some clarification. Students are often tempted to relate the rating scale to the 5-point (A to F) academic grading scale with which they are familiar. That is an incorrect interpretation of the meaning attached to these ratings by the faculty.

WAE ratings will be infrequently awarded and ***should not*** be viewed as equivalent to a course grade of A. Ratings of WAE are intended to recognize ***exceptional*** performance. Although students are encouraged to strive for WAE ratings, failure to achieve such ratings should not be surprising or disappointing. Students receiving frequent ratings of WAE are viewed as having the potential for achieving national recognition as outstanding professional school psychologists.

Ratings of AE are intended to recognize performance that exceeds that of good students. Students receiving frequent AE ratings are viewed as having potential for leadership roles as school psychologists.

A rating of E, the mid-point of the evaluation rating scale, represents appropriate performance levels. Students receiving ratings of E are considered to be making good progress in the program, are expected to complete their program requirements in a timely fashion, and are expected to be viewed

positively as representatives of our program following their graduation. In short, we expect all of our students to be good students and good school psychologists, and an E rating reflects good student performance.

Ratings of BE are intended to identify performance deficiencies that need attention **and remediation. In some cases, a rating of BE may result in “Fails to Meet Program Expectations Status” (i.e., failure to meet thesis proposal deadlines) and/or a remediation plan.** Students receiving frequent BE ratings would still be expected to complete the program but would not be likely to receive strong recommendations for internship placement or post-graduate employment.

Ratings of WBE indicate *serious* performance deficiencies and indicate that the faculty have reservations about the student's potential for program completion. WBE ratings in any area of **Practitioner Progress and/or Professional Behavior** will result in a student being placed on “**Fails to Meet Program Expectations Status**” in the program at the least **and a remediation plan**, and in the case of more egregious infractions, “**Probationary Program Status**” in the program (see Student Handbook). Students receiving frequent WBE ratings in multiple categories may be encouraged to pursue other training options and may **be at-risk for ”Probationary Program Status” or dismissal.**

Finally, per APA requirements, the program is required to track attainment of minimum levels of achievement and progress towards profession wide competencies. The tables used for tracking this data are included at the end of this document, but are not required to be turned in with your annual evaluation.

Classroom Performance

WAE: Reports from 2 or more Program Faculty and unsolicited report from any Department Faculty of Commendable Classroom Performance

AE: Reports from 2 or more Program Faculty or unsolicited report from any Department Faculty of Commendable Classroom Performance

E: Satisfactory performance of all Expected Behaviors

BE: Any Negative Factor

WBE: Two or More Negative Factors

Expected Behaviors

- Regular and punctual class attendance.
- Active class participation.
- Course grades of B or better.

Negative Factors

- Problematic performance in any area of Expected Behavior.
- Report from any Program Faculty of problematic Classroom Performance.
- Unsolicited report from any Department Faculty of problematic Classroom Performance.
- Course grades B- or lower

Research Project/Dissertation Progress

WAE: Early completion of 2 or more requirements

AE: Early completion of 1 requirement

E: All requirements completed on time

BE: Late completion of 1 requirement

WBE: Late completion of 2 or more requirements

Components used in evaluating Thesis/Dissertation Progress and the times of expected completion are:

Research Practicum Project

(a) Register for Research Practicum: Year 2 for PhD students and Year 3 for EdS

(b) Complete Research Practicum Requirements as assigned

Dissertation

(a) Topic and chair selected, committee formed by end of Year 2

(b) Proposal meeting within one month of passing prelim exams Spring of Year 3 or Fall of Year

(c) Data collection – within one year of successful proposal meeting

(d) Defense held before end of Year 5

Dissertation Proposal Deadlines

Preliminary exams must be passed prior to students holding a dissertation colloquium. Students **are strongly encouraged** to successfully propose their dissertations **before** APPIC or APA accredited internship applications. Failure to successfully propose a dissertation **by OCTOBER 1st** often leaves too little time for applications to be completed with faculty letters of recommendation, therefore, plan carefully.

Required Documentation: Research Project/Dissertation Progress Record

Practitioner Performance

WAE: All Expected Behaviors and Evidence of 2 or more Positive Factors

AE: All Expected Behaviors and Evidence of 1 Positive Factor

E: Satisfactory performance of all Expected Behaviors

BE: Problematic performance in 1 area of Expected Behaviors

WBE: Problematic performance in 2 or more areas of Expected Behaviors

Expected Behaviors

- Regular attendance at Team and individual meetings.
- Active participation in Team discussions.
- Timely completion of written documents (e.g., WCRs, PSPs, test reports, etc.).
- Timely completion of all assignments.
- Completion of Contact Hour requirements.
- Positive response to supervision.
- Satisfactory attention to Problem Identification, Solution, and Evaluation components of DBPS model.

Positive Factors

- Active leadership.
- Frequent initiative.
- Exemplary attention to Problem Identification, Solution, and Evaluation components of DBPS model.

While specific expected behaviors are outlined above, circumstance or events may occur (e.g., breach of client confidentiality, ethical misconduct, gross mismanagement of cases, failing to meet minimum standards of care, continued unresponsiveness to feedback) that warrant or justify lower ratings in the area of Practitioner Performance.

Professional Behavior

WAE: No Problematic ratings, 6-8 Exemplary ratings

AE: No Problematic ratings, 2-5 Exemplary ratings

E: No Problematic ratings, 0-1 Exemplary rating

BE: 1-2 Problematic ratings

WBE: 3 or more Problematic ratings

The components used in evaluating Professional Behavior, taken from the NASP Credentialing Standards, are (a) Communication Skills, (b) Effective Interpersonal Relations, (c) Ethical Responsibility, (d) Flexibility, (e) Initiative, (f) Dependability, (g) Personal Stability, and (h) Respect for Human Diversity, and (i) Responsiveness to Supervision. Each component is rated as Exemplary, Satisfactory, or Problematic.

Professional Behavior Rating Form

Student: _____

Academic Year: _____

| <u>Component</u> | <u>Exemplary</u> | <u>Satisfactory</u> | <u>Problematic</u> |
|--------------------------------------|-------------------------|----------------------------|---------------------------|
| 1. Communication Skills | _____ | _____ | _____ |
| 2. Effective Interpersonal Relations | _____ | _____ | _____ |
| 3. Ethical Responsibility | _____ | _____ | _____ |
| 4. Flexibility | _____ | _____ | _____ |
| 5. Initiative | _____ | _____ | _____ |
| 6. Dependability | _____ | _____ | _____ |
| 7. Personal Stability | _____ | _____ | _____ |
| 8. Respect for Human Diversity | _____ | _____ | _____ |
| 9. Responsiveness to Supervision | _____ | _____ | _____ |

Professional Development

WAE: Expected Behavior and Evidence of 2 or more additional Positive Factors

AE: Expected Behavior and Evidence of 1 additional Positive Factor

E: Presence of Expected Behaviors

BE: Absence of 1 Expected Behavior

WBE: Absence of 2 or more Expected Behaviors

Expected Behaviors

- All Students: Membership in **1** professional organization related to **school psychology** (APA Div 16, NASP, UASP)
- Attendance at **1** professional meeting, attendance at program and departmental presentations.
- PhD and EdS 1st Year: Expected Behaviors.
- PhD and EdS 2nd Year: Expected Behaviors and 1 Positive Factor.
- PhD and EdS 3rd Year: Expected Behaviors and 2 Positive Factors.
- PhD – 4th Year: Expected Behaviors and 3 Positive Factors.

