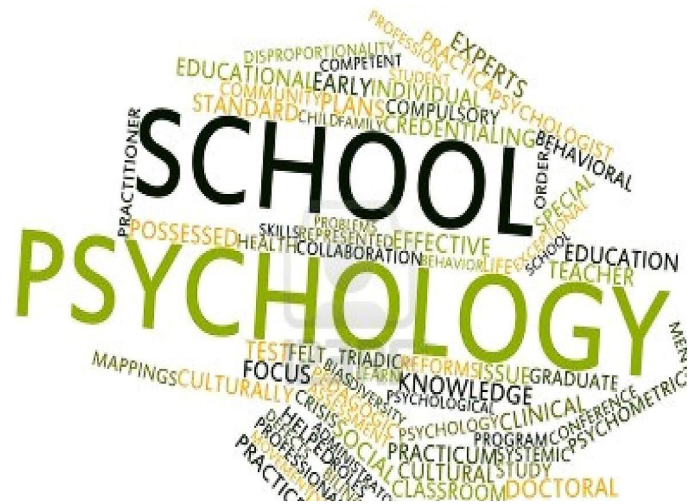


# School Psychology Doctoral Program

## Program Information and Student Handbook

# 2014-2015



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

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

Important Note:

You must read this Handbook in its entirety and sign this page acknowledging that you have done so and understand you are expected to meet all program standards and requirements. Program requirements are regularly reviewed by the Director of Training (DOT) and faculty in the School Psychology program for compliance with APA Accreditation and NASP Approval Standards. Changes are made each year, typically by August 1<sup>st</sup>. Students entering the doctoral program each fall are expected to follow the most current program requirements. In order to ensure that all students understand what is expected, all first year students must read the entire *School Psychology Program Handbook* and submit a signed statement indicating such. The 2014-2015 entering class must sign the bottom of this page, make a copy (or tear the bottom off) and drop off at Elaine Clark's university office (Rm. # 3222 SAEC) by September 15, 2014.

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

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**  
**University of Utah**  
**Graduate Programs in School Psychology**  
Fall 2014– Summer 2015

The Department of Educational Psychology provides masters/specialist level 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 the program are skilled in a broad range of assessment practices and empirically supported interventions. The program has particular emphasis on autism specialty skills and evidence-based interventions for school-age children and their families.

The Department of Educational Psychology, part of the College of Education, is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are three programs: School Psychology; Counseling and Counseling Psychology (CCP Program); and Learning Sciences. The School Psychology Program offers a Ph.D. (APA-accredited) and a Master's degree (MS or M.Ed.). The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), a M.Ed. degree as a Clinical Mental Health Counselor, and an M.Ed. 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). An M. Stat. in Statistics is also offered through Learning Sciences.

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., Salt Lake City, Murray, Granite, Davis, Ogden, Jordan, and Canyons), and community programs (e.g., Carmen B. Pingree Center for Children with Autism which is part of 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 and the Department of Educational Psychology's Educational Assessment and Student Support Clinic (EASSC)). Research labs within our department include: Applied Psychophysiology, Cognitive Skills Acquisition, Social Skills Training, and the Human Memory Laboratory. In addition, the department's Statistics Laboratory and the College of Education Computer Laboratory have state-of-the-art resources to facilitate research, including data analysis and word processing. Two local area networks are maintained by the College of Education, and student study areas and faculty offices are well equipped with personal computers and relevant software.

**Doctoral Program:** The Ph.D. program in School Psychology is designed to prepare licensed psychologists and school psychologists who will practice and/or conduct research in agencies such as the schools, hospitals and clinics in order to meet the professional employment demands for: (1) psychologists in psychological and educational research; (2) administrators of pupil services; (3) mental health research specialists in child psychology; (4) psychologists in child treatment agencies, public education settings, hospitals, and private practice; and, (5)

professionals in higher education for the preparation of educators and clinicians in psychoeducational services. The doctoral program adheres to the scientist-practitioner model of graduate education in psychology and is approved by the National Association of School Psychologists (NASP) and is accredited by the American Psychological Association (<http://www.apa.org/ed/accreditation/>), Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; *Phone: 202-336-5979/TDD/TTY: 202-336-6123; Fax: 202-336-5978.*

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. Major strengths of the program include preparation of practitioners and researchers in the area of interventions, neuropsychology, mild to severe disabilities, and developmental psychopathology.

The doctorate is the highest degree of educational accomplishment in professional psychology. The level of sophistication in thought and behavior required for the degree is attained in part through full-time study in residence at an institution of doctoral education. To this end, the program requires of each student “a minimum of 3 full-time academic years of graduate study — at least 2 of which must be at the institution from which the doctoral degree is granted and at least 1 year of which must be in full-time residence or the equivalent thereof (APA Guidelines and Principles, 2007).” Students accepted for the doctoral program must complete all requirements for the master’s degree, except internship hours, before taking the qualifying examination. The doctoral program requires between 110-125 semester hours (depending on prior graduate study and thesis completion). There is a requirement for students to complete a 2,000 hour approved internship in school psychology/psychology. NASP standards require that at least 600 hours of any internship experience be completed in a school setting. Students are strongly encouraged to fulfill a 2,000-hour APA-accredited or APPIC approved internship following a 600-hour school-based internship. The Ph.D. program requires at least four academic years of full time study beyond the baccalaureate. The average number of years to completion of the doctoral degree in our program, however, is 6 ½ years.

Beyond formal course work, entering students are encouraged to be involved with ongoing faculty and advanced students’ research endeavors. Support and encouragement for student publications and presentations at national meetings is provided continuously throughout the student's program. This involvement and encouragement in research activities is complemented by course work and experiences designed to allow an early integration of theory and practice.

**Elective Board Certified Behavior Analyst Certification (BCBA):** Some School Psychology program students have elected to complete coursework and field practice requirements for the BCBA offered in the Department of Special Education. Students need to be aware that this credential does require additional hours beyond the Ph.D., and students’ first priority must be the Ph.D. program.

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

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

**Tuition Costs:** Tuition costs and fees per semester based on enrollment for the recommended credit load of 15 semester hours for each semester (fall, spring) of the 2014-2015 school year is \$4,623 per semester (in-state residents) and \$15,102 per semester (non-resident/out-of-state); this amount includes general student fees and program fees (currently \$53.90 per credit hour).

**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), they must complete 40 hours of coursework/study and meet other requirements imposed by the university. See <http://admissions.utah.edu/residency/> for additional details. Out-of-state students should track their hours carefully and apply for residency when the minimum number of hours is reached.

**Core Faculty:** Core faculty who currently comprise the School Psychology Committee are listed below, along with the institution from which they received their highest degree. (Additional information is found in Appendix G.) One additional faculty tenure-track position is currently vacant, with a faculty search underway.

Elaine Clark, Ph.D.	Professor/Dept. Chair	Michigan State University; Brigham Young University
Aaron J. Fischer, Ph.D., BCBA	Assistant Professor	Louisiana State University
William R. Jenson, Ph.D.	Professor	Utah State University
Daniel Olympia, Ph.D.	Associate Professor/Director	University of Utah
Janiece L. Pompa, Ph.D.	Professor (Clinical)	Michigan State University

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

Carol Anderson, M.S.	Utah State Office of Education	
Melanie Battistone, PhD.	The McGillis School	University of Utah
Amy Bonifay-Russell, Psy.D.	Jordan School District	UC Santa Barbara
Julie Bowen, Ph.D.	DSPD/formerly Canyons District	University of Utah
Julia Connelly, Ph.D.	UU-Autism Spectrum Clinic	University of Utah

Candace Dee, Ph.D.	Formerly Canyons District	University of Utah
Lori Dekeyzer, Ph.D.	Canyons School District	University of Utah
Fulvia Franco, Ph.D.	Jordan School District	University of Utah
JoAnn Galloway, PhD.	Canyons School District	University of Utah
Douglas Goldsmith, Ph.D.	The Children's Center	University of Utah
Abby Gottsegen, Ph.D.	Jordan Schools/Pvt. Practice	Yeshiva University
Lora Tuesday Heathfield, Ph.D.	Canyons School District	University of Oregon
Alicia Hoerner, Ph.D.	Salt Lake City School District	University of Utah
Julia Hood, Ph.D.	Pingree Ctr. for Children w/ASD	University of Utah
Najmeh Hourmanesh, Ph.D.	Jordan School District	University of Utah
Jenise Jensen, PhD.	Private Practice	University of Utah
James Kahn, Ph.D.	Pvt. Practice, formerly UNI	University of Utah
Megan McCormick, Ph.D.	Jordan School District	University of Utah
William McMahan, M.D.	UU-Dept. of Psychiatry	University of Kansas
Amanda Miller, PhD	UNI	Baylor University
Pete Nicholas, Ph.D.	C. B. Pingree Center for Autism	University of Utah
Pamela Plant, PhD	Pvt. Practice, formerly Canyons	University of Utah
Robert Richardson, PhD	Canyons School District	University of Utah
Cassandra Romine, PhD.	Jordan School District	Texas A&M University
Julien Smith, Ph.D.	Private Practice	University of Utah
Kelly Stout, Ph.D.	Salt Lake City School District	University of Utah
Kristin Swenson, Ph.D.	Univ. UT; UT Ed Policy Center	University of Utah
Lora Tuesday Heathfield	Canyons School District	University of Oregon
Lane Valum, Ph.D.	Canyons School District	University of Utah

#### Other Contributors

Carol Ballou, Ph.D.	UNI	University of Utah
Laura Brockbank, Ph.D.	UNI	University of Utah
Christine Burns, Ph.D.	Pvt. Practice, formerly UNI	Texas A&M
Karen Malm, Ph.D.	Pvt. Practice, DSPD	University of Utah
Heidi Mathie-Mucha, PhD	USOE	University of Utah
Robin Weiner, Ph.D.	Salt Lake City School District	University of Utah

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

For the 2014-2015 academic year, 34 students are enrolled in the doctoral program, with four new doctoral students. Additionally, there are 5 new master's degree students enrolled for the 2014-2015 academic year. Additional information regarding current graduation rates, etc. may be found at [http://www.ed.utah.edu/edps/APA/C-20\\_disclosure.php](http://www.ed.utah.edu/edps/APA/C-20_disclosure.php).

The full-time course load is considered to be 9 or more semester credit hours (SEM) per semester. Students typically take 15 semester hours in the fall and spring semesters of the first two years of study, plus 6-9 hours the first summer. The program is designed so that students are expected to be involved full-time in their graduate studies. Some students do work part-time in the community or take on additional responsibilities at the university; however, this is discouraged unless students are coming in with a related master's degree and are not taking the same course load as their cohort. In cases where work is permitted, it is often the case that the student will work in the public schools, child clinics or other treatment facilities in order to 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. For more than a decade, however, a combination of Departmental assistance and grants has allowed support in the way of stipends and tuition benefits for the majority of first- and second-year students.

**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 may receive 50%, 75% or 100% tuition coverage of standard tuition and fees up to 12 credit hours per semester. All TBP participants must be registered for a minimum of 9 credit hours per semester. **Important: You must apply for residency status when you have accumulated 40 semester hours in order to receive tuition benefits.** Other conditions and exclusions also apply. See the TBP Guidelines at <https://gradschool.utah.edu/tbp/guidelines.php> for more information.

All students are requested to complete an application annually for research/teaching assistantships, training grants or other departmentally funded positions. The application (<http://www.ed.utah.edu/edps/Admissions/index.php>) should be completed by Dec. 15 of the year preceding enrollment.

Students should be proactive and inquire about possibilities for financial support through other resources. They may contact the University financial offices (<http://www.sa.utah.edu/finance/>) or the College of Education (<http://education.utah.edu/scholarships/index.php>) for further suggestions (e.g., student loans).

Each student, upon formal admission to the graduate program in school psychology, is assigned an academic advisor who will assist the student in developing his/her course of study. During the second year of the program, the student selects a supervisory committee chairperson and committee members to advise and direct dissertation research.



