

School
Psychology
Educational
Specialist
Program

Program
Information
and
Student
Handbook

AY 2019-
2020



Table of Contents

Program Overview.....	
Prerequisites.....	
Tuition.....	
Faculty	
Students.....	
Financial Support.....	
Campus Community	
Program Philosophy and Model Student Competencies/ Learning Activities/ Assessment/ Program Objectives	
Educational Specialist Program Requirements/Suggested Schedule.....	
Description of Specialized Courses and Program Requirements.....	
Master’s Research Project/Thesis Requirement	
Clinic and Field Practicum Requirements	
School Psychology Internship	
PRAXIS II 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 Programs Competency Checklists: Practicum, Internship, Entry Level Practice	
Appendix E: Portfolio checklist	
Appendix F: BCBA Description and Suggested Schedule	
Appendix G: Professional/Academic Misconduct Procedures	
Appendix H: Ethical Principles and Code of Conduct for Psychologists Principles for Professional Ethics	
Appendix I: Leave of Absence Request Petition for Course Substitution Educational Specialist Program Planning Worksheet Research Grant Application	

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

Please be advised that Program Requirements for the Educational Specialist Program are regularly reviewed by the Training Director and faculty in School Psychology for alignment with NASP approval standards. They may be adjusted to include additional content and/or course requirements to better meet these standards. Annual changes are made by September 1st. Students entering the Educational Specialist program in the Fall will be expected to follow the most current program requirements.

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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah
Graduate Programs in School Psychology
Fall 2018-Summer 2019

The Department of Educational Psychology in the College of Education at the University of Utah provides both Educational Specialist 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. Students who graduate from either program are skilled in a broad range of assessment practices and empirically-based interventions for school-age children and their families.

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, and Reading and Literacy. The School Psychology Program offers a Ph.D. (APA-accredited), a Masters of Education (MEd), and an Educational Specialist degree (EdS). The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), an MEd degree in Clinical Mental Health Counseling, and an MEd degree in School Counseling. The Learning Sciences Program offers a Ph.D. and M.S. in Learning and Cognition as well as an M.Ed. with an emphasis in Instructional Design and Educational Technology (IDET), and the Reading and Literacy program offers both a masters and doctoral degree. A Masters in Statistics is also offered through the Learning Sciences program.

The School Psychology Program provides research and training opportunities through liaisons with many university, school, and community agencies. These include a number of school districts (e.g., Canyons, Davis, Granite, Jordan, Murray, Ogden, and Salt Lake City and community programs (e.g., Carmen B. Pingree Autism Center of Learning which is a program offered through Valley Behavioral Health; The Children's Center; the Brain Institute at the University of Utah; and the University of Utah Health Sciences Hospitals and Clinics including the University Neuropsychiatric Institute (UNI). The Educational Psychology department's Educational Assessment and Student Support Clinic (EASSC) was founded by faculty in the School Psychology program. The EASSC director continues to be a School Psychology program faculty member. In addition to the aforementioned resources, there are several research labs including the U-TTEC Lab which Dr. Aaron Fischer directs. In addition, the department has a Statistics, Human Memory, Applied Psychophysiology, and Cognitive Skills Acquisition laboratories. The College of Education also has a Computer Laboratory with state-of-the-art resources to facilitate student and faculty research and with software and staff support.

Educational Specialist Degree Program: The Educational Specialist (EdS) program entails three years of course work and one year of full-time internship and is designed to prepare qualified and effective psychologists who will practice in schools or school related situations. The program complies with the Utah State Office of Education competency guidelines for School Psychology and is approved by the National Association of School Psychologists (NASP website: www.nasponline.org). The minimum of 72 semester hours for the degree, which includes 1,500 hours of supervised internship in the schools, also meets school psychology licensure/certification requirements in the state of Utah, as well as most other states. Integrated didactic and applied courses aid the students' attainment of a knowledge base and the expertise to enhance the professional practice of school psychology through the employment of the scientific method. After the first three semesters in the EdS program, or 31 hours semester hour successfully completed, students will be awarded a Masters of Education (MEd) degree.