Positive Factors

- Additional professional memberships or meetings attended.
- Leadership role in a professional organization.
- Participation in **one to two** projects (independent or collaborative) presentations (**PLEASE LIST IN VITA FORMAT**).
- Participation in **three or more** projects (independent or collaborative) presentations (**PLEASE LIST IN VITA FORMAT**).
- Participation in one or more project (independent or collaborative) grants.
- Participation in review of journal article submissions.
- Pursuit of additional training opportunities (e.g., workshops).
- Professional service to community organizations.

Required Documentation: Professional Development Record

Independent Research/Scholarship

WAE: Expected Behavior and Evidence of 2 or more additional Positive Factors

AE: Expected Behavior and Evidence of 1 additional Positive Factor

E: Cooperative assistance with peer and faculty research projects

BE: No evidence of assistance with peer or faculty research projects

WBE: Report of active refusal to assist with peer or faculty research projects

Expected Behavior

- Less advanced students (1st & 2nd years) are expected to take advantage of as many opportunities to assist advanced students with thesis and dissertation collection.
- Advanced students should assist other students, as time permits around their ongoing theses/dissertation projects or other independent research.
- All students should take advantage of opportunities to assist faculty with ongoing research.

Positive Factors

- Major involvement (beyond expected assistance) in **more than 2** independent or collaborative research projects or grants and/or publication of such (**PLEASE LIST IN VITA FORMAT**).
- Major involvement (beyond expected assistance) in **1 or 2** independent or collaborative research projects or grants and/or publication of such (**PLEASE LIST IN VITA FORMAT**).
- Unsolicited positive peer or faculty report of exemplary research assistance.

Notes:

- Involvement with program Service Grant data collection/analysis activities will normally be considered Expected Behaviors.
- Involvement with in-service training and/or special intervention efforts (e.g., social skills groups) will normally represent either Professional Development or Practitioner Performance activities.

Required Documentation: Independent Research Record

Annual Student Evaluation (UU School Psychology Program)

Student: _____ Academic Year: _____

WBE BE E AE WAE

I. Academic Progress

A. Classroom Performance _____

B. Thesis/Dissertation Progress _____

| | | | | | |
|---------------------------------------|-------|-------|-------|-------|-------|
| I. Academic Progress (Summary) | _____ | _____ | _____ | _____ | _____ |
|---------------------------------------|-------|-------|-------|-------|-------|

II. Practitioner Progress

A. Practitioner Performance _____

B. Professional Behavior _____

| | | | | | |
|--|-------|-------|-------|-------|-------|
| II. Practitioner Progress (Summary) | _____ | _____ | _____ | _____ | _____ |
|--|-------|-------|-------|-------|-------|

III. Professional Progress

A. Professional Development _____

B. Independent Research _____

| | | | | | |
|---|-------|-------|-------|-------|-------|
| III. Professional Progress (Summary) | _____ | _____ | _____ | _____ | _____ |
|---|-------|-------|-------|-------|-------|

| | | | | | |
|-------------------------------------|-------|-------|-------|-------|-------|
| IV. Overall Summary Progress | _____ | _____ | _____ | _____ | _____ |
|-------------------------------------|-------|-------|-------|-------|-------|

Comments:

My advisor has reviewed this evaluation with me:

Student: _____ Date: _____

UU School Psychology Program

Annual Student Evaluation

Date:

Be sure to attach an updated Vita to this file
Documentation Forms

To be Completed and Submitted by Student

Please type all forms

Use additional pages as needed

Research Project/**Dissertation Progress Record**

Student: _____ Academic Year: _____

| <u>Step</u> | <u>Semester Anticipated</u> | <u>Semester Completed</u> |
|--------------------------------------|-----------------------------|---------------------------|
| (a) Topic & advisor/chair selected | _____ | _____ |
| (b) Committee formed (if applicable) | _____ | _____ |
| (c) Proposal (if applicable) | _____ | _____ |
| (d) Data collection | _____ | _____ |
| (e) Defense (if applicable) | _____ | _____ |

Professional Development Record

Student: _____ Academic Year: _____

Document your professional development activities in the categories below. Attach additional pages if needed.

A. Professional Association Memberships (List)

B. Leadership Roles in Professional Associations (e.g., committee membership, elected or appointed office, etc.)

Association

Role

C. Professional Association Conference Attendance

Conference

Semester

D. Program and/or Departmental Presentation Attendance [Discretionary (e.g., colloquia) presentations only]

Presentation

Semester

Professional Development Record (Cont.)

Student: _____ Academic Year: _____

E. Conference Presentation Participation (PLEASE LIST IN VITA FORMAT)

| <u>Conference</u> | <u>Project/First Author</u> |
|--------------------------|------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

G. Additional Activities/Training

| <u>Training</u> | <u>Provider</u> |
|------------------------|------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

H. Professional Service to Community Organizations

| <u>Organization</u> | <u>Activity</u> |
|----------------------------|------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Professional Development Record (Cont.)

Student: _____ Academic Year: _____

I. Journal Article Reviews & Faculty Member Name:

Independent Research Record

Student: _____ Academic Year: _____

Document your independent research activities in the categories below. Provide sufficient information to identify each entry. Attach additional pages if needed.

A. Assistance with Faculty and/or Student Research

| <u>Project/Principal Investigator</u> | <u>Involvement</u> | <u>Semester(s)</u> |
|---------------------------------------|--------------------|--------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

B. Involvement in Independent or Collaborative Research

| <u>Project/Principal Investigator</u> | <u>Involvement</u> | <u>Semester(s)</u> |
|---------------------------------------|--------------------|--------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

C. Involvement in Publications (PLEASE LIST IN VITA FORMAT)

| <u>Project/Principal Investigator</u> | <u>Involvement</u> | <u>Semester(s)</u> |
|---------------------------------------|--------------------|--------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Student Competencies Self-Report Form

(To be completed by students for each annual evaluation)

Please answer all the following questions, providing additional information as you see fit.