Students are evaluated throughout their program through a variety of methods. In addition to formal evaluations such as course grades, the faculty evaluates student progress through feedback from practicum and internship supervisors. An annual faculty review of the student's progress is conducted and each student receives written feedback. Students are also required to complete an annual self-evaluation, listing courses completed, related program activities (practicum/internship/grant activities), attendance and presentations at local, state and national conferences, publications and other relevant accomplishments. Faculty will provide feedback to students regarding professional dispositions, recognition of accomplishments and recommendations for student development. (See later section on Student Evaluation for additional information). Students are also asked to provide written (anonymous) feedback to the faculty regarding the training program on an annual basis.

Students are asked to consult various departmental and university publications to ensure that they are aware of all procedures and student responsibilities and rights. This handbook details information about School Psychology Doctoral Program requirements; however, information about the university and graduate school may also be found in various catalogs and on websites (e.g., The University of Utah General Catalog and the Graduate School Handbook are found on their website, <http://www.gradschool.utah.edu/index.php>).

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

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

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

**Downtown Salt Lake City**--the cultural, commercial and professional center of the Intermountain West--is only minutes from the campus and is easily accessible by public

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

**Recreational activities** both on- and off-campus are an excellent complement to academic requirements. The University has facilities for most sports, including tennis, circuit training, weightlifting, 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. It is noteworthy that Salt Lake City hosted the Winter Olympic Games in 2002.

### **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 they 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 is 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 the 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 is also infused within specific classes. Applied courses in consultation/supervision and therapy/counseling also train students in the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

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

### **Program Goals, Objectives and Competencies**

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

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

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

**Program Goals, Objectives and Competencies:** The program maintains a set of five goals, which are supported by appropriate objectives and competencies. These goals, objectives and

competencies form the basis for professional practice in school psychology. Competencies are established and promoted through coursework, supervised practicum and internship experiences.

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

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

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

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

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

The doctoral program has a strong theoretical base in learning, individual differences, human development, research methods and statistics. This base is enhanced by the professional courses that emphasize and integrate familiarity with cultural, ethnic and human diversity, educational settings, and the development and application of measurement skills in cognitive, learning, and socio-emotional domains. In addition, students receive applied training during pre-practicum, practicum and internship experiences, which are integrated with didactic courses throughout the program. Within this framework, students develop professional expertise by consulting and collaborating with parents, teachers, supervising psychologists, school psychologists and other non-school based community professionals.

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

The program training model is articulated through a planned sequence of coursework, research experiences, and practica, with a strong focus on the integration of science and practice of psychology. The curriculum is sequential, cumulative, and graded in complexity. Students entering with an undergraduate degree are expected to follow the course and practicum sequence during their first four years in the program. Students entering with advanced

graduate degrees are required to submit all previous graduate coursework and syllabi for a formal review by appropriate faculty and the Director of Training for approval of any course substitutions (SP Program Manual, Appendix C).

### **Program Goals, Objectives and Competencies**

<p><b>Program Goal #1: Assessment</b> - Students will understand and apply foundational knowledge and clinical skill in identification and diagnostic study of individual students in a non-biased, reliable and valid manner across settings and diverse groups.</p>
<p><b>Objectives for Goal #1:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<p><b>Competencies Expected for these Objectives:</b></p> <ol style="list-style-type: none"> <li>a. Students are able conduct and interpret screening data, progress monitoring data, and response to interventions.</li> <li>b. Students are able to assess associated systems (e.g., instructional processes, school climate, home environments, and cultural, ethnic and linguistic diversity).</li> <li>c. Students are able to conduct observations, interviews, standardized multi-informant rating scales, and other evidence based assessments.</li> <li>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.</li> <li>e. Students are able to conduct and interpret academic and behavioral assessment data in association with multi-tiered systems of support models in schools.</li> <li>f. Students are able to conduct and interpret functional behavioral assessments and analyses.</li> <li>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.</li> <li>h. Students are able to conceptualize and assist in organizational assessments and evaluations for educational systems.</li> </ol>
<p><b>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</b> Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings.</p>
<p><b>Program Goal #2: Intervention</b> - Students will acquire knowledge and skill in evidence-based individual, group, and school level remediation strategies, interventions, and psychoeducational program planning across diverse settings and groups.</p>

<p><b>Objectives for Goal #2:</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge and skill in evidence-based behavioral/cognitive-behavioral interventions and remediation strategies on an individual, group, and school level.</li> <li>2. Students will develop knowledge and skill in evidence-based academic interventions and remediation strategies on an individual, group, and school level.</li> <li>3. Students will demonstrate knowledge and skill in systems-wide prevention and intervention, and crisis intervention.</li> </ol>
<p><b>Competencies Expected for these Objectives:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Students are able to utilize formative assessment, data analysis, and experimental design to inform intervention decision-making and fidelity of intervention implementation.</li> <li>c. Students are able to design, implement, and evaluate programs in the preparation for, prevention of, and response to crises in education-related settings.</li> </ol>
<p><b>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</b> Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings forms.</p>
<p><b>Program Goal #3: Consultation</b> - Students will demonstrate knowledge of consultation and supervision models and skills to effectively serve as consultants to teachers, parents and other educational personnel on matters related to the education and mental health of children and adolescents to insure the most appropriate educational program for them.</p>
<p><b>Objectives for Goal #3:</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents.</li> <li>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</li> <li>3. Students will effectively employ culturally and ethnically sensitive consultation and supervision with teachers, parents, and/or other mental health professionals.</li> </ol>
<p><b>Competencies Expected for these Objectives:</b></p> <ol style="list-style-type: none"> <li>a. Students understand stages of professional practice and development: i.e. novice, advanced beginner, competent, proficient, and expert.</li> <li>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.</li> <li>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.</li> <li>d. Students are able to use consultation and collaboration with community-based service</li> </ol>

<p>providers and organizations to coordinate educational, health, and mental health services for diverse children, youth, and their families.</p> <p>e. Students are able to assist in development, coordination, and delivery of professional development activities to enhance the effectiveness of others.</p> <p>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.</p> <p>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.</p> <p>h. Students are able to provide support to decision makers within organizations in research design and program evaluation.</p>
<p><b>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</b> 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 practicum/internship ratings.</p>
<p><b>Program Goal #4: Research and Inquiry</b> – 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.</p>
<p><b>Objectives for Goal #4:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Students will demonstrate knowledge and skill needed to become consumers of research and advocates for research/evidence based practice.</li> <li>3. Students will demonstrate competency in preparing research manuscripts for dissertations, professional presentations and publications.</li> </ol>
<p><b>Competencies Expected for these Objectives:</b></p> <ol style="list-style-type: none"> <li>a. Students are able to conceptualize, conduct, interpret and apply research to support schools at all levels and inform data-based decision making.</li> <li>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.</li> <li>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.</li> <li>d. Students are able to understand, integrate, and communicate research to others to foster effective practices.</li> <li>e. Students provide evidence-based feedback on program quality and effectiveness.</li> </ol>
<p><b>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</b> Students must complete each didactic course with a minimum</p>

grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. Students must also receive adequate or better ratings on appropriate clinic, field and internship rating items. Students must demonstrate research based of written and oral Qualifying Exam by majority vote of committee; Students must pass oral defense of dissertation by majority vote of committee; Students may present at professional conferences (no minimum required)

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

**Objectives for Goal 5**

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

**Competencies Expected for these Objectives:**

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

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

**Program of Study:** In the following sections, recommended programs of study are provided for the doctoral program. Required courses are listed, along with optional classes, which students may take to develop more specialized skills in a specific area of practice or research.

Additionally, the program is fortunate to have several training grants, which require enrollment



in specific seminars based on the focus of each training grant. Students who accept funding from these sources will be expected to enroll in required seminars and related coursework (i.e. EDPS 7410, Single-Subject Research Design or EDPS 6340, Substance Abuse Counseling) as a condition of their participation in the training grant.

## **DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY COURSE REQUIREMENTS**

The curriculum is designed so that students can complete the doctoral program requirements after approximately five years of graduate study beyond the baccalaureate degree. (The five years includes a full year of a 2000 clock-hour internship.)

### **Core Foundation Courses**

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

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

#### **B. Cognitive Affective Bases of Behavior (3 hours)**

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

#### **C. Social Bases of Behavior (3 hours)**

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

#### **D. Individual Differences (min. of 6 hours)**

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

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

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

#### **F. Research Design, Statistics, and Measurement (min. of 22 hours)**

Statistics (min. of 9 hours)

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

Research Design (min. of 7 hours)

- (4) ED PS 7835 – School Psychology Research Seminar (required)
- (3) ED PS 7400 – Advanced Research Design or following elective:
- (3) ED PS 7410 – Single-Subject Research Design

Measurement (min. of 3 hours)

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

Research Writing – *(optional or required depending on recommendation by program advisor)*

**WRTG 6000 (2):** Writing for Publication (2) Prerequisite: Graduate standing or instructor consent. Preparation of various forms and styles of academic and professional writing, including

abstracts, theses, and journal articles. Intended for graduate or advanced undergraduate students in all disciplines.

**WRTG 7000 (3):** Dissertation Writing (3) Prerequisite: Graduate standing. Introduces students to the various genres of dissertations and how to prepare them. The course focuses on the process of writing a dissertation, from contextualizing a problem, to describing research methods, to making the results relevant to a scholarly community. Helpful for all students, including those in the hard sciences.

**WRTG 7001 (3):** Grant Proposal Writing (3) Prerequisite: Graduate Standing. Focuses on grant proposals, addressing the expectations of specific audiences. Emphasis on institutional and national context for grant writing.

**G. Educational Foundations and Measurement Theory (min. of 3 hours)**

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

**H. Psychological and Educational Assessment (min. of 12 hours)**

(3) ED PS 7130 – Cognitive Assessment (required)

(3) ED PS 7140 – Multicultural Assessment in the Schools (required)

(3) ED PS 7150 – Individual Child and Adolescent Assessment (required)

(3) ED PS 7836 - Autism Spectrum Disorders Assessment and Interventions

Other Relevant Assessment Courses (optional):

(3) ED PS 7190 – Applied Neuropsychological Assessment (strongly encouraged)

(3) ED PS 7180 – Personality Assessment

**I. Intervention Strategies (min. of 12 hours)**

(3) ED PS 7390 – Interventions in the Schools (required)

(3) ED PS 7470 – Consultation and Supervision in Applied Settings (required)

(3) ED PS 7110 – Child/Family Psychotherapy/Counseling Interventions (required)

(3) ED PS 7380 – Academic Assessment/Interventions for Students w/Learning Diff. (required)

Other Relevant Intervention Courses (electives):

(3) ED PS 6360 – Multicultural Counseling

(3) ED PS 6200 – Counseling Theories and Procedures

(3) ED PS 6210 – Counseling Skills

(3) ED PS 7250 – Family Counseling for School-based Problems

**J. Professional School Psychology (min. of 27 hours)**

(3) ED PS 7100 – Professional Issues and Ethics in School Psych (also required under A.)