Major strengths of the program include preparation of practitioners and researchers in the area of assessments and interventions. The program does have an emphasis on behavioral treatments (e.g., children and adolescent behavior therapy including cognitive behavior therapy (CBT) and applied behavior analysis (ABA). Assessment emphases include measures to assess cognitive ability, achievement, psychiatric disorders/ psychological conditions and disabilities (e.g., autism spectrum disorder, learning disability, emotional disturbance, traumatic brain injury, depression, anxiety, obsessive-compulsive disorder).

Prerequisites: General prerequisites for graduate study in the Education Specialist program include undergraduate 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 student's advisor or supervisory committee and training director. Multiple admissions criteria employed in the selection of students include Graduate Record Examination scores, undergraduate or previous graduate course performance, letters of recommendation, past relevant work experience, and when possible, personal interview data. The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions (see Diversity section).

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/study and meet other requirements imposed by the university (e.g. obtain a UT driver's license, UT auto registration, UT voter registration). See <http://admissions.utah.edu/apply/residency> for additional details. Out-of-state students need to track their hours carefully and formally apply for residency once the minimum number of credit hours is reached.

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. Additional information is found in Appendix A.

Keith Radley, PhD.	Associate Professor/Director Training	University of Utah
William R. Jenson, Ph.D.	Professor/Director of Training	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:

Carol Ballou, PhD	UNI	University of Utah
Heidi Block, PhD	Davis School District	University of Utah
Julie Bowen, PhD	Division of People with Disabilities	University of Utah
Natalie Buerger, PhD	UU-Autism Spectrum Clinic	University of Utah
Heather Davis, PhD	Pingree Center for Autism	Texas A&M
Candace Dee, PhD	Jordan School District	University of Utah
Lori Dekeyzer, PhD	Canyons School District	University of Utah
Fulvia Franco, PhD	Jordan School District	University of Utah
JoAnn Galloway, PhD.	Canyons School District	University of Utah
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. McMahan, 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
Kelly Stout, PhD	UU-Dept. Pediatrics	University of Utah
Lane Valum, PhD	Canyons School District	University of Utah

Additional Contributors

Karen Malm, PhD
Heidi Mathie-Mucha, PhD
Robin Weiner, PhD

Division of People with Disabilities University of Utah
USOE University of Utah
Salt Lake City School District University of Utah

Students: The typical applicant pool for the school psychology program consists of approximately 40-50 students. From this pool, approximately 8-10 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.

A full-time course load is considered to be 9 or more semester credit hours (SEM) per semester. Educational Specialist students typically take a full-time course load (12-15 semester hours) in their first two years. The majority of Educational Specialist students are involved full-time in their graduate studies, although some students work part-time in the community. In most cases, these part-time positions are related to the student's graduate program (e.g., public schools and child treatment facilities) and enhance the student's skills, professional maturity, and overall educational goals.

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.

Students need to be proactive and inquire about possibilities for financial support through other resources and contact the University financial offices (<http://www.sa.utah.edu/finance/>) or the College of Education <http://education.utah.edu/students/financial-aid.php> for further suggestions (e.g., scholarships, student loans). Students are urged to complete an annual application to be considered for possible selection for Research/Teaching Assistantships, training grants or other departmentally funded positions. The application (<http://www.ed.utah.edu/edps/Admissions/index.php>) is due Dec. 15th for consideration of departmental funding opportunities during the following academic year.

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 (exclusive of fees) up to 12 credit hours per semester. All TBP participants must be registered for a minimum of 9 credit hours per semester. Again, it is important that you must formally apply for residency status after accumulating 40 semester hours in order to receive tuition benefits. Other conditions and exclusions also apply. See the Tuition Benefit Program (TBP) Guidelines for further information: <http://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/>.

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.

Advisement: Each student, upon formal admission to the graduate program in school psychology, is assigned an advisor who will assist the student in developing his/her course of study. Students who are interested in conducting a Master's thesis or apply for a doctoral program are expected to select a supervisory committee chairperson and committee members to advise and direct their research.

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 (Appendix B). 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. The self-evaluation is then turned into the student's academic advisor. Faculty will meet to review the self-evaluation and provide feedback. The student's advisor will then meet individually with the student to provide feedback, recognition of accomplishments and recommendations for student development. 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 Educational Specialist 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 Ph.D. degree was earned, 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. 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 University of Utah has a student body of approximately 30,000, of whom approximately 6,000 are graduate students, and 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 Kingsbury Hall 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, soccer, and basketball teams located in the Salt Lake City area. Opportunities for part-time jobs and internships are enhanced by the proximity of the campus to the Salt Lake City metropolitan area.