Name: _____

Year in program: Circle one (i.e., 1st, 2nd, 3rd, 4th, 5th) _____ (Today's Date): _____

Academic Year covered for this report: _____

Academic and Research Progress

1. Grades in following courses:

6/7100 Issues/Ethics _____

6/7450 Psychopathology _____

7130 Cog Assessment _____

6/7010 Stats/Research Design _____

6/7390 Interventions _____

7150 Ind Child/Adol Assessment _____

7020 Quant Methods II _____

SPED 6040 Legal/Policy Issues _____

6/7140 MC Assessment _____

6/7836 Autism Assessment _____

6/7620 Autism Interventions _____

6/7110 Child/Fam Therapy _____

- 6/7050 Lifespan _____
- 7300 Psychometric Theory _____
- 7400 Adv Research Design _____
- 7410 Single Subject _____
- 6/7470 Consultation & Supervision _____
- 6510 Cog. Learn, Behavior _____
- 6/7380 Academic Asses/Int _____
- 6115 Adv. Child/Adol Bx Therapy _____
- 7160 Neuro bases _____
- 7080 History and Systems _____
- 7550 Soc Psy Diversity _____
- 7863 Cog-Aff Bases of Bx _____
- 7190 Neuropsych Assess _____

Have you ever earned a B- in any course taken at UU? If so please list the course(s) below (even if noted above already) and the manner in which you remediated the grade (e.g., retook course) if any remediation took place.

2. Dissertation Progress (if applicable)

I have proposed my dissertation.

Y N NA*

**if not required to have done so yet by timelines*

If yes, I proposed my dissertation within timeline stipulated in Student Eval Handbook

Y N

I have collected my dissertation data

Practitioner Progress

Problem Identification/Analysis Skills & Activities

4. Assessment (Standardized Cog/Ach) Experience

Since coming to UU, I have:

| | | |
|---|---|---|
| given at least one learning assessment | Y | N |
| participated in at least one developmental assessment | Y | N |
| administered an adaptive behavior measure (e.g. VABS) | Y | N |
| assessed a preschool-age child | Y | N |
| assessed an elementary-school age child | Y | N |
| assessed a middle-school age child | Y | N |
| assessed a high-school aged child | Y | N |
| assessed an adult (age 18+) | Y | N |

5. Interviewing and data gathering

Since coming to UU, I have:

| | | |
|---|---|---|
| Conducted and summarized results for a records review | Y | N |
| Conducted and summarized results of a child interview | Y | N |
| Conducted and summarized the results of an adoles. interv. | Y | N |
| Conducted and summarized the results of a parent interview | Y | N |
| Conducted and summarized the results of a teacher interview | Y | N |
| Conducted a systematic classroom observation | Y | N |
| Summarized the results of a systematic class observation | Y | N |
| Administered and scored rating scales | Y | N |
| Interpreted rating scales | Y | N |

| | | |
|---|---|---|
| Conducted an ADHD assessment | Y | N |
| Conducted a school-based FBA (all components, incl. report) | Y | N |
| Conducted an experimental functional analysis | Y | N |
| Conducted a threat assessment | Y | N |
| Conducted an direct skills assessment for academics (incl. written result) | Y | N |
| Administered a CBA/M (does not have to include report) | Y | N |
| Participated in a TST/SST at a school | Y | N |
| Provided consultative services to a teacher | Y | N |
| Provided consultative services to a school/admin | Y | N |

Problem Solution Skills & Activities

6. Synthesis of Problem Identification/Analysis Information

Since coming to UU, I have:

| | | |
|--|---|---|
| Written at least one integrated report with recommendations: For a learning or developmental assess. case | Y | N |
| For an academic assessment case | Y | N |
| Conducted at least one report interpretation | Y | N |

7. Intervention Development

Since coming to UU, I have:

| | | |
|---|---|---|
| Developed a classroom-based intervention | Y | N |
| Developed an individualized-behavior plan | Y | N |
| Assisted a teacher/parent with behavior plan implementation | Y | N |
| Assisted a teacher implement a home/school note | Y | N |

| | | |
|---|---|---|
| Implemented an academic intervention | Y | N |
| Conducted compliance training with a family | Y | N |
| Conducted compliance training in the school setting | Y | N |
| Conducted treatment integrity probes | Y | N |

Problem Evaluation Skills & Activities

8. Since coming to UU I have:

| | | |
|--|---|---|
| Graphed the data for an intervention case | Y | N |
| Analyzed intervention data using the following: | | |
| Visual analysis | Y | N |
| Non-overlap statistic | Y | N |
| Other effect size | Y | N |
| Engaged in progress monitoring of academic skills | Y | N |
| Engaged in program evaluation (e.g., PBS, Day Tx, etc) | Y | N |

Miscellaneous Practitioner Competencies

9. Since coming to UU I have:

| | | |
|---|---|---|
| Served as a student supervisor | Y | N |
| Engaged in problem prevention activities (e.g., screening, early intervention) | Y | N |
| Engaged in systems-level change activities | Y | N |
| Presented didactics to teacher/administrator <i>groups</i> (e.g., mini-workshops, skill-based DIBELS, Bx management) | Y | N |

10. Please list other practicum activities not listed above.

Professional Development

11. I have attended:

| | | |
|--|---|---|
| at least one professional conference per year | Y | N |
| additional workshops at conferences | Y | N |
| additional training opportunities (not those done in practicum) | Y | N |

12. I:

| | | |
|---|---|---|
| belong to at least one professional organization | Y | N |
| hold a leadership role in a professional organization | Y | N |
| am a member of UU school psych student group | Y | N |
| held leadership role in the UU sch. psych group | Y | N |
| engage in community service activities | Y | N |

Technology Use in Professional Activities

13. I have:

| | | |
|--|---|---|
| used a recording to cue during data collection | Y | N |
| used a computer-based data collection system | Y | N |
| used a video camera to record sessions | Y | N |
| coded data from video-taped sessions | Y | N |
| used a bug-in-the-ear device | Y | N |
| used Power Point (or other program) to develop a presentation | Y | N |
| used Excel (or other program) to graph data | Y | N |

APPENDIX C

Supervisory Committee Guidelines

Supervisory Committee Guidelines and Forms can be Found

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

Resources for Graduate Students

<http://ed-psych.utah.edu/>

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: June 2014.

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 website of the Graduate School (<http://gradschool.utah.edu/thesis/handbook/>).