(3) ED PS 7831 –Ped Neuro Seminar in School Psychology or (3) ED PS 7836 – Special Topics: Autism Spectrum Disorders (required)

(4) ED PS 7730 – SP Practicum: Clinic (required)

(4) ED PS 7731 – SP Practicum: Field (required)

(16) ED PS 7910 – Internship in School Psychology (required)

**K. Masters/Doctoral Research (min 18 hours)**

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

(4) ED PS 7732 – School Psychology Research Practicum

(6) ED PS 6970 – Thesis (optional)

Doctoral Dissertation Project

(14) ED PS 7970 – Dissertation

**SUGGESTED DOCTORAL SCHEDULE**

<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
<b>1<sup>st</sup> Year</b>	<b>1<sup>st</sup> Year</b>	<b>1<sup>st</sup> Year</b>
EP 7100, Prof Issues/Ethics SP		
EP 7450, Psychopathology	EP 7390, Interventions in Schools	
EP 7130, Cog. Assess	EP 7150, Ind Child/Adol Assess	EP 7140, MC Assessment
EP 7010, Quant Methods I	EP 7020, Quant Methods II (6)	EP 7836, Autism
EP 7730, Clinic Practicum (1)	EP 7730, Clinic Practicum (1)	
EP 7835, SP Research Sem. (2)	EP 7835, SP Research Sem. (2)	
<b>2<sup>nd</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	
EP 7110, Child/Fam. Couns*	EP 7400, Adv Res Design <sup>3</sup>	SPED 6040 Legal Issues.
	(or EP 7410, Single Subject)	
EP 7050, Lifespan Develop	EP 7470, Consultation	
EP 7300, Psychometric Theory	SPED 6040, Legal Issues/Spec Ed	SPED 6040 Legal Issues
	EP 7380, Acad Assess & Interv	(summer option if offered)
EP 7730, Clinic Practicum (1)	EP 7730, Clinic Practicum (1)	
EP 7732/6970, Res Prac/Thesis	EP 7732/6970, Res Prac/Thesis	
<b>3<sup>rd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	
EP 7160, Neuro Bases-Behavior <sup>2</sup>	EP 7550, Soc Psy Diversity	
	EP 7400, Adv Res Design <sup>3</sup>	
EP 7080 History and Systems	(or EP 7410, Single Subject	
	EP 7863 Cog-Aff Bases of Beh	
	EP 7190 Neuropsych Assess <sup>2</sup>	
EP 7731, Field Prac (2)	EP 7731, Field Prac (2)	
Prelim Exam (optional)	Prelim Exam (optional)	
<b>4<sup>th</sup> Year</b>	<b>4<sup>th</sup> Year</b>	
Prelim Exam (required)		
EP 7970, Diss (5)	EP 7970, Diss (5)	EP 7970, Diss (4)
<b>5<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>	
EP 7910, Intern (6)	EP 7910, Intern (6)	EP 7910, Intern (4)

*Note: all courses are 3 hrs. unless otherwise specified in parentheses.*

<sup>2</sup>Be aware that the Neuropsychological Assessment course is taught in Ed Psych on alternating years.

<sup>3</sup>SUBSTITUTE OPTIONS: students who are conducting single subject studies are advised to take EP 7410, Single-Subject Research, or a comparable Single-Subject class in the Special Education Department.

Be sure to check departmental schedules before attempting to register since some courses may not be taught each year due to faculty leaves, etc.

Note: Students on grants also need to be aware that there are often specialized courses and practica that need to be enrolled for. See Faculty member who is the Grant Project Director for specific information about required course or seminar enrollment.

### **Description of Specialized Courses and Requirements**

#### **School Psychology Seminars**

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

**Master's Thesis or Research Practicum** (ED PS 6970 or ED PS 7732 – min. 4 hrs.)

Doctoral students are required to complete a research experience or thesis project. Typically, students with no graduate research experience will begin to formulate a topic/area of interest during their second year and meet with a faculty mentor to discuss potential thesis projects. Guidelines for the selection of committee members and other departmental procedures are outlined in Appendix A. Supervisory Committee guidelines and forms can also be found at <http://ed-psych.utah.edu/documents/sac/info/comguide.pdf>. Research requirements may be met in one of two ways:

***Thesis Option:*** The student and the student's faculty mentor will develop a proposal and select additional committee members who agree to serve on the student's supervisory committee for their thesis research. Ideally, the student will present his or her proposal to the supervisory committee and to the University Institutional Review Board (IRB) for approval during his or her third year. If the project involves data collection within a school district, the proposal must also

be approved by the appropriate authority within the district. Once the colloquium has been completed and IRB approval obtained, the student is able to begin the project. Students should complete these activities prior to committing to an internship (see School Psychology Internship section). Once the project is completed, the student will schedule a meeting with the supervisory committee to present his or her project for approval. The student must also conform to the Graduate School's policies and procedures for preparing a thesis, have it edited by the Thesis Editor, and file it as the final step in the master's graduation. These policies and procedures are available through the Graduate School <http://www.gradschool.utah.edu/index.php>.

***Research Practicum Requirement versus an Option:*** All doctoral students without an earned master's or educational specialist degree must complete the 4-credit hour Research Practicum (ED PS 7732) in their second year in the program. If a master's degree with thesis has been completed, students must still submit a copy of the thesis to the School Psychology Committee (via the Training Director) by the end of the fall semester of the first year to allow sufficient time for faculty to consider whether the thesis project meets program standards. The School Psychology Committee reserves the right to require additional research work and/or participation in the Research Practicum if the thesis does not meet departmental standards.

All doctoral students without a master's degree and thesis must enroll in the two-semester Research Practicum (ED PS 7732) during their second year (Fall and Spring semesters). The instructor for ED PS 7732 will help students to identify either a faculty member to oversee a research project or will work with the student to ensure that he or she is prepared to move forward in the program. Completion of the two-semester Research Practicum is required before students without an approved master's thesis can take the Preliminary Exams. A culminating written paper that includes a literature review of a researchable topic is required in the program standards set forth for NASP approval. Examples of possible projects include the development of a pilot study related to dissertation research, research with a faculty member or advanced doctoral candidate within the university or practitioner outside the university, or assisting another doctoral student with his or her dissertation research (e.g., data collection and analysis).

### **Preliminary Qualifying Examinations for Doctoral Candidates**

Subsequent to completing all requirements for the master's degree, except internship hours (or following the first year of course work for the student who enters the program with a master's degree), doctoral students are eligible to take the School Psychology Preliminary Qualifying Examinations (SPPQE) as long as: (1) a program of study has been filed and, (2) the student has received approval from the faculty or his/her doctoral supervisory committee to proceed with the examination. The exam is completed in two sections: an oral exam which is conducted by the core School Psychology program faculty, and a written essay examination which is based on course lectures. A reading list is available online at:

<http://tartarus.ed.utah.edu/users/daniel.olympia/Prelim%20Readings/>.

The SPPQE reading list typically covers eight core areas, including: (1) history and theory in school psychology; (2) school psychology research; (3) assessment, diagnosis, and evaluation; (4) interventions; (5) consultation; (6) diversity; (7) ethical and professional issues; and (8) practice. Content is drawn from coursework with required readings. Students participating in specialized training may also be required to respond to a question that pertains to the content of the emphasis area. The examination is given twice yearly: once during Fall semester and again in Spring. The Fall examination is typically scheduled in September or October, and Spring exams are often given in March or April. Specific dates will be announced by the beginning of the academic semester that precedes the examination. Students intending to take the examination must register at least two weeks before the examination date with Dr. Jenson, Coordinator of the SPPQE. Note that the SPPQE is not offered during the Summer semester per university policy.

Questions for the SPPQE will be prepared by the primary School Psychology Faculty before the examination date. Questions will be drawn from a reading list (available from the school psychology program faculty and posted online); required program course content; and recent school psychology journals (one calendar year prior to the exam for *School Psychology Quarterly* and *School Psychology Review*). The program faculty encourages the formation of study groups in preparation for the SPPQE.

Successful completion of the SPPQE examination consists of a passing (70% or higher) grade for both the oral exam and the essay section. If either the essay or oral portion of the exam is not passed, the student has the right to take that portion of the examination over at the next formally scheduled prelim administration date or at a time arranged by the school psychology faculty. Students are allowed to retake the examination once without securing permission from the faculty. Only in extraordinary circumstances are students allowed to retake prelims twice.

Note, students are not allowed to hold a Dissertation Colloquium until the SPPQE is passed.

### **Doctoral Dissertation Research (ED PS 7970 – min. of 14 hours)**

Immediately following successful completion of the preliminary qualifying examinations, the student is expected to begin actively developing the dissertation proposal. Students typically identify a faculty member who agrees to serve as Chair for the student. In collaboration with the Dissertation Chair, the student begins to develop a proposal and identify three other committee members who agree to serve as committee members. A total of five members total are required by the department; however, the department's Director of Graduate Studies selects the fifth member. The proposal is evaluated by the student's committee in an open colloquium. Please remember that the dissertation colloquium cannot be scheduled until the student has passed the School Psychology Preliminary Qualifying Examinations (SPPQE).

Students are required to provide a hard copy of their completed dissertation project to the supervisory committee at least two weeks prior to the defense date, unless otherwise stipulated by the committee chair. Students are responsible for scheduling the defense at a time and place that facilitates participation by all committee members. Students are required to submit any revisions to their completed dissertation project within **30 days** from the defense date, unless otherwise indicated by the committee. Students are required to be familiar with procedures and

policies of the university and the Graduate School associated with final submission of the approved thesis/dissertation (<http://www.gradschool.utah.edu/thesis/index.php>).

Dissertation Article: Doctoral students are strongly encouraged to submit either their master's thesis or dissertation that has been completed within the School Psychology Program in article format before the dissertation defense date. Students are asked to turn in one copy of the thesis or dissertation in article format to their committee chair and one to the School Psychology Program director. Students should plan to submit the article for publication, but publication of journal submissions is subject to editorial review and acceptance by the journal.

### Defense Procedural Instructions

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

#### Two Weeks Prior

- 1) Students must provide either a hard copy or send electronically a copy of the final dissertation ("final" meaning approved by committee chair to be sent out to all members of the committee).

#### Day of the Defense

- 2) Bring two copies of the *Final Reading* form and *Supervisory Committee Approval* form to the dissertation defense meeting. These forms can be found on the Graduate School Thesis Office website through: <http://www.gradschool.utah.edu>.

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

For in-depth guidelines regarding these forms and other thesis/dissertation specifications, please see the thesis handbook by contacting the Graduate School Thesis office.

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

### Dissertation Credit Hour Registration

**Note:** Students must be registered for a minimum of 3 credit hours during the semester they defend. Although 14 credits of ED PS 7970 are required, there is no maximum number of credits for which students can sign up.



## **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. (Competency assessment toolkit for professional psychology. Training and Education in Professional Psychology. Vol 3(4), 27-45. Specific competencies are developed through coursework and applied experiences and students are reviewed annually to assure that specific benchmarks are attained for the next level of professional preparation. The programs practices are consistent with model assessment of foundational and functional competencies. During pre-practicum, practicum and internship, students are reviewed using annual performance reviews, case presentation reviews, formal written and oral examinations, self-assessments, evaluation of specific competencies, consumer surveys, portfolios, and simulations/role plays.

### **Clinic and Field Practicum Requirements** (ED PS 7730 and ED PS 7731) Min. 8 hours PhD.

Practicum takes place over a three-year period and meets requirements of both NASP and APA (i.e., minimum of 400 direct service contact hours). 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 of ED PS 7730 during fall and spring semesters of the first and second year. 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 every other Monday meeting. Clinic meetings also required of practicum students (1<sup>st</sup> and 2<sup>nd</sup> years).

*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 receive supervision of their supervisory skills by their field supervisors.

Third-year students will complete the practicum assignment in the schools or an appropriate clinical site. These students must register for two credit hours of ED PS 7731 for fall and spring semesters. 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 (ED PS 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/Spring practicum.

*Multicultural Emphasis:* Placements are sought in settings that offer opportunities to work with ethnically and racially diverse students. Salt Lake City School District is the most diverse school district; however, other districts in Utah have large ethnic minority student bodies. Students are required to have practical experiences with diverse populations, regardless of district or agency.

*Fingerprinting and Background Check:* 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 that 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.)

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

**School Psychology Internship** (ED PS 7190 – min. of 16 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 a variety of settings, including schools, hospitals, mental health centers, residential settings, and out-of-state placements. Ph.D. students who are required to complete a master's degree before entering doctoral candidacy are allowed to have the internship requirement postponed until a Master's of Education or Master's of Arts is awarded, to allow for all internship hours to be counted towards licensure as a psychologist.

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

Doctoral students must complete a 2,000-hour internship after the awarding of the master's degree as part of their degree requirements. At least 600 hours of this internship must be school-based, or the student must show equivalent experience in the schools (i.e. a previous internship at the master's level in a school setting). If equivalence is shown, a student may select an alternative setting. Doctoral interns must be supervised by a doctoral-level licensed psychologist, and if the internship is in the schools, the supervisor must also be licensed as a school psychologist. Any exceptions must be discussed with the University internship supervisor and the Training Director.