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

Program Philosophy and Model

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

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

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

Commitment to Diversity: School psychologists must be able to recognize when issues of diversity affect the manner and nature of interactions with other people and organizations and must have the ability to modify or adapt their practices in response to those being served. A commitment to understanding and responding to human diversity is articulated throughout the program's 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. Although 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

Program Goals, Objectives and Competencies

The goals, objectives and desired competencies of the Educational Specialist combined dual-track 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 School Psychology Program at the University of Utah prepares students to demonstrate competency consistent with following areas of professional school psychology practice: 1) Data-Based Decision-Making and Accountability, 2) Consultation and Collaboration, 3) Interventions and Instructional Support to Develop Academic Skills, 4) Interventions and Mental Health Services to Develop Social and Life Skills, 5) School-Wide Practices to Promote Learning, 6) Preventive and Responsive Services, 7) Family-School Collaboration, 8) Diversity, 9) Research, Program Evaluation, and 10) Legal, Ethical and Professional Practice. To achieve these 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.

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.
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Objectives for Goal #1:

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| <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. |
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Competencies Expected for these Objectives:

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| <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. |
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- g. Students are able to administer and interpret standardized measures of cognitive processes, memory, processing speed, executive functions, attention, learning, academics, phonological processing, visual-motor functioning, auditory perception, and motor proficiency.
- h. Students are able to conceptualize and assist in organizational assessments and evaluations for educational systems.

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

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

Objectives for Goal #2:

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

Competencies Expected for these Objectives:

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

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

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

Objectives for Goal #3:

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

Competencies Expected for these Objectives:

- a. Students understand stages of professional practice and development: i.e. novice, advanced beginner, competent, proficient, and expert.
- b. Students are able to collaborate with parents, general educators, and special educators to develop and evaluate educational programs and evidence based interventions at the school, group, or individual level.
- c. Students are able to participate in multidisciplinary teams that use data-based decision making to plan individual, group, and school-wide prevention and intervention programming.

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

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

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

Objectives for Goal #4:

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

Competencies Expected for these Objectives:

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

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

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:
<ul style="list-style-type: none"> 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 sections, a recommended program of study is provided for the Educational Specialist degree program. 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 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 seminars and related coursework as a condition of their participation in the training grant.

SCHOOL PSYCHOLOGY EDUCATIONAL SPECIALIST PROGRAM COURSE REQUIREMENTS

The curriculum is designed so that students can fulfill the Educational Specialist program requirements in school psychology after three years of full-time coursework and one year of full-time internship (1500 clock hours).

A. Psychological Foundations (min of 9 semester hours)

- (3) EP 6050 – Lifespan Development (required)
- (3) EP 6451 – Foundations of Learning (required)
- (3) EP 6450 – Child & Adolescent Psychopathology (required)

B. Research, Design, & Statistics (min of 3 semester hours)

- (3) EP 6010 – Introduction to Statistics and Research Design (required)
- (3) EP 7410 – Single Subject Research Design (elective)

C. Research Practicum/Thesis (min of 4 semester hours)

- (4) EP 7732 – School Psychology Research Practicum
- or
- (6) EP 6970 – Graduate Thesis: Master's

D. Educational Foundations (min of 3 semester hours)

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

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

- (3) EP 7130 – Cognitive Assessment (required)
- (2) EP 7140 – Multicultural Assessment in the Schools (required)
- (3) EP 7150 – Individual Child and Adolescent Assessment (required)
- (2) EP 6836 - Autism Spectrum Disorders Assessment (required)

Electives:

- (3) EP 7190 – Applied Neuropsychological Assessment
- (3) EP 7180 – Personality Assessment

F. Intervention Strategies (min of 17 hours)

- (3) EP 6390 – Interventions in the Schools (required)
- (3) EP 6470 – Consultation and Supervision in Applied Settings (required)
- (3) EP 6110 – Child/Family Psychotherapy/Counseling Interventions (required)
- (3) EP 6380 – Academic Assessment and Interventions (required)
- (3) EP 6115 – Advanced Child and Adolescent Behavior Therapy (required)
- (2) EP 6838 - Autism Spectrum Disorders Interventions (required)