APPENDIX D

The Comprehensive Evaluation of Student-Trainee Competence

in Professional Psychology Programs

**Competency Benchmarks/Checklists for Practicum,
Internship and Entry Level Practice**

The Comprehensive Evaluation of Student-Trainee Competence

in Professional Psychology Programs¹

I. Overview and Rationale

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/NCSPP-%20CCTC%20model%20Student%20Competency.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*, 2017; *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 understanding and use of professional language | Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts |

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 |

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 |
| 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 |

IV. 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 |

V. 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 | Forms autonomous judgment of organization’s management and leadership Examples: <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 | Develops and offers constructive criticism and suggestions regarding management and leadership of organization Examples: <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. | | |
| 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:

| | | | | | |
|--|---|---|------------|---|---|
| 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 | 0 | 1 | 2 [N/O] | 3 | 4 |

| | | | | | |
|---|---|---|------------|---|---|
| activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills | | | | | |
| 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. | | | | | |
| 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 0 | Somewhat 1 | Moderately 2 | Mostly 3 | Very 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. Department | | | | | |
| 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 Mindedness | | | | | |
| 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 assessment/data gathering that answers consultation referral question | 0 | 1 | 2 [N/O] | 3 | 4 |
| 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 E

Portfolio Checklist

School Psychology Portfolio Assessment: University of Utah (effective 8/2014)

Student Name: _____ Pre-Internship Review _____ Program
Completion Review _____

Rubric

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
- ✓ Product present; does not require a formal rating

Section I. Documentation of Student Progress

| | |
|-------------------------------|--------------------------|
| Required Component | <input type="checkbox"/> |
| Current Vita | <input type="checkbox"/> |
| Transcript | <input type="checkbox"/> |
| Annual Reviews | <input type="checkbox"/> |
| Clinic Practicum Logs | <input type="checkbox"/> |
| Clinic Practicum Evaluations | <input type="checkbox"/> |
| Field Practicum Logs | <input type="checkbox"/> |
| Field Practicum Evaluations | <input type="checkbox"/> |
| Internship Logs | <input type="checkbox"/> |
| Internship Evaluations | <input type="checkbox"/> |
| Internship Contract | <input type="checkbox"/> |
| Supervisory Committee Form | <input type="checkbox"/> |
| Program of Study Form | <input type="checkbox"/> |
| Praxis II Results | <input type="checkbox"/> |
| Thesis or Research Completion | <input type="checkbox"/> |

Measurable Positive Impact

Behavioral Intervention Case Study

Academic Intervention Case Study

Consultation Case Study

Portfolio Organization and Appearance

Section II. School Psychology Practice

Practices That Permeate All Aspects Of Service Delivery

| NASP <u>Standard</u> / Element | Documentation Requirement | Evaluation |
|--|---|-------------------|
| <i>Standard II Practices That Permeate All Aspects Of Service Delivery: Data Based Decision Making And Accountability</i> | Two comprehensive psychological reports/case studies (e.g. sample report with case study and/or IEP summary). | 1 2 3 |
| <i>Standard III Practices That Permeate All Aspects Of Service Delivery: Consultation and Collaboration</i> | Consultation/collaboration summaries on two cases (e.g. consultation project/case study). | 1 2 3 |

Direct And Indirect Services For Children, Families, And Schools

| | | |
|--|--|--|
| <i>Standard IV: Direct and Indirect Services for Children, Families, and Schools</i> <i>Student Level Services</i> | | |
| Element 4.1: | | |

| | | | | |
|---|--|-------------------|---|---|
| Intervention and Instructional Support to Develop Academic Skills | Examples of two academic intervention plans, progress graphs, and evaluations of intervention effectiveness (e.g. academic intervention case study; one case must occur during internship). | 1 | 2 | 3 |
| Element 4.2: Interventions and Mental Health Service to Develop Social and Life Skills | Examples of two behavioral intervention plans, progress graphs, and evaluations of intervention effectiveness (e.g. Behavioral intervention case study: FBA/BIP, or a counseling/therapy case study; one must occur during internship). | 1 | 2 | 3 |
| <i>NASP Standard V- Direct And Indirect Services For Children, Families, And Schools: Systems Level Services</i> | Documentation Requirement | Evaluation | | |
| | | | | |
| Element 5.1: School Wide Practice to Promote Learning | Work products demonstrate evidence of participation in committee activities and/or advocacy groups (e.g. parent or teacher presentation, program evaluation, Involvement in system or policy changes through active personal involvement). | 1 | 2 | 3 |
| Element 5.2: Preventative and Responsive Services | Work products demonstrate evidence of active participation in developing and/or implementing a prevention program designed to promote academic achievement outcomes and/or mental health in schools (e.g involvement in multi-tiered systems of support, the crisis intervention team, or intervention support teams). | 1 | 2 | 3 |
| <i>Standard VI- Direct And Indirect Services For Children, Families, and</i> | Evidence of knowledge and ability to provide support to families to effectively engage in all aspects of their child’s schooling and facilitate family, school, and community resource collaboration (e.g. participation in developing and/or | 1 | 2 | 3 |

| | | | | |
|--|---|-------------------|---|---|
| <i>Schools: Family-School Collaboration Services</i> | implementing a program designed to promote home-school collaboration; example of needs assessment). | | | |
| <i>Standard VII – Foundations Of School Psychologists’ Service Delivery: Diversity In Development And Learning</i> | Work products demonstrate knowledge of typical and atypical development, knowledge and understanding of diverse populations served, intervention strategies developed and implemented with social, cultural, ethnic, socioeconomic, and/or gender-related sensitivity to adaptation of intervention and implementation strategies (e.g. evaluation, consultation, an/or intervention for low-incidence disabilities, socio-economically disadvantaged, culturally / ethnically diverse populations, refugee students / families). | 1 | 2 | 3 |
| NASP <u>Standard</u> / Element | Documentation Requirement | Evaluation | | |
| <i>NASP Standard VIII – Foundations Of School Psychologists’ Service Delivery: Research, Program Evaluation, Legal, Ethical and Professional Practice</i> | | | | |
| Element 8.1: Research and Program Evaluation | Demonstration of knowledge of research and evaluation methods to inform practice (e.g. evidence of publication for a research project, evidence of data collection to inform empirically based intervention strategies or the evaluation of implemented programs, research paper, conference presentations). | 1 | 2 | 3 |
| Element 8.2: Legal, Ethical, and Professional Practice | Work products demonstrate knowledge of legal, ethical, and professional polices and practice (e.g IEP / 504 evaluation pertaining to legal, ethical, and professional practices observed; evidence of attendance at and involvement in state and/or national conferences; evidence of continuing professional development. | 1 | 2 | 3 |
| Knowledge and Practice Standards Evaluation Total | | | | |

| | |
|---|--|
| Total Required Pre-Internship (20 points) | |
| Total Points Required Post-Internship (25 points) | |
| Overall Rating for Portfolio _____ | |

All of the products in this portfolio have been reviewed. This work reflects exceptional / adequate / inadequate progress as of _____ (date). The work in this portfolio provides / fails to provide evidence that _____ (student) is adequately prepared to assume the responsibilities of a school psychologist intern / school psychologist.