Doctoral students are encouraged to seek APA-approved internship sites; however, application to APPIC or other approved sites are also acceptable. The internship director provides regular, timely scheduled orientations each semester to address application procedures and timelines for both APA and APPIC internships. Sessions are open to all doctoral students regardless of year in the program to assure quality applications. The internship director must approve all sites that are not APA-approved or listed in the APPIC directory. Doctoral students may choose to complete part-time internships; however, the 2,000 hours must be completed within a 24-month period. Doctoral students entering without a master's degree must fulfill all requirements for the master's degree before starting their internship, including the completion of their research project or thesis and application for the master's degree through the Graduate School. All students must complete a minimum of 600 hours of internship in the schools, as well as additional hours to complete the 2000-hour requirement (which may include an APA internship, if desired). Doctoral students will not be allowed to complete more than two years of full-time internship before completing all dissertation requirements.

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

Although the program does not guarantee that students will meet all criteria for licensure in different states, to date, the faculty is not aware of any student who has been unable to obtain a license in other locations (see following section on Licensure). Program requirements are also consistent with the current psychology licensing laws administered through the State of Utah Division of Occupational and Professional Licensing (<http://www.dopl.utah.gov/laws/58-61.pdf>). Doctoral graduates seeking professional licensure in the state of Utah through the Department of Occupational and Professional Licensing (DOPL) must accumulate 4000 total hours of supervised practice in order to sit for the national and state exams. In Utah, additional supervised

internship hours beyond those required for the degree may be documented and accumulated prior to completion of other degree requirements **IF** they meet the standards for supervision, etc. Consistent with APA accreditation standards, the program requires at least 2 hours of face-to-face supervision each week with a licensed psychologist and an additional 2 hours of related group supervision each week.

**PRAXIS Exam**: All students must take and pass the PRAXIS exam during the internship year. This includes students who enter the program with a master's degree in School Psychology if they have not already taken the exam. The program requires a minimum passing score of 147 (the current requirement set by the Utah State Office of Education (USOE) in order to be fully credentialed in the state of Utah). Check scores at the state for any changes in the minimum passing score for the NCSP (Nationally Certified School Psychologist) credential. The PRAXIS exam may be retaken by anyone scoring below the cut-off; however, documentation of a passing test score of 147 for the incoming class (2014-2015) must be provided to the Internship Coordinator before receiving a passing grade for the Internship course.

### **Other Scholarly Requirements**

#### *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) copies of Supervisory Committee forms; (10) copy of Program of Study forms; (11) completed research project or thesis; (12) completed or proposed dissertation research and IRB proposal; (13) professional paper submissions and conference presentations; (14) honors and awards; (15) PRAXIS results; and (16) sample copies of psychoeducational reports with identifying information removed. Doctoral students also need to include a summary of the doctoral preliminary exam results, proof of completed master's thesis or research project, copy of completed dissertation, required research article, and any teaching evaluations. Additionally, doctoral students who enter the program with a master's degree need to include a statement of approval from the Program Director regarding the acceptance of their prior master's thesis or completion of an alternative project. (A portfolio checklist is provided in the Appendix.)

Please note that the portfolio needs to be reviewed prior to any application for internship. This means students must turn in their portfolios to the Internship Coordinator (instructor for ED PS 7910) 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.

***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.***

### Time Limits

Student progress toward meeting program requirements for both the master's and doctoral programs is reviewed on an annual basis. Students who are admitted to the Ph.D. program with credit for a bachelor's degree can complete all requirements for the Ph.D. within five years from the first semester of enrollment. Students who are admitted to the Ph.D. program with credit for a previous master's degree in School Psychology are typically able to complete all Ph.D. degree requirements in four years from the first semester of enrollment.

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

*Leaves of Absence:* Students who need to discontinue their studies for one or more semesters (fall and spring) must file a Request for Leave of Absence form with the department chairperson. Subject to the approval of the Dean of the Graduate School, such requests may be granted for up to one year for a variety of reasons. It should be noted that time spent on an approved leave of absence is not counted against students in terms of the time limits for the program.

### Important

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 admission to 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, including dissertation research or have explicit permission of the Department Chair.

### SCHOOL PSYCHOLOGY SPECIAL TRAINING OPPORTUNITIES

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. Students who select specific training foci are allowed to focus one of their prelim

questions in this area. Hopefully, students will also complete their thesis and/or dissertation research in the particular emphasis area.

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

High Incidence/School Based Interventions: Bill Jenson and Dan Olympia

Leadership in Autism and Low Incidence Disabilities: Elaine Clark and Bill Jenson

Neuropsychology /Multicultural Issues: Janiece Pompa and Elaine Clark

## **LICENSURE**

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

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

## **PROFESSIONAL STANDARDS AND ETHICAL PRINCIPLES**

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

*Psychologists and Code of Conduct* (2002), *General Guidelines for Providers of Psychological Services* (1987), and *Specialty Guidelines for the Delivery of Services* (1981). Students in the School Psychology program are expected to consistently implement the various standards and principles in their work as psychologists-in-training.

### **Note: Program Advisory on Ethical Community Engagement**

1) Conduct in the Community: Students are encouraged to be mindful that while they lead private lives, they are engaged in public professions. Students must monitor of the appropriateness of their conduct at all times, and exercise discernment and judgment in both professional and personal pursuits.

2) Use of Social Media: Students should be aware of potential repercussions stemming from careless use of social media outlets. It is the responsibility of students to ensure that any social media profiles, wherein personal information is shared, remain “private”. Similarly, students should closely monitor those who have access to personal information shared privately via social media outlets (e.g., who they “friend” and how their personal information may be shared without their knowledge). Students will be held responsible for their online conduct.

3) Electronic Communications: Students must seek to create and use usernames and email addresses that are dignified and professional in nature. The dissemination of email, text, or other forms of correspondence (including photos) that are inconsistent with ethical and professional standards will not be tolerated.

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

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

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

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

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

### **EVALUATION OF STUDENT PROGRESS AND RIGHTS TO APPEAL**

Students are regularly evaluated regarding progress in the program and in developing needed competencies for the professional practice of school psychology, using a variety of methods (see Appendix B). This includes meeting minimum standards in coursework (e.g., no course accepted for credit with a grade below a B (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 student’s skills in assessment and intervention, capability to work with a diverse group of students and families, adherence to professional ethical standards/codes and general professional and interpersonal skills.

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

*Personal Difficulties:* In general, the school psychology program faculty will support students through a short-term crisis, and provide activities to help them recoup missed learning experiences.

Rarely do students have such severe personal/interpersonal or academic/professional difficulties that their ability to function as professional school psychologists is questioned. However, if the faculty and/or student determine that this is the case, students may be informally advised to seek appropriate professional assistance to resolve the problem. This is the student’s responsibility, including payment for counseling services. Low-cost 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 will be 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 acute difficulties. A concern exists when personal difficulties cause any or all of the following:

- 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 dismissal from the program.

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

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

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

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

## **ACCREDITATION**

The School Psychology Doctoral Program is accredited by the American Psychological Association Committee on Accreditation. The phone number and address of the Committee on Accreditation is 202-336-5979, and APA Office of Accreditation; 750 First Street, NE, Washington DC, 20002-4242. The School Psychology Program maintains a website (<http://ed-psych.utah.edu/school-psych/>) where additional information may be obtained.

## **APPROVAL**

The doctoral program is also approved by the National Association of School Psychologists (NASP). For more information regarding NASP program review and approval and the submission process to be used by school psychology graduate programs, please see the NASP website ([http://www.nasponline.org/standards/approvedtraining/training\\_program.aspx](http://www.nasponline.org/standards/approvedtraining/training_program.aspx)) or contact Dr. Enedina García Vázquez, Chair of the NASP Program Approval Board, phone: 575-646-9601, e-mail [nasppab@psl.nmsu.edu](mailto:nasppab@psl.nmsu.edu).

**For further information and application procedures contact:**

**Elaine Clark, Ph.D., Program Director  
School Psychology Program  
1721 Campus Center Drive, Room 3222 SAEC  
University of Utah  
Salt Lake City, Utah 84112  
(801) 581-7148  
[el.clark@utah.edu](mailto:el.clark@utah.edu)**

# Appendix

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

## **APPENDIX A**

### **Supervisory Committee Guidelines**

**Supervisory Committee Guidelines and forms can be found  
at:**

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

**and**

### **Resources for Graduate Students**

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

**Department of Educational Psychology  
Supervisory Committee Guidelines**

1. Master's and doctoral committee chairpersons will be regular faculty from the Department of Educational Psychology. Regular faculty includes 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 vita in addition to a letter of support from the department chair or director of graduate studies and approval by the dean of The Graduate School.

**Department of Educational Psychology Policies and Procedures Document**

***The Director of Graduate Studies (DGS)***

**Effective Date: February 1, 2002.**

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

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

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

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

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

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

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

The student discusses her/his research interest with various faculty, and through this process decides on a research topic consistent with the student's and her/his proposed chairperson's interests and/or expertise. The student and her or his thesis/dissertation committee chair work together to develop a list of potential thesis/dissertation committee member(s). If the proposed thesis/dissertation committee members agree, the student (in conjunction with her/his committee chair) completes the attached form and delivers it to the department administrative officer assigned to this process (JoLynn Yates). The administrative officer checks the form for accuracy and completeness and forwards it to the Director of Graduate Studies (DGS). The DGS, under the direction of the Department Chair, reviews the form and the specific committee membership request. The DGS then recommends a final within-department faculty member to serve on the thesis/dissertation committee. A copy of the department's "*Committee Approval Form*" is returned to the student and the original placed in the student's file. Using the Department's Committee Approval form, the student then completes the official Graduate School "*Request for*

*Supervisory Committee*” form. Once completed, the Graduate School form is sent by the Department’s responsible administrative officer to the Graduate School for final approval as described in the above paragraph. In most cases, it is anticipated that this process will progress towards Graduate School approval in a timely fashion. If, however, the DGS has concerns about the membership of a specific committee request, working with the Chair of the student’s committee the DGS may request a revision to the committee membership. If the student’s committee chair has concerns about the DGS’s within-department committee member recommendation, this concern can be submitted, in writing, to the Department Chair.

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

## **APPENDIX B**

### **The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs**

Competency benchmarks/checklists for Practicum, Internship and Employment



# The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs<sup>1</sup>

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

<sup>1</sup> 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

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comportsment that reflect the values and attitude		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR</b>
<b>1A. Integrity - Honesty, personal responsibility and adherence to professional values</b>		
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 indepe that challenge profes
<b>1B. Deportment</b>		
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 pr settings and situation
<b>1C. Accountability</b>		
Accountable and reliable	Accepts responsibility for own actions	Independently accep across settings and co
<b>1D. Concern for the welfare of others</b>		
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 others
<b>1E. Professional Identity</b>		
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 consolidatio as a psychologist; de about issues central t science and practice

<b>2. Individual and Cultural Diversity:</b> Awareness, sensitivity and skills in working professionally with diverse indiv communities who represent various cultural and personal background and characteristics defined broadly and consi		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR</b>
<b>2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Co</b>		
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 monit of self as a cultural b treatment, and consu
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monit of others as cultural   treatment, and consu
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>		
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 monit of diversity in others assessment, treatmen
<b>2D. Applications based on Individual and Cultural Context</b>		
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues	Applies knowledge, sensitivity, and understanding regarding ICD issues to work	Applies knowledge, s regarding dimension

<b>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)</b>	<b>effectively with diverse others in assessment, treatment, and consultation</b>	<b>professional work</b>
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<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>3A. Knowledge of ethical, legal and professional standards and guidelines</b>		
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
<b>3B. Awareness and Application of Ethical Decision Making</b>		
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
<b>3C. Ethical Conduct</b>		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
<b>4A. Reflective Practice</b>		
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
<b>4B. Self-Assessment</b>		
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
<b>4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>		
Understands the importance of self-care in effective practice; demonstrates knowledge of	Monitors issues related to self-care with supervisor; understands the central role of self-	Self-monitors issues related to self-care and promptly intervenes when disruptions occur

self-care methods; attends to self-care	care to effective practice	
<b>4D. Participation in Supervision Process</b>		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Effectively participates in supervision	Independently seeks supervision when needed

## II. RELATIONAL

### Principles for Professional Ethics

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>5A. Interpersonal Relationships</b>		
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
<b>5B. Affective Skills</b>		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	Manages difficult communication; possesses advanced interpersonal skills
<b>5C. Expressive Skills</b>		
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