Other Relevant Intervention Courses (electives/optional):

- (3) EP 6360 – Multicultural Counseling
- (3) EP 6200 – Counseling Theories and Procedures
- (3) EP 6210 – Counseling Skills
- (3) EP 6250 – Family Counseling for School-based Problems
- (3) EP 6350 – Group Counseling Theory and Application

G. Professional School Psychology (min of 26 hours)

- (3) EP 6100 – Professional Issues and Ethics in School Psychology (required)
- (4) EP 7730 – Practicum in School Psychology: Clinic (required)
- (4) EP 7731 – Practicum in School Psychology: Field (required)
- (1) EP 6837 - Autism Spectrum Disorders Assessment Practicum (required)
- (1) EP 6839 - Autism Spectrum Disorder Interventions Practicum (required)
- (1) EP 6142 – Multicultural Assessment Practicum (required)
- (12) EP 7910 – Internship in School Psychology (required)

SUGGESTED EDUCATIONAL SPECIALIST SCHEDULE

(note: EP = ED PS courses)

Fall Semester

Ist Year

EP 6100 Prof Issues/Ethics SP
EP 6450 Psychopathology
EP 7130 Cog Assessment
EP 6010 Stats/Research Design

Spring Semester

Ist Year

EP 6390 Interventions
EP 7150 Ind Child/Adol Assess
SPED 6040 Legal/Policy Issues
**(or take Summer semester of 1st
or 2nd year depending on ASD**

Summer Semester

Ist Year

EP 6140 MC Assessment (2)
EP 6836 ASD Assessment (2)
EP 6837 ASD Assess Prac (1)
EP 6838 ASD Intervention(2)

EP 7730 Clinic Practicum (1) EP 7730 Clinic Practicum (1) EP 6839 ASD Interv Prac (1)
 EP 6930 BCBA Practicum (1)

2nd Year

EP 6110 Child/Fam Tx/Counsel
 EP 7730 Clinic Practicum (1)
 EP 6050 Lifespan Development

2nd Year

EP 6470 Consult/Supervision
 EP 7730 Clinic Practicum (1)
 EP 6142 Multicultural Prac (1)
 EP 7380 Academic Assess/Tx
 BCBA Course Elective

2nd Year

3rd Year

EP 7731 Field Practicum (2)
 EP 7732 SP Research Prac (2)
 EP 6451 Foundation of Learning

3rd Year

EP 7731 Field Practicum (2)
 EP 7732 SP Research Prac (2)
 EP 6115 Adv. Child/Adol Tx
 EP 7190 Neuropsych Assessment
 (elective)

3rd Year

EP 6930 BCBA Practicum
 Take BCBA Exam

SPED 6110 Behavior Support
 Strategies: Mild/Moderate

EP 6930 BCBA Practicum
 Elective BCBA course or

4th Year

EP 7190 Internship (6)
 Take BCBA Supervisor Training
 and Provide BCBA Supervision

4th Year

EP 7190 Internship (6)

4th Year

Note: all courses are 3 credit hrs., unless otherwise specified in (parens)

Note: all courses in red indicate BCBA courses and activities (EP 6390 Interventions and EP 6838 ASD Interventions also meet the BCBA course requirement)

Be sure to check departmental schedules before attempting to register since some courses may not be taught each year, faculty may be on sabbatical or times/semesters may change. Also, certain courses may be taught in the summer, including SPED 6040. Note that courses taught outside the Ed Psych department may be changed w/o our prior notice.

Note: 1) Students completing specialized grant training will be required to enroll in additional seminars or courses associated with goals and objectives of each grant activity.

2) Students who are planning to seek admission into a doctoral program in School Psychology, including our own, should meet with the Director of Training to discuss plans and possible adjustments to course requirements, including enrollment in more advanced statistical methods.