Reviewer: _____
(Name, Title)

Date of Review: _____

Reviewer: _____
(Name, Title)

Date of Review: _____

Notes:

All of the products in this portfolio have been reviewed. This work reflects exceptional / adequate / inadequate progress as of _____ (date). The work in this portfolio provides / fails to provide evidence that _____ (student) is adequately prepared to assume the responsibilities of a school psychologist intern / school psychologist.

Reviewer: _____
(Name, Title)

Date of Review: _____

Reviewer: _____
(Name, Title)

Date of Review: _____

Notes:

Each portfolio and achievement toward competency in each practice standard is rated using the following competency rubric:

Portfolio Evaluation Rubric

| Evaluation Category | Evaluation Description |
|----------------------|--|
| Inadequate | Documents are inappropriate and/or demonstrate a lack of evidence of standard mastery; No opportunity to evaluate the student in this area (component missing) |
| Meets Expectations | Documents are appropriate and demonstrate sufficient evidence of standard mastery, with demonstrated ability to function independently |
| Exceeds Expectations | Documents are appropriate and demonstrate exceptional evidence of standard mastery; Highly skilled and proficient skill level |
| ✓ | Product is required to be presented in the portfolio but does not require a formal rating |

Note: Inadequate = 1; Meets Expectations = 2; Exceeds Expectations = 3

The following rubric is used to assess an overall portfolio rating:

| | Organization of Portfolio Material | Demonstration of Standard Competencies | Measureable Positive Impact |
|-----------------------------|--|---|---|
| Exceeds Expectations | <p>1. The portfolio contains the following elements listed below:</p> <ul style="list-style-type: none"> • Title Page • Index • Introduction • Program Documents • 10 Competency Standards • Rationales clearly explain why the documents meet the professional objectives <p>2. Documents are appropriate for professional objectives.</p> <p>3. Two or more documents are provided for each competency standard.</p> <p>4. The contents of the portfolio are well edited.</p> <p>5. The portfolio is well organized and professional with graphics and data illustrations.</p> | <p>Portfolio contains exceptional documents of skill attainment in 10 competency standards (at least 6 of 10 competencies exceed expectations).</p> | <p>Documents provide exceptional evidence of measurable positive impact the intern has made on children, families, and/or other consumers via his/her service delivery.</p> <p>Overall rating of case study is Exceptional.</p> |
| Meets Expectations | <p>1. The portfolio contains the following elements listed below:</p> <ul style="list-style-type: none"> • Title Page • Index • Introduction • Program Documents • 10 Competency Standards <p>2. Documents are appropriate for professional objectives.</p> <p>3. At least two required documents are provided for each competency standard.</p> <p>4. The contents of the portfolio are well edited.</p> <p>5. The portfolio has an overall professional appearance.</p> | <p>Portfolio contains basic documents of skill attainment in 10 competency standards (all 10 competencies meet expectations).</p> | <p>Documents provide sufficient evidence of positive impact the intern has made on children, families, and/or other consumers.</p> <p>Overall rating of case study is Acceptable.</p> |

| | | | |
|-------------------|--|--|---|
| inadequate | <ol style="list-style-type: none"> 1. Any of the elements listed below are missing from the portfolio. <ul style="list-style-type: none"> • Title Page • Table of Contents • Introduction • Personal Documents • 10 Competency Standards 2. Some of the documents are misfiled. 3. Less than two documents are provided for any of the competency standards. 4. The mechanics of writing interferes with the presentation of the intern's work. 5. The portfolio shows inadequate organization and lacks professional appearance. | <p>Portfolio contains documents of skill attainment that are insufficient (Not Meet Expectations) or less than 10 competencies have documentation of attainment.</p> | <p>Documents provide a lack of evidence of positive impact the intern has made on children, families, and/or other consumers. Overall rating of case study is Not Acceptable.</p> |
|-------------------|--|--|---|

APPENDIX F

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 |

| BCBA Courses (16 Credit Hours) | | Credit Hours | Term Offered |
|--|--|---------------------|---------------------|
| SP ED 6022 | Principles of Instruction and Behavior Support | 3 | F,S,U |
| Choose one: SP ED 6110 SP ED 6230 | Behavior Support Strategies for Students with Mild/Moderate Disabilities | 3 | F |
| | Behavior Support Strategies for Students with Severe Disabilities | 3 | F |
| SP ED 7114 | Social and Behavioral Supports in School Settings | 3 | F |
| SP ED 7020 OR EP 7410 | Single Case Research Design | 3 | S |
| EP 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 semesters required</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

- EP 7836/7838 ASD Assessment/Interventions (4) TBD
- EP 7140 Multicultural Assessment (2) TBD
- **EP 6930 BCBA Practicum, Day/Time (1) TBD**
 - 7 credit hours total - 1 added for BCBA

Fall Semester: Year 2

- EP 7732 Research Practicum (2) Mon. 8:35-11:35
- EP 7730 Clinic Practicum (1) Mon. 11:00-12:30
- EP 7050 Lifespan Development (3) Tues. 4:35-7:05
- EP 7300 Psychometric Theory (3) Wed. 8:35-11:35
- EP 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

- EP 7730 Clinic Practicum (1) Mon. 11:00-12:30
- **SP ED 7020 Single Case Research Design (3) Mon. 4:35-7:05**
- EP 7380 Academic Assessment/Interventions (3) Tues. 4:35-7:05
- EP 7115 Adv. Child/Adolescent Beh. Therapy (3) TBD
- EP 7732 Research Practicum (2) TBD
- **SP ED 6960 Ethics/Prof. Conduct Beh. Analysts (3) Mon. 7:00-10:00 (or Yr. 3)**
 - 15 credit hours total – 6 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)**
- **EP 6930 BCBA Practicum (5) TBD**
 - 11 credit hours total – 8 added for BCBA

Fall Year 3

- EP 7080 History/Systems of Psychology (3) Tues. 12:25-3:20
- EP 7160 Neuro. Bases of Behavior (3) Thurs 12:25-3:20
- EP 7470 Consultation/Super. Applied Settings (3) Thurs 4:35-7:05
- EP 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

- EP 7550 Social Psychology-Human Diversity (3) Wed. 9:40-12:40
- EP 7863 Cognitive-Affective Bases Beh. (3) Wed. 12:55-3:55
- EP 7731 Field Practicum (2) Thurs 7:30am-10:00
- SP ED 6960 (Ethics/Prof. Conduct Beh. Analysts, take if not already completed)
- **EP 6930 BCBA Practicum (4) TBD**
 - 12 credit hours – 4 added for BCBA