<b>6. Scientific Knowledge and Methods:</b> 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.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>6A. Scientific Mindfulness</b>		

Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies scientific methods to practice
<b>6B. Scientific Foundation of Psychology</b>		
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)
<b>6C. Scientific Foundation of Professional Practice</b>		
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

<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
<b>7A. Scientific Approach to Knowledge Generation</b>		
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
<b>7B. Application of Scientific Method to Practice</b>		
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

#### IV. APPLICATION

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>8A. Knowledge and Application of Evidence-Based Practice</b>		



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
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<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>9A. Knowledge of Measurement and Psychometrics</b>		
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
<b>9B. Knowledge of Assessment Methods</b>		
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
<b>9C. Application of Assessment Methods</b>		
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
<b>9D. Diagnosis</b>		
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

<b>Assessment continued</b>		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>9E. Conceptualization and Recommendations</b>		
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
<b>9F. Communication of Assessment Findings</b>		
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

<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
<b>10A. Intervention planning</b>		
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
<b>10B. Skills</b>		
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
<b>10C. Intervention Implementation</b>		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
<b>10D. Progress Evaluation</b>		
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

<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>11A. Role of Consultant</b>		
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
<b>11B. Addressing Referral Question</b>		
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
<b>11C. Communication of Consultation Findings</b>		
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
<b>11D. Application of Consultation Methods</b>		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>12A. Knowledge</b>		
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
<b>12B. Skills</b>		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings

<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>13A. Expectations and Roles</b>		
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
<b>13B. Processes and Procedures</b>		
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
<b>13C. Skills Development</b>		
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
<b>13D. Supervisory Practices</b>		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

## VI. SYSTEMS

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>		
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
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>		
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

<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>		
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
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>		
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
<b>15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).</b>		
<b>15A. Appraisal of Management and Leadership</b>		
No expectation at this level	<p><b>Forms autonomous judgment of organization's management and leadership</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Applies theories of effective management and leadership to form an evaluation of organization</li> <li>• Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness</li> </ul>	<p><b>Develops and offers constructive criticism and suggestions regarding management and leadership of organization</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identifies strengths and weaknesses of management and leadership or organization</li> <li>• Provides input appropriately; participates in organizational assessment</li> </ul>
<b>15B. Management</b>		
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
<b>15C. Administration</b>		
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
<b>15D. Leadership</b>		
No expectation at this level	No expectation at this level	Participates in system change and management structure

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

## **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**  
0

**Somewhat**  
1

**Moderately**  
2

**Mostly**  
3

**Very**  
4

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

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

### **FOUNDATIONAL COMPETENCIES**

#### **I. PROFESSIONALISM**

**1. Professionalism:** as evidenced in behavior and comportment 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      3      4      [N/O]

<b>1B. Deportment</b>						
Communication and physical conduct (including attire) is professionally appropriate, across different settings	0	1	2	3	4	[N/O]
<b>1C. Accountability</b>						
Accepts responsibility for own actions	0	1	2	3	4	[N/O]
<b>1D. Concern for the welfare of others</b>						
Acts to understand and safeguard the welfare of others	0	1	2	3	4	[N/O]
<b>11E. Professional Identity</b>						
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0	1	2	3	4	[N/O]
<b>2. Individual and Cultural Diversity:</b> 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.						
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (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) <b>and Context</b>						
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>						
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>						
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0	1	2	3	4	[N/O]
<b>2D. Applications based on Individual and Cultural Context</b>						
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
<b>3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>						
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	3	4	[N/O]
<b>3B. Awareness and Application of Ethical Decision Making</b>						
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0	1	2	3	4	[N/O]
<b>3C. Ethical Conduct</b>						
Integrates own moral principles/ethical values in professional conduct	0	1	2	3	4	[N/O]
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional						



self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
<b>4A. Reflective Practice</b>						
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	3	4	[N/O]
<b>4B. Self-Assessment</b>						
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	0	1	2	3	4	[N/O]
<b>4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>						
Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	0	1	2	3	4	[N/O]
<b>4D. Participation in Supervision Process</b>						
Effectively participates in supervision	0	1	2	3	4	[N/O]

## II. RELATIONAL

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

## III. SCIENCE

<b>6. Scientific Knowledge and Methods:</b> 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.						
<b>6A. Scientific Mindfulness</b>						
Values and applies scientific methods to professional practice	0	1	2	3	4	[N/O]
<b>6B. Scientific Foundation of Psychology</b>						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
<b>6C. Scientific Foundation of Professional Practice</b>						
Demonstrates knowledge, understanding, and application of the	0	1	2	3	4	[N/O]

concept of evidence-based practice						
<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
<b>7A. Scientific Approach to Knowledge Generation</b>						
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	0	1	2	3	4	[N/O]
<b>7B. Application of Scientific Method to Practice</b>						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

## FUNCTIONAL COMPETENCIES

### IV. APPLICATION

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.						
<b>8A. Knowledge and Application of Evidence-Based Practice</b>						
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2	3	4	[N/O]
<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
<b>9A. Knowledge of Measurement and Psychometrics</b>						
Selects assessment measures with attention to issues of reliability and validity	0	1	2	3	4	[N/O]
<b>9B. Knowledge of Assessment Methods</b>						
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	3	4	[N/O]
<b>9C. Application of Assessment Methods</b>						
Selects appropriate assessment measures to answer diagnostic question	0	1	2	3	4	[N/O]
<b>9D. Diagnosis</b>						
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
<b>9E. Conceptualization and Recommendations</b>						
Utilizes systematic approaches of gathering data to inform clinical decision-making	0	1	2	3	4	[N/O]
<b>9F. Communication of Assessment Findings</b>						
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	0	1	2	3	4	[N/O]

<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
<b>10A. Intervention planning</b>						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2	3	4	[N/O]
<b>10B. Skills</b>						
Displays clinical skills	0	1	2	3	4	[N/O]
<b>10C. Intervention Implementation</b>						
Implements evidence-based interventions	0	1	2	3	4	[N/O]
<b>10D. Progress Evaluation</b>						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2	3	4	[N/O]
<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
<b>11A. Role of Consultant</b>						
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	3	4	[N/O]
<b>11B. Addressing Referral Question</b>						
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	0	1	2	3	4	[N/O]
<b>11C. Communication of Consultation Findings</b>						
Identifies literature and knowledge about process of informing consultee of assessment findings	0	1	2	3	4	[N/O]
<b>11D. Application of Consultation Methods</b>						
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0	1	2	3	4	[N/O]

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
<b>12A. Knowledge</b>						
Demonstrates awareness of theories of learning and how they impact teaching	0	1	2	3	4	[N/O]
<b>12B. Skills</b>						
Demonstrates knowledge of application of teaching methods	0	1	2	3	4	[N/O]
<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
<b>13A. Expectations and Roles</b>						
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2	3	4	[N/O]
<b>13B. Processes and Procedures</b>						

Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	0	1	2	3	4	[N/O]
<b>13C. Skills Development</b>						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0	1	2	3	4	[N/O]
<b>13D. Supervisory Practices</b>						
Provides helpful supervisory input in peer and group supervision	0	1	2	3	4	[N/O]

## VI. SYSTEMS

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

### **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?**

<b>Not at All/Slightly</b>	<b>Somewhat</b>	<b>Moderately</b>	<b>Mostly</b>	<b>Very</b>
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**

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

Conducts self in a professional manner across settings and situations	0	1	2	3	4	[N/O]
<b>1C. Accountability</b>						
Independently accepts personal responsibility across settings and contexts	0	1	2	3	4	[N/O]
<b>1D. Concern for the welfare of others</b>						
Independently acts to safeguard the welfare of others	0	1	2	3	4	[N/O]
<b>1E. Professional Identity</b>						
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	0	1	2	3	4	[N/O]
<b>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.</b>						
<b>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</b>						
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>						
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>						
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<b>2D. Applications based on Individual and Cultural Context</b>						
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	0	1	2	3	4	[N/O]
<b>3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</b>						
<b>3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>						
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	3	4	[N/O]
<b>3B. Awareness and Application of Ethical Decision Making</b>						
Independently utilizes an ethical decision-making model in professional work	0	1	2	3	4	[N/O]
<b>3C. Ethical Conduct</b>						
Independently integrates ethical and legal standards with all competencies	0	1	2	3	4	[N/O]
<b>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.</b>						
<b>4A. Reflective Practice</b>						

Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	0	1	2	3	4	[N/O]
<b>4B. Self-Assessment</b>						
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	3	4	[N/O]
<b>4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>						
Self-monitors issues related to self-care and promptly intervenes when disruptions occur	0	1	2	3	4	[N/O]
<b>4D. Participation in Supervision Process</b>						
Independently seeks supervision when needed	0	1	2	3	4	[N/O]

## II. RELATIONAL

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

## III. SCIENCE

<b>6. Scientific Knowledge and Methods:</b> 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.						
<b>6A. Scientific Mindedness</b>						
Independently applies scientific methods to practice	0	1	2	3	4	[N/O]
<b>6B. Scientific Foundation of Psychology</b>						
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
<b>6C. Scientific Foundation of Professional Practice</b>						
Independently applies knowledge and understanding of scientific foundations to practice	0	1	2	3	4	[N/O]



<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
<b>7A. Scientific Approach to Knowledge Generation</b>						
Generates knowledge	0	1	2	3	4	[N/O]
<b>7B. Application of Scientific Method to Practice</b>						
Applies scientific methods of evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

## FUNCTIONAL COMPETENCIES

### IV. APPLICATION

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.						
<b>8A. Knowledge and Application of Evidence-Based Practice</b>						
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	3	4	[N/O]
<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
<b>9A. Knowledge of Measurement and Psychometrics</b>						
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	3	4	[N/O]
<b>9B. Knowledge of Assessment Methods</b>						
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning	0	1	2	3	4	[N/O]
<b>9C. Application of Assessment Methods</b>						
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	3	4	[N/O]
<b>9D. Diagnosis</b>						
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
<b>9E. Conceptualization and Recommendations</b>						
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment	0	1	2	3	4	[N/O]
<b>9F. Communication of Assessment Findings</b>						
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	0	1	2	3	4	[N/O]

<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
<b>10A. Intervention planning</b>						
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context	0	1	2	3	4	[N/O]
<b>10B. Skills</b>						
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations	0	1	2	3	4	[N/O]
<b>10C. Intervention Implementation</b>						
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate	0	1	2	3	4	[N/O]
<b>10D. Progress Evaluation</b>						
Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures	0	1	2	3	4	[N/O]
<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
<b>11A. Role of Consultant</b>						
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	0	1	2	3	4	[N/O]
<b>11B. Addressing Referral Question</b>						
Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question	0	1	2	3	4	[N/O]
<b>11C. Communication of Consultation Findings</b>						
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	0	1	2	3	4	[N/O]
<b>11D. Application of Consultation Methods</b>						
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	0	1	2	3	4	[N/O]

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
<b>12A. Knowledge</b>						
Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences	0	1	2	3	4	[N/O]
<b>12B. Skills</b>						
Applies teaching methods in multiple settings	0	1	2	3	4	[N/O]

<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
<b>13A. Expectations and Roles</b>						
Understands the ethical, legal, and contextual issues of the supervisor role	0	1	2	3	4	[N/O]
<b>13B. Processes and Procedures</b>						
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise	0	1	2	3	4	[N/O]
<b>13C. Skills Development</b>						
Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	0	1	2	3	4	[N/O]
<b>13D. Supervisory Practices</b>						
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting	0	1	2	3	4	[N/O]

## VI. SYSTEMS

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>						
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	3	4	[N/O]
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>						
Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning	0	1	2	3	4	[N/O]
<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>						
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	0	1	2	3	4	[N/O]
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>						
Develops and maintains collaborative relationships over time despite differences	0	1	2	3	4	[N/O]
<b>15. Management-Administration:</b> Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
<b>15A. Appraisal of Management and Leadership</b>						
Develops and offers constructive criticism and suggestions regarding management and leadership of organization	0	1	2	3	4	[N/O]
<b>15B. Management</b>						
Participates in management of direct delivery of professional services; responds appropriately in management hierarchy	0	1	2	3	4	[N/O]

<b>15C. Administration</b>						
Demonstrates emerging ability to participate in administration of service delivery program	0	1	2	3	4	[N/O]
<b>15D. Leadership</b>						
Participates in system change and management structure	0	1	2	3	4	[N/O]

<b>16. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
<b>16A. Empowerment</b>						
Intervenes with client to promote action on factors impacting development and functioning	0	1	2	3	4	[N/O]
<b>16B. Systems Change</b>						
Promotes change at the level of institutions, community, or society	0	1	2	3	4	[N/O]

**Overall Assessment of Trainee’s Current Level of Competence**

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

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

## **APPENDIX C:**

Leave of Absence Request

Petition for Course Substitution Form

Doctoral Program Planning Worksheet

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.