Description of Specialized Courses and Requirements

Research Practicum Project (EP 7732 – minimum of 4 credit hrs. required)

Educational Specialist degree students are required to participate in a two-semester research practicum in Year 3 of the program (registration in EP 7732 for 2 hours each semester, Fall and Spring). During the year, students will be required to complete a formal Research Project. Although some students may wish to complete a thesis project, permission must be granted by the core School Psychology faculty via a formal written request to the program director (see requirement for a master's of science degree thesis below). The Research Practicum provides student with an opportunity to learn more about the ethics of conducting research, human subjects issues, securing IRB approval, standards for judging empirically-based methods, and critiquing research papers and proposals. During

the practicum, students must attend a thesis or dissertation proposal meeting and attend a thesis or dissertation defense (colloquium). In addition, students must conduct or participate in a research project. **Examples of possible research experiences include the development of a pilot study, research with a faculty member or advanced doctoral candidate within the university or practitioner outside the university, or assisting a doctoral student with his/her dissertation research (e.g., data collection and analysis).** Students can also elect to conduct an independent investigation; however, if a student wishes to complete a thesis application for a Masters of Science degree instead of a Masters of Education degree is suggested.

Master's of Science Thesis Project (EP 6970 – optional but minimum of 6 credit hrs. required)

Guidelines for the selection of committee members and other departmental procedures are outlined in Appendix C. Supervisory Committee guidelines and forms can also be found at (<http://ed-psych.utah.edu/documents/sac/info/comguide.pdf>).

Students may elect a thesis option with approval of the School Psychology faculty. The student and the student's faculty mentor will develop a proposal and select two additional committee members who agree to serve on the student's supervisory committee for his/her thesis research. Ideally, students will present proposals to their 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 proposal has been completed and committee 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 defense 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>).

Practicum and Internship

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 in 2009 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.

The program's practices are consistent with model assessment of foundational and functional competencies (see Appendix D). 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.

Clinic, Field, and Specialty Practicum Requirements:

EP 7730	Clinic Practicum: 4 cr. hours required first two years, 1 hour each Fall/Spring semester
EP 7731	Field Practicum: 4 cr. hours required third year, 2 hours Fall and Spring
EP 6142	Multicultural Assessment Practicum: 1 hour either Fall or Spring Second year
EP 6836/EP6838	Autism Spectrum Disorder (ASD) Assessment and Interventions Practicum
EP 6930	BCBA Practicum

Note: Practicum hours are integrated into certain courses, including some that use to have a separate course number (e.g., the Autism Spectrum Disorder (ASD) Assessment and Intervention courses. Students will be required to

either enroll for separate ASD courses (i.e., didactic and practicum); however, these sections may also be combined into one 3-hour course by Summer of 2018.

Regularly scheduled Clinic and Field Practicum that meet requirements of both NASP and APA take place over the first three years of the program. Note that licensure laws require a minimum number of practicum hours and require 460 direct service contact hours (80 during two-year of Clinic, 320 during one year Field Practicum) plus you will complete a minimum of 20 direct service hours for each of the specialty practicum associated with various assessment and intervention courses (e.g., Multicultural Assessment, Intelligence Testing, Comprehensive Child and Adolescent, Academic Assessment, Advanced Child, Adolescent Behavior Therapy, ASD Assessment and ASD Interventions).

Note: 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 to off-campus sites in their third year. Students are required to sign up for one credit hour during fall and spring semesters of the first and second year, under EP 7730. First year students will work closely with second year students and faculty to become acquainted with clinic policy and procedures. 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, and Fischer. Interns who co-supervise practicum students will receive supervision of their supervisory skills by their assigned field supervisors.

Note: Field Practicum. Third year students will complete the practicum assignment in the schools or an appropriate clinical site. These students must register for two credit hours for fall and spring semesters under EP 7731. Since the third year practicum is the joint responsibility of the school psychology faculty at the University and the participating school districts and mental health agencies, supervision will be provided both on-site by licensed school psychologists and licensed psychologists in the practicum site and by the program's licensed field practicum supervisor. Students will be required to attend the regularly-scheduled field practicum class (EP 7731) taught by university faculty during Fall and Spring semesters. Summer Field Practicum hours can be taken; however, summer hours cannot be used to substitute for Fall and Spring practicum requirements.

Note: Specialty Practica

BCBA Credential Program: Students who are participating in the BCBA program are required to fulfill 15 BCBA Practicum hours under EP 6930.