Summer Year 3

- **EP 6930 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**
- EP 7910 School-Based Internship (tbd) Mon. 4:30-7:00
- EP 7970 Dissertation Proposal/Study (tbd)

Fall/Spring/Summer Year 5

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

TOTAL Required Additional BCBA Credit Hours:

18 Course Hours + 15 Practicum Hours = 33 additional hours

Note: EP 6390, Interventions meets both degree and BCBA requirements

APPENDIX G

Professional/Academic Misconduct Procedures

Professional Misconduct

Any engagement in professional misconduct as defined in Part I.B. (abbreviated, always consult the full code at <http://www.admin.utah.edu/ppmanual/8/8-10.html>)

Step 1: Complaining party files a written complaint with office of the dean of the student's college.
TIME: Within 45 days of discovery of violation

Step 2: Dean of college (or designee) determines validity of complaint.
TIME: Within 20 days of receipt of complaint.

Step 3a: Dean does not believe student engaged in professional misconduct.
MATTER IS CLOSED.

Step 3b: Dean of college and student are able to informally resolve the issue.
Dean implements the decision.

Step 4: If the dean believes the complaint is valid and informal resolution does not work, the Dean files a formal written complaint against student, and the student may, within 5 days, file a response. The documents are brought before the Academic Appeals Committee.
TIME: Within 20 days of receipt of complaint.

Step 5: The Committee chair determines if a hearing is necessary, and if so, schedules a hearing date.
TIME: Within a reasonable time after receiving complaint and recommendations and response.

Step 6: The parties make available to each other and the Committee a list of witnesses and documents.
TIME: At least five days prior to the hearing.

Step 7: The Committee shall make its findings and recommendations, and refer those to the Cognizant Senior Vice President.
TIME: Within 10 days after conclusion of hearing.

Step 8: The Vice President reviews and either accepts Committee's findings, asks Committee to reconvene and clarify, or rejects Committee's findings, and makes a new decision.
TIME: Within 10 days of receipt of the Committee's recommendation.

Step 9a: Student and dean accept decision of Vice President.
Dean implements the decision.

Step 9b: Student or dean appeals decision of Vice President to President.
TIME: Within 10 days of receipt of decision.

Step 10: The President reviews and either accepts the VP's decision, asks the VP for further clarification, or rejects the decision.
TIME: Within 10 days of receipt of the appeal.

Step 11: The dean shall take appropriate action to implement the final decision. If the student is found responsible for professional misconduct, the dean shall notify the student's department or program of study. If the sanction involves suspension, dismissal or a revoked degree/certificate, the dean shall also notify the office of the registrar for appropriate notation on the transcript.
TIME: Within a reasonable time after receiving final decision.

Academic Performance

For appeals of grades and other academic actions as defined in Part I.B.#1 (abbreviated, always consult the full code at <http://www.admin.utah.edu/ppmanual/8/8-10.html>)

Step 1: A student who believes the academic action taken was arbitrary or capricious should discuss the action with the faculty member and attempt to informally resolve the situation.
TIME: Within 20 days of notice of academic action.

Step 2a: Student and faculty member informally resolve.
TIME: Within 10 days of contacting faculty member.
MATTER IS CLOSED.

Step 2b: If student and faculty are unable to resolve, student may appeal action to Chair of relevant department.
TIME: Within 40 days of notice of academic action.

Step 3: In case of appeal, Chair notifies the student and faculty member of his/her determination of whether the academic action was arbitrary or capricious.
TIME: Within 15 days of consulting with the student.

Step 4a: Chair determines action was arbitrary or capricious. Faculty does not appeal.
TIME: Shortly after 15 days from chair's decision.
Chair implements decision.

Step 4b: Chair determines action was justified. Student does not appeal.
MATTER IS CLOSED.

Step 5: If either party disagrees with Chair's determination, or if Chair does not respond, that party may appeal to the Academic Appeals Committee by filing written notice; other party files a response.
TIME: Within 15 days of notice of Chair's decision, or after 15 days of non-action by Chair.

Step 6: If the Committee chair determines that a hearing is required, the chair shall schedule a hearing date and notify the parties.
TIME: Within a reasonable time after Committee's receipt.

Step 7: Parties make available to each other and Committee a list of witnesses and documents.
TIME: At least 5 days prior to the hearing.

Step 8: The Committee shall make its findings and recommendations, and refer those to the dean of college.
TIME: Within 10 days after conclusion of hearing.

Step 9: The dean reviews and either accepts Committee's findings, asks Committee to reconvene and clarify, or rejects Committee's findings, and makes a decision.
TIME: Within 10 days of receipt of the Committee's recommendation.

Step 10a: Student and faculty member accept decision of dean of college.
Dean or Chair implements the decision.

Step 10b: Student or faculty member appeals decision of dean to cognizant senior vice president.
TIME: Within 10 days of receipt of decision.

Step 11: The cognizant senior vice president reviews and either accepts the dean's decision, asks the dean for further clarification, or rejects the decision and makes a new one.
TIME: Within 10 days of receipt of the appeal.

Step 12: After the cognizant senior vice president's final decision, the chair of the department or dean of college shall take appropriate action to implement the final decision.
TIME: At the conclusion of the appeals process.
MATTER IS CLOSED.

APPENDIX H

Ethical Principles and Code of Conduct for Psychologists (APA, 2017)

<http://www.apa.org/ethics/code/index.aspx>

Principles for Professional Ethics (NASP, 2010)

http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf

•

APPENDIX I

Leave of Absence Request

Petition for Course Substitution

Educational Specialist Program Planning Worksheet

Research Funding Application

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 |

**University of Utah
Department of Educational Psychology
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: Courses taken more than 10 years previously will not be considered for substitution).