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Course substitution recommended: Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

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Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Course substitution recommended: Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

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SP Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Additional Comments/Actions:

Final Determination:

Course Substitution Approved: \_\_\_\_\_

Course Substitution Denied: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SP Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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University of Utah  
 School Psychology Doctoral Program  
 Program Planning Worksheet 2014-2015

Name \_\_\_\_\_ Year of Admission \_\_\_\_\_

Master's Degree \_\_\_\_\_ Date Received \_\_\_\_\_ Institution \_\_\_\_\_

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

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

**\* denotes course is required**

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

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

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

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

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

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

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

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

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

**Area: *Statistics* (minimum 9 semester hours)**

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

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

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

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

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

**Area: *Psychological and Educational Assessment* (minimum 12 semester hours)**

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7836 Seminar: Autism Spectrum Disorders (3)		
*EDPS 7130 Cognitive Assessment (3)		
*EDPS 7150 Individual Child/Adolescent Assessment (3)		
*EDPS 7140 Multicultural Assessment (3)		
EDPS 7190 Applied Neuropsychological Assessment (3)		

(optional)		
EDPS 7180 Personality Assessment (3) (optional)		

**Area: *Intervention Strategies* (minimum 12 semester hours)**

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*EDPS 7390 Interventions in the Schools (3)		
*EDPS 7470 Consultation and Supervision in Applied Settings (3)		
*EDPS 7110 Child/Family Psychotherapy/Counseling Interventions (3)		
*EDPS 7380 Academic Assessment/Interventions for Students w/Learning Diff. (3)		
EDPS 7250 Family Counseling for School-Based Problems (optional)		
EDPS 6360 Multicultural Counseling (3)		
EDPS 6200 Counseling Theories and Procedures (3) (optional)		
EDPS 6210 Counseling Skills (3) (optional)		

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

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7831 Seminar in School Psychology (4)		
*ED PS 7730 School Psychology Practicum: Clinic (4)		
*ED PS 7731 School Psychology Field Practicum (4)		
*ED PS 7910 Internship in School Psychology (16)		

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

<i>Course Requirements</i>	<i>Graduate Course Transfer</i>	<i>Initial Approval:</i>
*ED PS 7970 Dissertation Research (14) If required by faculty, also register for: *EDPS 7732 Research Practicum (4)		

\_\_\_\_\_  
Doctoral Student

Date: \_\_\_\_\_

\_\_\_\_\_  
School Psychology Faculty Advisor

Date: \_\_\_\_\_

\_\_\_\_\_  
School Psychology Program Director

Date: \_\_\_\_\_

## Worksheets for Course and Activity Planning

<i>Year 1</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 2</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 3</i>	
---------------	--

Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 4</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 5</i>	
Fall Semester	
Spring Semester	
Summer Semester	

<i>Year 6</i>	
Fall Semester	
Spring Semester	
Summer Semester	

## SCHOOL PSYCHOLOGY PROGRAM RESEARCH GRANT APPLICATION

<b>NAME:</b>	<b>PHONE NUMBER:</b>
<b>ADDRESS:</b>	<b>CITY, STATE, ZIP:</b>
<b>DISSERTATION SUPERVISOR</b>	<b>HOME ADDRESS:</b>
<b>START DATE OF PROJECT:</b>	<b>END DATE:</b>
<b>TITLE:</b>	
<b>Amount Requested (MAX. \$500.00)</b>	<b>Amount Approved</b>

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

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

**OTHER SOURCES OF FUNDING (GRANTS, ETC.)**

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**ATTACH RECEIPTS:**

<p><b>Approved:</b></p> <p>_____</p> <p><b>Faculty Representative</b></p>	
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# **Appendix D**

## **Professional/Academic Misconduct Procedures and Appeals**





# Appendix E

## Faculty Profiles

**Elaine Clark, Ph.D.** is the Director of the School Psychology Training Program and a Professor in the Department of Educational Psychology and adjunct Professor in the Departments of Psychology and Psychiatry at the U of U. Dr. Clark has extensive training and background in school, clinical, and neuropsychology. She has a Ph.D. in School Psychology from Michigan State University and a Ph.D. in Clinical Psychology (neuropsychology specialization) from Brigham Young University. Dr. Clark's primary research and teaching interest is in the area of severe low incidence disabilities, including traumatic brain injuries and autism. Dr. Clark serves as a consultant to the University Neuropsychiatric Institute, Primary Children's Medical Center, and the Children's Center. She is also a supervisor at the Department's Educational Assessment and Student Support Clinic. Dr. Clark is an APA Fellow and incoming President of the Society for the Study of School Psychology (SSSP). She has also served on several executive boards, including serving as President of APA's Division 16, APA's Board of Professional Affairs, Council of Directors of School Psychology Programs, Utah Association of School Psychologists and Utah Psychological Association, as well as the Brain Injury Alliance of Utah. Dr. Clark has also regularly served as an editorial board member or as an ad hoc reviewer for several journals related to the field, including *International Journal of School and Educational Psychology*, *Review of Educational Research*, *School Psychology Quarterly*, *School Psychology Review*, *Journal of Learning Disabilities*, *Archives of Neuropsychology*, *Applied Neuropsychology*, and *Consulting and Clinical Psychology*. Dr. Clark's typical teaching assignments include Individual Child and Adolescent Assessment, Autism Spectrum Disorders Seminar, and Field Practicum.

**Aaron J. Fischer, Ph.D., BCBA** is an Assistant Professor in the Department of Educational Psychology. He earned his Ph.D. from Louisiana State University in 2014 and joined the faculty that fall. Dr. Fischer has been working with individuals with an autism spectrum disorder (ASD) and their families for over 10 years. Before arriving at the University of Utah, he completed his predoctoral internship in clinical psychology at May Institute's National Autism Center and Fernandez Center for Children and Families at Saint Anne's Hospital in Massachusetts. His internship and graduate work focused on providing evidence-based practice in schools, hospitals, and mental health clinics to children with disabilities and their families. Specifically, Dr. Fischer's clinical interests concentrate on the assessment and treatment of children and adolescents with ASD, as well as providing support and training to their families. As such, his scholarship is considerably influenced by his applied work in those areas. Dr. Fischer has published his autism work in widely read journals such as *Behavioral Interventions* and *Research in Autism Spectrum Disorders* and has presented at several national meetings, including APA, NASP, the Society for Research in Child Development (SRCD), and the Association for Behavior Analysis International (ABAI). Additionally, Dr. Fischer is a Board Certified Behavior Analyst. He has experience in the assessment and treatment of problem behavior, as well as the acquisition of adaptive skills, in individuals with an ASD and developmental disabilities.

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

**Daniel Olympia, Ph.D.** is an Associate Professor in the Department of Educational Psychology and former School Psychology Program Director of Training. He is a graduate of the U of U's School Psychology Program. Prior to joining the SP faculty in 1999, he worked as a school psychologist for 17 years (most recently in the Jordan School District). Dr. Olympia is known for his extensive experience in school settings and his efforts and

research in academic interventions, whole school positive behavior supports, and interventions with behaviorally disordered/emotionally disturbed children. Dr. Olympia is also an active member of editorial boards, including SPR and SPQ, and has served on Division 16 committees, including the Committee on Minority Affairs and the Dissertation of the Year Award Committee. He has also been a reviewer and site visit chair for the APA Committee on Accreditation. He currently teaches Cognitive Assessment, Professional Issues and Ethics, and Psychological and Educational Consultation and helps supervise students in the on-campus Psychoeducational Clinic. Dr. Olympia is a member of the Executive Board of the Council of Directors of School Psychology Programs and past president of the Trainers in School Psychology, past-president of UASP and is a member of their current legislative committee.

**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 Psychoeducational Clinic and teaches the Clinic Practicum course, Child and Family Counseling, Neuropsychological Basis of Behavior, and Neuropsychological Assessment. Dr. Pompa's specialties are 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 widely known for her expertise in learning problems and diversity (e.g., bilingual, multicultural, and LGBT). Dr. Pompa has served as President of UPA, and serves on the advisory board of UASP. She is also past-Chair of UPA's Private Practice, Public Practice and Multicultural Committees, and currently serves on the Utah Psychology Licensing Board.

# Appendix F: Ethical Principles and Code of Conduct for Psychologists

*(note: copy not included, go to: [www.apa.org/ethics/code.html](http://www.apa.org/ethics/code.html))*

# Appendix G: Ethics, Confidentiality and Information Access Statement



## Appendix G:

### School Psychology Ethics, Confidentiality and Information Access Statement

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

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

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

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

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

1. **Download or Transmission of Confidential Information:** I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.
2. **Access to Confidential Information:** I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.
3. **Desktop and Laptop Computer Security:** If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected “screen savers”, approved anti-virus and anti-spyware software, and other measures as may be required under the University of Utah and Programs in School Psychology policies or procedures. I will refrain from using unapproved “adware”, “shareware”, “freeware”, or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.
4. I agree to encrypt all confidential information on my computer and flash drives.
5. **Duty to Renounce Access:** In the event my duties and responsibilities as a student in the program or graduate assistantship changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the Programs in School Psychology, the Director of Training in School Psychology, the Chair of the Department of Educational Psychology, and my graduate assistant supervisor so that my access to Confidential Information may be property curtailed or removed.
6. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of University of Utah and the Department of Educational Psychology without prior consent.
7. I agree not to discuss any information related to clients, other students, faculty, or staff after I am no longer a student at University of Utah.
8. I agree that information that is shared with/by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the Department of Educational Psychology or anyone outside of the University of Utah. I also agree not to share information with anyone after I am no longer a student at University of Utah.
9. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange information or share information related to clients, other students in the school psychology programs, faculty, and staff.

10. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may including termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.
11. I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.

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

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Date

# APPENDIX H: Preparing Manuscript for Publication in Psychology Journals: Guide for New Authors

[www.apa.org/pubs/.../new-author-guide](http://www.apa.org/pubs/.../new-author-guide)



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## Preparing Manuscripts for Publication in Psychology Journals: A Guide for New Authors

**American Psychological Association  
Washington, DC**

Copyright © 2010 by the American Psychological Association. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher. A previous version of this paper was authored by Robert C. Calfee and Richard R. Valencia. The paper was revised extensively to reflect guidelines contained in the sixth edition of the *Publication Manual of APA* ([www.apa.org](http://www.apa.org)).

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### Introduction

This guide provides an overview of the process of preparing and submitting a scholarly manuscript for publication in a psychology journal. Drawing on the experiences of authors of scholarly writings, peer reviewers, and journal editors, we seek to demystify the publication process and to offer advice designed to improve a manuscript's prospects of publication. To exemplify the process, we describe specific publication procedures for journals of the American Psychological Association.

As anyone planning to submit a manuscript for publication is well aware, the process of conceptualizing testable research questions, reviewing the literature, conducting experiments, performing analyses, interpreting results, and, finally, writing a paper that effectively describes the study and communicates the findings involves large investments of time and energy. When one also considers the pressure to publish in academic settings; the high rejection rates of prestigious journals, APA journals being among these; and the waiting period for a publication decision, the stress that can accompany the process becomes readily understandable. Yet, the rewards of discovery and contribution to the literature of psychological science are substantial. In the research and writing process, scholars are likely to meet exciting challenges in developing their intellectual and creative potential. Through publication, authors have a unique opportunity to build on previous discoveries and add to the lore of science.