Autism Emphasis: Autism specialization practica are to be completed during the summer when students take the two didactic/integrated practicum courses: EP 6836 (ASD Intro and Assessment) and EP 6838 (ASD Interventions).

Multicultural Emphasis: A multicultural case either from the campus EASS Clinic referral base or other approved sites has to be completed during the second year in the program, after taking the Multicultural Assessment course (EP 7140) in the first summer semester. Students are also required to work with diverse student groups during their regular Field Practicum in the third year.

Field Practicum placements are sought in settings that offer opportunities to work with ethnically and racially diverse students. The Salt Lake City School District and Jordan School District is the most diverse school districts in the metropolitan area. Students, however, are required to have applied assessment and intervention experiences with diverse populations regardless of the district or agency they are placed in.

School Psychology Internship (EP 7190 – min 12 credit hours).

To be eligible for internship, the student must have completed (1) the core academic school psychology courses; (2) the clinic and field practicum sequence; and (3) receive permission from the program's internship supervisor. The internship is a culminating experience for the student which integrates theory and practice. Students are encouraged to seek internships in school settings including out of state placements. Students who are in the Educational Specialist program are required to complete a 1,500 clock-hour internship in the schools. This must be supervised by a licensed school psychologist. Educational Specialist students are required to address all degree requirements before beginning their internship, including the clinic/field and research practicum. Unless the student has been accepted into the doctoral program at the University of Utah, the Educational Specialist degree will not be granted until the internship and research practicum are completed.

School-based internships are required by the State for licensure in School Psychology (Utah State Office of Education rules). Application for certification/licensure as a school psychologist needs to be initiated by the student after completing all degree requirements. See Licensure section below. 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. Students will be required to attend regularly scheduled internship meetings during the fall and spring semesters. Although the program does not guarantee that students will meet all criteria for school psychology certification/licensure in different states, to date, no student has been prevented from obtaining a license in other locations.

Students completing full or half time internships sign a contract with the school district which signifies a formal and legal agreement addressing compensation, benefits and provision of appropriate professional activities within the terms of that contract. Termination of that contract by the intern or the school district for any reason must be reviewed by the Training Director and University Internship Supervisor to establish cause for termination and to assure continuity of services for the school and clients served therein. Students initiating termination of a contract are subject to faculty review to assure compliance with appropriate ethical considerations and procedural terms of the contract.

PRAXIS II Exam: All students must take and pass the PRAXIS II Exam in School Psychology at the end of the third year or during the internship year. As of Fall, 2014 the program requires a minimum passing score of 147 on the newly revised PRAXIS II, which is the current requirement set by the Utah State Office of Education (USOE) in order to be fully credentialed in the state of Utah. The minimum passing score of 147 under the revised exam is also required by NASP as one requirement for the NCSP (Nationally Certified School Psychologist) credential. The new exam is based on the most recent standards, which are different from the standards which the previous exam was based. Once empirical data is available following operational administration of the, NASP will review the passing standard. The PRAXIS II exam may be retaken by anyone scoring below 147. However, documentation of passing test scores must be provided to the Internship course instructor before receiving a passing grade for the Internship course.

PORTFOLIO:

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) copy of Supervisory Committee form; (10) copy of Program of Study form; (11) completed research project or thesis; (12) professional paper submissions and conference presentations; (13) honors and awards; (14) PRAXIS II results; and (15) sample copies of psychoeducational reports with identifying information removed, and other relevant work products demonstrating competency as outlined by the Standards for School Psychology practice by the National Association of School Psychologists.

Please note that the portfolio needs to be reviewed **prior** to any application for internship. This means students must turn in their portfolios to the Internship Coordinator before starting the internship, preferably during the spring semester of the third year in the program. Students are responsible for making an appointment with the Internship Coordinator. It is preferable to make this appointment close to the time you are applying for internships so the portfolio is recent and relatively complete. A revised (2014) Portfolio Checklist is provided in Appendix E.

Prior to graduation, all students must schedule a final meeting with the School Psychology Training Director for a final review of their portfolios. This is to insure that all program requirements have been met. This is a requirement of graduation from the program.