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: _____

University of Utah
School Psychology Educational Specialist Program
Program Planning Worksheet 2018-2019

Name _____ Year of Admission _____

Entering Degree _____ Date Received _____ Institution _____

Area: Psychological Foundations (minimum 9 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|---|--|--------------------|
| *EP 6050 Life Span Development: Childhood and Adolescence (3) | | |
| *EP 6451 Foundations of Learning, (3) | | |
| *EP 6450 Child and Adolescent Psychopathology (3) | | |

Area: Research Design and Statistics (minimum 3 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|---|--|--------------------|
| *EP 6010 Introduction to Statistics and Research Design (3) | | |

Area: Master's Research Project/Thesis (minimum 4 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|--|--|--------------------|
| EP 7732 School Psychology Research Practicum (4) | | |
| EP 6970 Graduate Thesis: Required for Master of Science but optional for MEd (6) | | |

Area: Educational Foundations (minimum 3 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|--|--|--------------------|
| *SPED 6040 Legal and Policy Foundations of Special Education (3) | | |

Area: Psychoeducational Assessment (minimum 14 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|--|--|--------------------|
| *EP 7130 Cognitive Assessment (3) | | |
| *EP 7150 Individual Child/Adolescent Assessment (3) | | |
| *EP 6140/6141 Multicultural Assessment (2) and Practicum (1) *EP 6380 Academic Assessment and Interventions (3) *EP 6836/6837 ASD Assessment (2) and Practicum (1) | | |
| <i>Electives below:</i> EP 7190 Applied Neuropsychological Assessment (3) | | |
| EP 7180 Personality Assess (3) | | |

Area: Intervention Strategies (minimum 15 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|--|--|--------------------|
| *EP 6390 Interventions in the Schools (3) | | |
| *EP 6470 Consultation and Supervision in Applied Settings (3) | | |
| *EP 6110 Child and Family Psychotherapy Interventions (3) | | |
| *EP 6838/6839 ASD Interventions (2) and Practicum (1) *EP 6115 – Advanced Child and Adolescent Behavior Therapy (3) | | |
| | And Practicum (1) | |

| | | |
|--|--|--|
| <i>Electives below:</i> EP 6360 Multicultural Counsel (2) | | |
| EP 6350 Group Counseling Theory and Application (3) | | |

Area: Professional School Psychology (minimum 23 semester hours)

| <i>Course Requirements</i> | <i>Planned/Actual Semester of Enrollment</i> | <i>Final Grade</i> |
|--|--|--------------------|
| *EP 6100 Professional Issues and Ethics in School Psychology (3) | | |
| *EP 7730 School Psychology Practicum: Clinic (4) | | |
| *EP 7731 School Psychology Field Practicum (4) | | |
| *EP 7910 Internship in School Psychology (12) | | |
| | | |

Note that the following are additional required courses in the PhD degree program:

- *EP 7835 School Psychology Research Seminar (4)
- *EP 7010 Quantitative Methods I (3)
- *EP 7020 Quantitative Methods II (6)
- *EP 7080 History and Systems of Psychology (3)
- *EP 7160 Neuropsychological Bases of Behavior (3) or PSYCH 6700 Human Neuropsychology (4)
- *EP 7300 Psychometric Theory (3)
- *EP 7400 Advanced Research Design (3) or EP 7410 Single Subject Research Design (3)
- *EP 7550 Social Psychology of Human Diversity (3)
- *EP 7863 Cognitive and Affective Bases of Behavior (3)

Educational Specialist Student

Date

School Psychology Faculty Advisor

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

| | |
|---|--|
| PROJECTED STUDY EXPENSES (MATERIALS, POSTAGE, EQUIPMENT, SOFTWARE, ETC.) | |
| | |
| OTHER SOURCES OF FUNDING (GRANTS, ETC.) | |
| | |
| ATTACH RECEIPTS: | |
| <p>Approved:</p> <p>_____</p> <p>Faculty Representative</p> | |

Appendix J
Doctoral Preliminary Qualifying Examination Guide

Preliminary Qualifying Exam Procedures

Intervention Defense (Oral Examination)

This part of the preliminary qualifying exam will consist of an oral defense of the intervention case study that is turned in as part of the portfolio review (see below). All core school psychology faculty members will comprise the Oral Examination Committee and will use a standardized rubric for scoring. As part of the Oral Examination, candidates are expected to be able to address the questions below. However, questions that may be asked by the Committee are not limited to those provided.

Identify and discuss the theoretical orientation that guided the intervention process. Provide a rationale for the theoretical orientation. How did the selected model affect the methods, decisions, and outcomes of this intervention?

Identify the type of intervention used as either direct or indirect and explain the rationale for this selection. What are the benefits and limitations of the selected type of intervention given the primary concerns in the case? Upon reflection, would you choose a different type of intervention for a case like this in the future? Why or why not?

Discuss the empirical bases for the selected intervention. What other interventions did you consider? Provide a rationale for why the selected intervention was appropriate or not based on the assessment data, the needs of the client, and the professional literature.

To what extent did the intervention result in socially meaningful change for the individual or family?

Discuss potential ethical dilemmas associated with the implementation of the selected intervention.

Discuss how the intervention might have been implemented differently if the client presented with other traits or behaviors (e.g., client is higher/lower functioning, engages in severe problem behavior).

Portfolio Review (Written Examination)

A portfolio is a systematic and organized collection of evidence concerning a candidate's competencies within the field of school psychology. The portfolio is used to demonstrate that candidates possess the specific professional competencies that are expected in the University of Utah School Psychology program. The content of the portfolio includes work that is completed as part of the training sequence and other experiences provided as part of the program, and other material that is created specifically for the portfolio. Final portfolios are typically turned in during the spring semester of the third year or the fall semester of the fourth year.

Portfolio Contents

Current Vita. A revised, up-to-date CV is required to be submitted with the portfolio. The CV should include the candidate's education, professional positions, practicum experiences, internship (if applicable) professional memberships, awards or recognitions, conference presentations, and publications (in press, under review, and in preparation).

Statement of Professional Goals. A statement of professional goals which details the candidate's short-term and long-term professional goals and plans after completion of the degree program is required to be included in the portfolio. In addition, the statement should include the candidate's specific goals and plans for the remainder of the program and a description of timely completion of the program requirements.

Two Psychological Evaluations. The candidate is required to include two psychological evaluations in the portfolio. One psychological report should address academic concerns, with another report addressing behavioral concerns. Psychological reports should include a reason for referral, background information, range of assessment procedures appropriate to the referral concern, discussion of assessment data, and recommendations.

The required evaluations may be completed during clinic practicum, field practicum, school-based internship, or assistantships. One of the psychological evaluations must be accompanied by a reflection paper that discusses the comprehensiveness of the evaluation and connections to the professional literature and research. The candidate is able to select which of the two psychological evaluations to be used for the reflection paper.

Intervention Case Study. An intervention case study is required to be included in the portfolio. The intervention case study should demonstrate competency in either direct (behavior) or indirect (consultation) intervention. The case study must describe the background and context of the problem, provide a description and analysis of the problem, detail intervention targets, describe the intervention implemented in replicable terms, describe collaboration efforts with school, family, and/or community-based individuals, include outcome data, and provide a discussion of the results of the intervention.

The intervention case study may be completed during clinic practicum, field practicum, school-based internship, or assistantships. Case studies should demonstrate that the intervention resulted in measurable, positive impact on children, youth, and/or families. The case study must be accompanied by a reflection paper that demonstrates how the intervention is theoretically grounded, as well as how it connects to the professional literature and research.