We therefore encourage new authors to take heart, recognizing that, like any worthwhile endeavor, developing skills in conducting research and writing scholarly manuscripts is a learning process. Those embarking on this journey need not feel alone but rather are encouraged to seek mentors and colleagues to help guide them in the genre of psychological science. It is in this spirit that the current guide was written.

We cover three areas of journal publication. First, we present an overview of the process, focusing on manuscript submission and peer review, affording readers a behind-the-scenes view of the ways in which a new manuscript might be approached by an editor or a reviewer. This is followed by a more detailed discussion of some characteristics of a strong manuscript, which are drawn alongside shortcomings that may detract from a manuscript's publication potential. Finally, because a new scholar's initial manuscript submission is often developed from the dissertation, we offer some suggestions for converting a dissertation into a journal article.

### The Journal Publication Process

In this section, we provide an overview of journal publication from an editorial perspective. We consider the front end of the process, beginning with submission of a manuscript for journal publication and proceeding to consideration of the peer review process.

### Submitting a Manuscript for Publication

The selection of the journal to which one's manuscript will be submitted is an important one. A manuscript of more specific, local interest may be better suited to a more specialized journal, whereas one with broad interest across subdisciplines may reach a wider audience in a journal with a more generalist approach, such as *Psychological Bulletin* or the *American Psychologist*.

A key criterion in publication decisions is the manuscript's fit for the particular journal and the readership of that journal. Colleagues and mentors in one's field are likely to be well versed in the types of manuscripts published by various journals in the field and can serve as additional resources in making the selection.

One may also wish to consider the quality and reputation of the journal. Both the journal's impact factor (a measure of how frequently its articles are cited in other journals) and its rejection rate provide indices of its quality. For APA journals, impact factors are listed in the current Periodicals Catalog of the Journals Program of the American Psychological Association ([www.apa.org](http://www.apa.org)), and rejection rates are published annually in the archival (August) issue of the *American Psychologist*. As ethical guidelines prohibit submission of a manuscript

elsewhere while it is under consideration for a particular journal, timeliness considerations may also guide one's choice.

Manuscripts for APA journals are to be submitted according to the "APA Journals Manuscript Instructions for All Authors" on the APA website as well as the specific Instructions to Authors for the journal of interest, which are published in the individual journals and also posted on the APA website. An online manuscript portal, the Journals Back Office ([www.jbo.com](http://www.jbo.com)), facilitates the process of submission, allowing authors to upload their manuscripts in a few steps through a common online entry point.

General guidelines for preparing the manuscript for submission are summarized in the *Publication Manual of the American Psychological Association* (6th ed.; APA, 2010, pp. 228–231). Authors may also find the document "Checklist for Manuscript Submission" on the APA website helpful for preparing manuscripts for APA journals.

On receipt, the journal editor may give the manuscript a preliminary read to ensure that it generally adheres to APA Style, that the content is within the purview of the journal, and that the type of article (e.g., empirical study, theoretical review) is appropriate for the journal. If a manuscript is clearly inappropriate, the editor informs the author. Otherwise, the author can expect the manuscript to undergo peer review. The review process can vary in length, but authors can anticipate a response regarding the publication decision within 2–3 months.

### **The Peer Review Process**

Fundamental to progress in science is its nature as shared knowledge and understanding about the world. In the words of Hengli and Gould (2006), "the core goal of any scientific work is to make discoveries and explain them" (p. 3). Much of this communication occurs through the exchange of ideas and findings in scholarly publications. Essential to this constructive, communicative process is that scientists understand and work within the social conventions of their respective disciplines (Committee on Science, Engineering, and Public Policy; National Academy of Sciences; National Academy of Engineering; & Institute of Medicine, 1995).

A key convention in the publication of research is the peer review process, in which the quality and potential contribution of each manuscript is evaluated by one's peers in the scientific community. Like other scientific journals, APA journals routinely utilize a peer review process to guide manuscript selection and publication decisions. Toward the goal of impartiality, the majority of APA journals follow an established masked review policy, in which authors' and reviewers' identities are concealed from each other.

APA journal reviewers are scholars selected by the action editor (typically, the journal editor or associate editor) to review a manuscript on the basis of their expertise in particular content areas of their field. To enhance objectivity, two to three peer reviewers typically are selected to evaluate a manuscript. In addition to technical expertise, criteria for selection of reviewers may include familiarity with a particular controversy or attention to a balance of perspectives (APA, 2010, p. 226). Whereas the journal editor holds final responsibility for a manuscript, the editor usually weights reviewers' inputs heavily.

Authors can expect their manuscripts to be reviewed fairly, in a skilled, conscientious manner. Reviewers are held to demanding standards: They must (a) present a clear decision regarding publication, considering the quality of the manuscript, its scientific contribution, and its appropriateness for the particular journal; (b) support the recommendation with a detailed, comprehensive analysis of the quality and coherence of the study's conceptual basis, methods, results, and interpretations; and (c) offer specific, constructive suggestions to authors.

### **"Quick Read"**

After reviews are in hand but before considering the reviews in detail, the decision editor (either the editor or associate editor) scans the paper to gain an independent view of the work. This "quick read" provides a foundation for the more thorough reading that follows—it by no means determines the final decision. On the other hand, it probably parallels how authors can expect many reviewers (and readers) to approach their papers. First, the editor scans the paper from beginning to end for obvious flaws in the research substance and writing style. If problems show on the surface, a deeper reading is likely to uncover other matters needing attention.

The quick-read process is relatively simple. In the initial examination of your manuscript, the editor or associate editor will follow these general guidelines:

*Read the abstract.* The editor thinks about the following questions: What is the sense of the research question, methodology, findings, and interpretations? Major problems in the abstract often reflect internal flaws. The major goal in reading the abstract is to understand the research question. Is it clearly defined, relevant, and supported by the methodology? APA publication policy emphasizes *conclusion-oriented* abstracts: What did the research find, and what do the findings mean?

*Examine the full manuscript.* If it is more than 35 typed, double-spaced pages (including references, tables, and figures), this could pose a problem for some journals. How long are the introduction and the Discussion section relative to other sections of the paper?

*Scan the paper's headings.* Are they well organized? Does a clear structure emerge? If not, the author has not achieved coherence.

*Scan the references.* Are they in APA Style? If not, the author is not using APA publication format.

*Scan the tables and figures.* Do they portray the information clearly? Can they stand alone without captions? Are they well constructed and in APA Style? A “no” to any of these questions suggests problems in the author’s presentation of findings. If the text contains a large number of statistics, could they be more appropriately put into tables or figures?

*Finish the quick read by reading a page or two from each section of the paper.* How often does the red pen jump into the mental fingers? Do problems result from sloppiness or something deeper? Are there long paragraphs (more than a page) and sentences (more than three lines)? Does the author communicate skillfully? Writing problems can signal more serious shortcomings.

The quick read leads to an initial impression of the care with which a manuscript has been prepared. Weaknesses do not necessarily speak to the quality of the research, but they do reflect barriers to understanding the work and give a sense of the paper’s quality and suitability for publication. Authors preparing their own papers should ask themselves questions like those listed above.

### **Actions Taken on a Manuscript**

After completing a quick read, the decision editor scrutinizes the manuscript and the reviews. The following categories constitute the editorial actions that may be taken on a manuscript:

*Rejection.* The flaws that lead to this decision generally center on substantive or methodological issues. A manuscript is usually rejected because (a) it is outside the area of coverage of the journal; (b) it contains serious flaws of design, methodology, analysis, or interpretation; or (c) it is judged to make only a limited novel contribution to the field. Below, we further discuss problems that may increase the probability of rejection.

*Rejection with invitation to revise and resubmit.* In some cases, manuscripts may have publication potential but are not yet ready for final publication. The study as presented may not merit acceptance as is but may warrant consideration after substantive revision (e.g., reorganizing the conceptual structure, conducting additional experiments, or modifying analyses). The action editor will give the author an invitation to revise and resubmit for another round of reviews (usually with the same reviewers). An action editor cannot guarantee acceptance of a revised manuscript, but authors who respond flexibly and attend closely to suggested revisions enhance their

chances for an acceptance. Authors are advised to include a detailed cover letter outlining their responses to the revisions.

*Acceptance.* In very few cases, a manuscript may be accepted for publication on first reading, with only minor revisions required. More typically, acceptances follow the successful revision of a manuscript previously rejected with invitation to revise and resubmit. Once a manuscript is accepted, it enters the production phase of publication. At this point, no further changes can be made by the author other than those suggested by the copy editor.

New scholars who wish to learn more about the editorial and peer review process as it operates with APA journals are referred to “The Publication Process” (Chapter 8 of the *Publication Manual*; APA, 2010; see also Eichorn & VandenBos, 1985).

### **Characteristics of a Strong Manuscript**

Before describing the characteristics of a good manuscript, we turn briefly to problems associated with a poor one. Bartol (1983, cited in Eichorn & VandenBos, 1985) identified chief problems as the following: inadequate review of the literature, inappropriate citations, unclear introduction, ambiguous research questions, inadequately described sample, insufficient methodology, incompletely described measures, unclear statistical analysis, inappropriate statistical techniques, poor conceptualization of discussion, discussion that goes beyond the data, poor writing style, and excessive length.

Sternberg (1988) gave a list of misconceptions about research manuscripts, which may help new authors avoid common pitfalls.

Beyond the more serious shortcomings highlighted above, Kupfersmid and Wonderly (1994) have drawn attention to the problems of the lack of relevancy and scientific contribution of a number of articles that are, in fact, published in professional journals. Clearly, creating a strong empirical or review manuscript that contributes to scientific knowledge requires thought and planning at each stage of the research and writing process.

Below we highlight features of substance and style that pertain to the quality of the manuscript and have bearing on its evaluation in the editorial review process. Throughout we refer to relevant sections of the *Publication Manual* (APA, 2010). The manual picks up where this guide leaves off, providing authors with a rich source of information on both substantive concerns and APA Style, which is well established as the gold standard in editorial style for a wide range of disciplines in addition to psychology.

### **Substantive Aspects**

Central to the quality of an empirical research paper or literature review is its substantive core—that is, the research questions that are posed; the ways in which they are conceptualized; and the methodological soundness with which they are studied, assessed, and interpreted. From this perspective, we consider, in turn, various sections of the manuscript and refer the interested reader to more extensive description of the qualities of a strong research paper in the *Publication Manual* (APA, 2010; see also Bem, 2004; Hengl & Gould, 2006; Kupfersmid & Wonderly, 1994; Sternberg, 1988).

**Title and abstract.** The title and the abstract are key elements that inform the reader of the contents of the manuscript and, as a rule, are the parts of the manuscript that gain the widest exposure. Haggan (2003) observed a trend toward increasing informativeness of titles and referred to them as “texts in miniature,” which in this fast-paced world of information overload “must add to the reader’s mental representation of the world” (p. 312). Given the title’s prominence, we encourage authors to exercise thought and creativity in selecting a title that will capture the reader’s attention and clearly inform the reader of the contents within.

Similarly, the abstract is read by far more readers than is the average article. The abstract serves important purposes in summarizing the hypotheses, design, and findings of the study and in representing the



article in indexing databases. Readers frequently decide whether to delve further into an article on the basis of the abstract. Thus, a well-written abstract that conveys the research questions and findings succinctly can entice readers to learn more. It is not an understatement to say that “a well-prepared abstract can be the most important single paragraph in an article” (APA, 2010, p. 26).

Some journals use structured abstracts, in which participants, methods, results, and conclusions are set off in separate sections. Regardless of whether these elements are formally set off, authors should include these aspects of the study and seek to provide the information accurately and coherently and in a nonevaluative manner.

**Introduction.** A strong introduction engages the reader in the problem of interest and provides a context for the study at hand. In introducing the research concern, the writer should provide a clear rationale for why the problem deserves new research, placing the study in the context of current knowledge and prior theoretical and empirical work on the topic. Responsible scholarship stipulates that the writer properly credit the work of others. Whereas it is impractical to exhaustively describe all prior research, the most current and relevant studies should be cited. Swales and Feak (2004) identified four cornerstones of the introduction in a research paper, advising authors

- to establish current knowledge of the field;
- to summarize previous research, providing the wider context and background and the importance of the current study;
- to set the stage for the present research, indicating gaps in knowledge and presenting the research question;
- to introduce present research, stating its purpose and outlining its design.