Other Important Information and Program Deadlines

Time Limits

Student progress toward meeting program requirements for the Educational Specialist program is reviewed on an annual basis. Students who are admitted to the Educational Specialist program are expected to complete all requirements within four years from the first semester of enrollment. After completing a minimum of 31 hours of graduate study and meeting all course and practicum requirements of Year 1, students in the EdS program will be eligible for a Masters of Education degree. Application for graduation in Summer of the First year, or any other semester, however, requires registration for graduation the semester before. Students must be cognizant of the fact the School Psychology Program allows for a maximum of **five years** to receive the EdS degree from the date of initial matriculation to the program. Failure to complete program requirements within this time frame may result in dismissal from the program and the department. ***Additionally, students exceeding deadlines must formally request an extension of their program AND if an extension is granted, must enroll for 9 semester hours each semester until degree requirements are completed. If exceptional circumstances have precluded program completion within the five year time limit, a student and his/her faculty adviser may jointly appeal in writing to the School Psychology Committee for a one year extension.***

Leaves of Absence

Students who need to discontinue their studies for one or more semesters (fall and spring) may 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.

Graduation Deadline

Students who are planning to graduate and obtain a degree, regardless of the semester, **MUST** register for graduation prior to the end of the preceding semester. For example, students in the EdS program need to register for graduation with a Masters of Education degree in the Spring Semester of their first year as long as they will have accumulated minimum number of credit hours (i.e., minimum of 31 semester hours) by the end of the Summer semester and have met EdS program requirements for Year 1.

Continuous Enrollment Requirement

Students who fail to register for a minimum of 3 credit hours for either fall or spring semester are automatically dropped from the Graduate School and the program. Students who fail to keep their registration current will have to reapply for the School Psychology program. Applications are only reviewed once a year, therefore, failure to maintain regular enrollment during the school year could result in a significant delay in completing the program. Students **may not** use Continuing Registration EDPS 7990 to satisfy enrollment requirements for the program and department unless they have completed ALL degree requirements or have explicit permission of the Department Chair.

SPECIALIZED TRAINING

The program offers specialized training opportunities in the area of autism and other low incidence disabilities, high incidence conditions, neuropsychology, and early childhood assessment and intervention. Students who wish to specialize in a particular area need to contact faculty who are associated with the training and inquire about recommended courses and practicum.

If interested in specialized training, please contact the faculty involved:

Interventions and Consultation: Aaron Fischer, John Davis, Bill Jenson, Keith Radley

Autism/Other Disability: Elaine Clark, Bill Jenson, Aaron Fischer, John Davis, Keith Radley

BCBA Specialty Training

Appendix F provides information about the Board Certified Behavior Analyst (BCBA) track. 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 offers BACB-approved coursework that reflects the 4th Edition Task List and revisions in the 5th edition.

SCHOOL PSYCHOLOGIST LICENSURE

Students who have completed all requirements for a Educational Specialist degree, including a 1500 hour internship and successful completion of the PRAXIS II 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/documents/usoel-icelicense-application.pdf>) 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.

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.regulations.utah.edu/academics/6-400.html>). In addition, students in the program must adhere to the various ethical standards promulgated by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). This includes NASP's *Principles for Professional Ethics* (2010) and APA's *Ethical Principles of Psychologists and Code of Conduct* (2010), *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 school psychologists-in-training. 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, D). This includes meeting minimum standards in coursework (e.g., no course accepted for credit with a grade below a B; department requires a grade point average 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 students’ 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 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 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 individuals 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, may 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 6-400, Revision 8 (<http://www.regulations.utah.edu/academics/6-400.html>) and/or Appendix G 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 G. 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.oeo.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/>).

For further information and application procedures contact:
Keith Radley, Ph.D., BCBA-D, NCSP Program Director (keith.radley@utah.edu)
1721 Campus Center Drive, SAEC 3222
Salt Lake City, Utah 84112

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
 Y N NA

If yes, I have submitted the tentative data for conference presentation

Y N

I have defended my dissertation

Y N NA

If yes, I have submitted the project as a manuscript for publication and/or conference presentation

Y N

3. Research Productivity

Since coming to UU, I have:

co-authored a presentation or poster since coming to UU Y N

co-authored a manuscript submitted for publication Y N

co-authored a manuscript accepted for publication Y N

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/NCSP-20CCTC20model20Student20Competency.pdf>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 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
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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:

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

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

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

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

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

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.					
1A. Integrity - Honesty, personal responsibility and adherence to professional values					
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	0	1	2 [N/O]	3	4
1B. Deportment					
Communication and physical conduct (including attire) is professionally appropriate, across different settings	0	1	2 [N/O]	3	4
1C. Accountability					
Accepts responsibility for own actions	0	1	2 [N/O]	3	4
1D. Concern for the welfare of others					
Acts to understand and safeguard the welfare of others	0	1	2 [N/O]	3	4
1E. Professional Identity					
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0	1	2 [N/O]	3	4
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.					