Empirical Research Completion and Submission (ERCS). Evidence of completion of an empirical research project individually or substantive contribution with colleagues or faculty on a collaborative project is required to be submitted with the portfolio. Final product must be of publishable quality, with evidence provided of submission for peer review. It is not required that the ERCS ultimately be accepted for publication.

Presentation at a National, or International Conference. Evidence of substantive contribution to a presentation delivered at a state, national, or international conference is required to be submitted in the portfolio. Evidence provided should include a conference program with listing of presentation, outline of the presentation, and sample handouts or other materials used during the presentation.

Evidence of Teaching (Optional). If a candidate has served as a Teaching Assistant (TA) during the program, evidence of teaching competence should be presented within the portfolio. Evidence may include student evaluation forms, as well as sample course materials such as a syllabus, assignments, and selected student products.

Guidelines for Completion of Portfolio Products

To facilitate preparation of the portfolio, guidelines are provided regarding the content of each of the required products. These guidelines should serve as a starting point for candidates and faculty advisors as they work collaboratively to develop a portfolio that appropriately reflects the competencies expected within the School Psychology program.

General Organization of the Portfolio

A portfolio is submitted to faculty for review by creating a folder in TaskStream and uploading files for each component of the portfolio. Candidates should follow these general guidelines with regard to the portfolio:

Each file should be clearly named for each portfolio component (LASTNAME_PORTFOLIOCOMPONENT_YEAR).

Presentation quality of each product should be clear and easy to read.

Products should be free of typographical errors and should adhere to APA style.

All identifying information regarding clients should be removed from each product.

Candidates should consult with faculty supervisors regarding best exemplars of content to be included in the portfolio.

Intervention Case Study

The purpose of the intervention case study is to demonstrate that candidate possesses the knowledge and professional skills required of a doctoral-level school psychologist in consultation and collaboration with families, school, and community-based professionals in designing, implementing, and evaluating interventions that address the academic, behavioral, and psychological needs of children and adolescents. The intervention case study should demonstrate that the candidate is able to integrate knowledge and skills in delivering a comprehensive range of services that result in measurable positive outcomes for children and adolescents.

The case study must focus on either a direct (behavioral or psychological) or indirect (consultation) intervention that the candidate was responsible for developing, implementing, and evaluating. Case studies may involve academic, behavioral, psychological, or social concerns, and may reflect interventions conducted in a home, school, or community setting. Candidates should consult with a faculty advisor to determine the cases that are best suited for inclusion in the portfolio.

It is expected that case studies included in the Portfolio demonstrate measurable, positive outcomes for children, adolescents, or families who are the recipients of intervention services.

The case study should be 10 to 15 double spaced pages in length and address the following areas:

Background and Context of the Problem

Description of the problem in observable, measurable terms

Description of the current and expected level of behavior

Evidence the collection of baseline data

Description and Analysis of the Problem

Description of the assessment procedures

Presentation of empirically-based hypotheses

Description of specific goals of the intervention

Intervention Design and Implementation

Description of the intervention

Description of phases/steps in implementation of intervention

Discussion of factors that effected the choice of design and the implementation of the intervention

Discussion of collaboration efforts with family, school and/or community-based individuals

Inclusion of all relevant intervention materials in an appendix (does not count toward page limit)

Evaluation and Outcome of the Intervention

Description of outcome data and discussion of results

If applicable, inclusion of graphic presentation of the data in a manner that adheres to current Standard Assembly guidelines

Discussion of progress toward established goals

Discussion of future needs for intervention/support

Reflection Paper

One psychological evaluation included in the professional portfolio must be accompanied by a 10-page (maximum) double-spaced reflection paper. The purpose of this paper is to consider the decisions made during the assessment process. The paper should demonstrate an approach that is theoretically grounded and based on empirical findings within the professional literature. Additionally, each candidate should demonstrate their ability to critique their own professional decisions and practices and thus demonstrate continuing professional growth and development.

Psychological Evaluation

For one of the evaluations included in the portfolio, address the following issues and questions in the reflection paper.

Based on the referral question, what was the purpose of this evaluation (diagnosis, program planning, intervention development, eligibility determination)?

How did the referral question guide the assessment process? To what extent did the techniques selected adequately address the referral question and child's needs?

What would you do differently in terms of selection of techniques?

What legal and/or ethical considerations affected the selection of the measures and techniques used in the evaluation? For example, issues related to special education services and supports and/or issues related to the reliability and validity.

Discuss the theoretical bases for the interpretation of findings. To what extent are the conclusions in the report supported on these bases?

Discuss the link between assessment and possible interventions. To what extent does this report provide evidence for the development and evaluation of intervention strategies? If you find the report inadequate in this regard, how would you change the assessment process to improve the link between assessment and intervention?

Empirical Research Completion and Submission (ERCS)

The purpose of the ERCS is to provide candidates with guided experience in conducting research in the early stages of a doctoral program. As an early research experience, candidates are encouraged to work collaboratively with faculty to engage in all steps of the research process. These steps include:

Literature review and conceptualization of research questions

Data collection

Data management

Data analysis

Interpretation of results

Manuscript Preparation

For a manuscript to be included in the portfolio, a candidate must have contributed to the work in a substantive way as evidenced by participating in some stage of study conceptualization, data collection and/or analysis, as well as contributing to the preparation of the manuscript. It is expected that contribution to the research study and manuscript preparation will be recognized by the candidate being listed as a co-author. No specific order of authorship is required, though a statement of the candidate's contribution to the research project and manuscript preparation is required to be provided by the faculty member.

The ERCS portfolio entry should include a copy of the manuscript, evidence of submission to a journal for publication (i.e., a letter from the journal editor confirming receipt of the manuscript), and a statement from the faculty member or co-author describing the candidate's specific contributions to the research project and manuscript preparation.

Portfolio Review Process

The portfolio review process is designed to meet the following two goals:

To provide candidates with a systematic and instructional opportunity to assess their own competencies and progress in the program, demonstrate competencies consistent with program goals and expected outcomes, and reflect on areas in need of further preparation and training.

To provide an additional mechanism for faculty to evaluate candidate progress in the program and determine readiness for internship and initial professional practice in school psychology.

Annual Evaluation of the Portfolio and Final Submission

Portfolio reviews will be conducted for all candidates in the School Psychology program each spring as part of the annual student evaluation process. A formal review of the completed Portfolio typically will occur in at the Spring of Year 3 or Fall of Year 4 of the degree program. This final review of the portfolio will be conducted by the School Psychology faculty, and will serve as the Qualifying Examination for the PhD degree. To pass the Qualifying Examination and be admitted to Candidacy for the PhD degree, students must pass both the written (i.e., portfolio) and oral portions (project presentation) of the exam.