Within this framework, the writer states the hypotheses of the current study and their correspondence to the research design (APA, 2010, pp. 27–28).

**Method.** In both quantitative and qualitative research, the use of appropriate methods of participant sampling, study design, measures, and statistical analysis critically influences the study’s methodological soundness. Calfee and Valencia (2007) suggested that good methodology can be described by the two “Cs”—clean and clear. The soundness of the study hinges on *clean* methodology, that is, use of appropriate, valid, and unflawed methods of sampling and use of instruments, procedures, and analysis. In a clean study, Calfee and Valencia (2007) noted that the researcher ensures that:

- sample variables are free of confounding influences (e.g., education is controlled for),
- recruitment and sampling techniques are appropriate,
- measures are reliable and valid for assessing the variables of interest, and
- the statistical procedures are appropriate and sufficiently sophisticated to examine the data and are carried out appropriately.

The ideal Method section is written in a *clear* manner, such that another researcher could duplicate the study. Toward this end, the writer should provide a thorough description of methods of recruitment, participant characteristics, measures and apparatus, and procedures. Recruitment methods and effects of attrition should be articulated. The writer should take care to thoroughly describe the sample with regard to demographic characteristics, including notation of any characteristics that may have bearing on the results (e.g., socioeconomic status). This information assists the reader in understanding the characterization of the current sample and the degree to which results may be generalizable. Measures should be appropriately referenced, including notation of their reliability and validity, and any adaptations to their customary use should be noted. In a clear study, the author explicates the research design and plan for analysis, noting whether conditions were manipulated or naturalistic, whether groups were randomly assigned, and whether the design explored variables within or between participants (APA, 2010).

**Results and discussion.** The Results section should include a summary of the collected data and analyses, which follows from the analytic plan. All results should be described, including unexpected findings. Authors should include both descriptive statistics and tests of significance. The *Publication Manual* provides information on tests of significance, including null hypothesis testing, effect sizes, confidence intervals, inferential statistics, and supplementary analyses.

In the Discussion section, the writer evaluates and interprets the findings. This section should begin with a statement of support or nonsupport for the original hypotheses in light of the findings. If the hypotheses were not supported, the author considers post hoc explanations. In interpreting the results, authors consider sources of bias and other threats to internal validity, imprecision of measures, overall number of tests or overlap among tests, effect sizes, and other weaknesses of the study (APA, 2010, p. 35).

Limitations and a discussion of the importance of the findings should conclude the discussion. Providing a link to future research, the author may offer recommendations for further study. More specific recommendations are more useful. As Skelton (1994) observed, researchers too often end their papers with a recommendation that is “too imprecise to be operationalized, or too grand to be implemented by decision at much lower than ministerial” (p. 459).

**Tables and figures.** Tables and figures are particularly valuable for conveying large amounts of information and for showing relationships among data. The expanding development of advanced tools for graphic display provides authors with greater flexibility and capability for illustrating their results. Such tools can convey information in visually engaging ways that facilitate the reader’s understanding of comparisons and evaluations of change over time. Authors should avoid duplicate reporting of data but instead should decide on the most comprehensible ways of presenting the information, whether it is through text or through tabular or graphic form.

Good tables and figures should be structured according to APA Style and be clear and self-explanatory so that, with their captions, they can stand apart from the text. In addition to Chapter 5 of the *Publication Manual* on displaying results, the interested writer may wish to consult the APA publication, *Displaying Your Findings* (Nicol & Pexman, 2010), as well as the article on this topic published in the *American Psychologist* (Smith, Best, Stubbs, Archibald, & Roberson-Nay, 2002).

## **Ethical Considerations**

In planning for and conducting a study, researchers should consult the “Ethical Principles of Psychologists and Code of Conduct” (APA, 2002) as well as the ethical guidelines of the institution where the research was conducted. The APA Ethics Code requires that researchers ensure approval by relevant institutional review boards and obtain informed consent from all participants. Fulfillment of these requirements should be noted in the Method section. Researchers should take care to exercise proper conduct in administering measures and carrying out experiments with participants. When applicable, participants should be thoroughly debriefed, and such procedures should be indicated in the manuscript.

## **Style**

Style in scholarly manuscripts can refer to various aspects of the writing technique. Here, we highlight *editorial style* and *writing style*. Authors preparing a manuscript for submission will want to attend closely to APA editorial style, the mechanics of convention laid out in the *Publication Manual*—the decisive resource for capitalization, italics, abbreviations, heading structure, and so forth. The *Publication Manual* also includes guidance on avoiding bias in language, which is particularly important in demonstrating sensitivity to such concerns as participants’ mental illness and cultural background.

A strong manuscript will demonstrate the author’s command of writing style in the academic genre of a research article. Tardy and Swales (2008) characterized writing genres in the following way:

Written texts are known to have culturally preferred shapes that structure their overall organization and influence their internal patterning. These shaping forces, at both general and local levels, are neither incidental nor accidental; rather, they exist to provide orientations for both readers and writers. (p. 565).

Learning the language of the genre will contribute to the production of a technically sound, well-written manuscript. In the case of an empirical research article, perhaps the most apparent feature is its standard structure, which follows some variation on the format of Introduction–Method–Results–Discussion. Beyond this organizational frame, however, there are a number of major and more subtle features that characterize the empirical research article.

A good research article hinges on its coherence and organization. These aspects of the article are influenced by the ways in which the study evolves from the data. Whereas a typical psychology research article will follow a standard framework of ordered sections, as noted above, a coherent article is not usually written in the order of these sections but instead develops from the data analyses. As expressed by Bem (2004) in his chapter on the empirical research article,

There are two possible articles you can write: (a) the article you planned to write when you designed your study or (b) the article that makes the most sense now that you have seen the results. They are rarely the same, and the correct answer is (b). (p. 186)

Although the research paper should be guided outward from the hypotheses and resulting data, the paper should be guided by ideas and one's point of view. As stated by Sternberg (1988), "Facts are presented in service of ideas: to help elucidate, support, or refute these ideas. They provide a test against which the validity of ideas can be measured" (p. 4). Along these lines, an organizing principle of strong research papers is to convey central features first, followed by more peripheral or less important aspects (Bem, 2004).

Whereas selectivity in presentation is important, it is crucial to present facts objectively, both those that refute and those that support one's position. "Scientists demand that scientific reporting be scrupulously honest. Without such honesty, scientific communication would collapse" (Sternberg, 1988, p. 5).

Additional suggestions for writing accurate, clear, and concise research articles are provided in Chapter 3 of the *Publication Manual*, which discusses continuity and transitions, tone, precision, word choice, and grammatical principles. Another source of useful information is the APA Style website ([www.apastyle.org](http://www.apastyle.org)).

### **Converting One's Dissertation Into a Journal Article**

Beginning scholars will often choose to develop a journal article from a doctoral dissertation (or master's thesis) as an initial submission for publication. In this section, we first provide some considerations regarding the status of the dissertation with regard to its potential for publication. We then offer suggestions for converting the dissertation into a publishable manuscript. Often this involves reducing a document of over 100 pages to perhaps one third its original length. In particular, we highlight the following features most likely to distinguish the two types of documents: brevity, extent of literature review, data analyses, writing style, and interpretation of results.

### **Deciding to Submit the Manuscript**

First, the writer will want to consider whether the study merits publication in a journal article—specifically whether the findings tell a compelling story or answer important questions and whether the research makes a novel contribution to the literature. If the study is deemed worthy of publication, consideration should be given to such issues as whether all of the original research questions should be included in the present study

and whether the results warrant additional experiments that could assist in answering the research questions more fully.

The author may also want to consider such factors as whether the current sample size provides sufficient power to merit publication and whether additional analyses might clarify ambiguous findings. Consultation with colleagues can help the author evaluate the status of the manuscript and its potential for publication as well as the selection of an appropriate journal to which to submit one's manuscript.

### **Adapting a Dissertation for Publication**

Once a decision is made to convert a dissertation into an article, the author will want to focus attention on adapting the manuscript to an empirical article (or literature review) for publication. By attending to brevity and focus, relevant data analyses, appropriate interpretation of results, and writing style, authors can enhance the fit of a manuscript for journal publication. Editors and reviewers readily recognize an article that has been hastily converted from a dissertation. Whereas most reviewers are generous with their time and knowledge in guiding a new colleague through the publication maze, greater effort on the part of the author to make these adjustments at the front end is likely to increase the manuscript's potential for serious consideration.

**Brevity and focus.** Throughout a manuscript to be considered for journal publication, brevity is an important consideration, particularly in the Introduction and Discussion sections. In a dissertation, the writer's task is to demonstrate breadth of knowledge on a topic as well as the skills to fully explore the research problem under consideration. In contrast, an empirical article must maintain a clear focus. The abstract may need to be condensed to meet the length requirements of the journal. Whereas *Dissertation Abstracts International* accepts abstracts of up to 350 words, journal abstract requirements are likely to be more limited. For most APA journals, the maximum length is 250 words.

One of the major challenges in the dissertation's transformation is that of paring the more comprehensive literature review characteristic of a dissertation to a more succinct one suitable for the introduction of a journal article. The writer's task is one of selectivity, in which he or she takes care to preserve the relevant substance while omitting extraneous material. The writer will want to edit the text to material relating to the more immediate context of the research questions.

Selection of sources is similarly important. Given the rapidly expanding literature, it is generally impractical to exhaustively review prior research in a journal article. The author should nonetheless take care to reference the most relevant and current studies and avoid omitting key studies pertinent to the research problem. Citation of reviews and meta-analyses can guide the interested reader to the broader literature while providing an economical way of referencing prior studies. Depending on the timing of rewriting, the author should review the most recent literature to avoid overlooking relevant studies that may have been published since the writing of the dissertation.

**Evaluation of analyses.** The researcher should be selective in choosing analyses for inclusion in the journal article. An unbiased approach is important to avoid omitting study data. However, reporting every analysis that may have been run for the dissertation often is not feasible, appropriate, or useful in the limited space of a journal article. Instead, analyses that directly address the research questions should be retained and more supplemental analyses excluded. Prior to submitting the manuscript, the researcher may also wish to consider whether the existing data would be better explained by additional or more sophisticated analyses. Sternberg (1988) noted that the Results section should be organized so that the most important results are listed first, followed by results of secondary or post hoc analyses.

**Interpretation of results.** In writing the Discussion, researchers should focus on interpreting the results in light of the research questions. In particular, Calfee and Valencia (2007) advised new authors to be aware of tendencies to overinterpret their data. Taking into account sample size and composition, effect size, limitations of measurement, and other specific considerations of study are important to avoid extrapolating beyond data.

A strong Discussion section notes areas of consensus with and divergence from previous work. New authors should make particular efforts to attend to connections with existing literature. Such attunement strengthens the communicative function of the research article within the framework of the broader scientific literature.

**Writing style.** New scholars are advised to familiarize themselves with the details of APA Style. In addition to the general considerations on style noted above, two points are worth highlighting here. First, a manuscript that closely follows APA Style guidelines is likely to make a more seamless presentation, with fewer features to distract the reviewer from the content of the paper. Second, in some cases, there are differences between formatting requirements specific to one's university or dissertation publishing services and journal style requirements. Areas of difference can involve tables and figures, organization of sections, and reference lists. For example, theses and dissertations may include bibliographies, which list additional sources beyond those included in the reference list. In such cases, the reference list will need to be edited to include only those references cited in the submitted manuscript.

## Conclusion

Although conducting research and writing publishable articles invokes challenges that involve considerable investments of time and energy, intellectual rigor, and fortitude, we encourage new scholars and researchers to take the progressive steps of developing their manuscripts for submission to psychology journals. Bringing to fruition the hard work of one's research and sharing one's findings with the scientific community can bring personal rewards. Beyond such rewards, it is through the continued communication of theoretical developments, carefully planned and executed research, and discovery that the field of psychological science and application can advance.

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# APPENDIX I:

## Example of Portfolio Completion Checklist/Summative Evaluation

STUDENT NAME: \_\_\_\_\_

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

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

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

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

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_