2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context					
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2B. Others as Shaped by Individual and Cultural Diversity and Context					
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context					
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0	1	2 [N/O]	3	4
2D. Applications based on Individual and Cultural Context					
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	0	1	2 [N/O]	3	4
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.					
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines					
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	0	1	2 [N/O]	3	4
3B. Awareness and Application of Ethical Decision Making					
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0	1	2 [N/O]	3	4
3C. Ethical Conduct					
Integrates own moral principles/ethical values in professional conduct	0	1	2 [N/O]	3	4
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.					
4A. Reflective Practice					
Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action	0	1	2 [N/O]	3	4
4B. Self-Assessment					
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice	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
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10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.					
10A. Intervention planning					
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2 [N/O]	3	4
10B. Skills					
Displays clinical skills	0	1	2 [N/O]	3	4
10C. Intervention Implementation					
Implements evidence-based interventions	0	1	2 [N/O]	3	4
10D. Progress Evaluation					
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2 [N/O]	3	4
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.					
11A. Role of Consultant					
Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	0	1	2 [N/O]	3	4
11B. Addressing Referral Question					
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	0	1	2 [N/O]	3	4
11C. Communication of Consultation Findings					
Identifies literature and knowledge about process of informing consultee of assessment findings	0	1	2 [N/O]	3	4
11D. Application of Consultation Methods					
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0	1	2 [N/O]	3	4

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.					
12A. Knowledge					
Demonstrates awareness of theories of learning and how they impact teaching	0	1	2 [N/O]	3	4
12B. Skills					
Demonstrates knowledge of application of teaching methods	0	1	2 [N/O]	3	4

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.					
13A. Expectations and Roles					
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2 [N/O]	3	4
13B. Processes and Procedures					
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	0	1	2 [N/O]	3	4
13C. Skills Development					
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0	1	2 [N/O]	3	4
13D. Supervisory Practices					
Provides helpful supervisory input in peer and group supervision	0	1	2 [N/O]	3	4

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.					
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions					
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0	1	2 [N/O]	3	4
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts					
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0	1	2 [N/O]	3	4
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes					

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

Overall Assessment of Trainee's Current Level of Competence

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

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

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

Trainee Name:

Name of Placement:

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

Date Evaluation Completed:

Licensed Psychologist: Yes No

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

Type of Review:

Initial Review

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____

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

Intern:

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

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

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

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

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

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comporment that reflects the values and attitudes of psychology.					
1A. Integrity - Honesty, personal responsibility and adherence to professional values					
Monitors and independently resolves situations that challenge professional values and integrity	0	1	2 [N/O]	3	4
1B. 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
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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
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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 Standard / 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	<p>1. Any of the elements listed below are missing from the portfolio.</p> <ul style="list-style-type: none"> • Title Page • Table of Contents • Introduction • Personal Documents • 10 Competency Standards <p>2. Some of the documents are misfiled.</p> <p>3. Less than two documents are provided for any of the competency standards.</p> <p>4. The mechanics of writing interferes with the presentation of the intern's work.</p> <p>5. The portfolio shows inadequate organization and lacks professional appearance.</p>	<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.</p> <p>Overall rating of case study is Not Acceptable.</p>
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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

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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)		
<i>Electives below:</i>	And Practicum (1)	

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.)	

NAME:	PHONE NUMBER:
ADDRESS:	CITY, STATE, ZIP.
DISSERTATION	HOME ADDRESS:
START DATE OF PROJECT:	END DATE:
TITLE:	
	ATTACH RECEIPTS:
<p>Approved:</p> <p>_____</p> <p>Faculty Representative</p>	