



Graduate Student Program Handbook
PhD in Psychology, Specialization in School Psychology

2020–2021 Academic Year
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I. Key Persons & Contact Information

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II. Preface

The Handbook is an essential resource to guide students and faculty through graduate studies in the program designated for a PhD in Psychology with a specialization in School Psychology—referred to hereafter as the “School Psychology PhD Program” or “Program.” It is students’ responsibility to be aware of the requirements and policies that are contained within the Handbook. If students have questions about Program requirements or policies, they should first consult the Handbook. If questions remain unresolved, students should consult (1) their Major Professor, (2) the Program Director, and (3) the full Program faculty (in that order).

Some important things to know about the Handbook:

- The Handbook contains information about Program, Department, and School of Graduate Studies requirements that is typically dispersed across multiple locations. The Program faculty may revise information presented in future iterations of the Handbook, and there may be Program, Department, or School of Graduate Studies changes over the course of the academic year that have implications for requirements or policies in the Handbook. The Program and Department will notify students about any important changes to these requirements and policies. However, it is ultimately students’ responsibility to stay informed about all relevant requirements and policies.
- Students should also consider the Handbook as a supplement to the Graduate Catalog and other relevant University policies and procedures, not a replacement.
- It is students’ responsibility to maintain their own file with copies of important materials related to graduate training. When submitting forms to the School of Graduate Studies, students should be sure to keep copies for their personal records.
- The Program faculty collect and value student and supervisor feedback, and they carefully consider this feedback when making changes and improvements to Program requirements and policies.
- The Handbook is intended to function as a general guide for both students and Program faculty. That said, unanticipated or unique circumstances may arise that are not covered in the Handbook. Students should resolve such situations by consulting with (1) their Major Professor, (2) the Program Director, and (3) the full Program faculty (in that order).
- If students have suggestions about information to add or update within the Handbook, they should communicate these suggestions directly to their Major Professor and/or their Student Representative.

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III. Diversity, Inclusion, & Equity Values Statement

Respect for diversity, cultures, and lifestyles different from one's own is a core value of the Program. This value goes hand-in-hand with our core value of promoting inclusion, anti-racism, equity, and social justice in all spaces in which we work, learn, and live. The Program's commitment to these values is consistent with the values of the profession of health service psychology, as outlined by the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2010/2016), as well as the values of the profession of School Psychology, as stated in the National Association of School Psychologist's (NASP) Principles of Professional Ethics (2010). Through all aspects of training, the Program strives to promote the wellbeing of minoritized, marginalized, and disadvantaged peoples.

Program faculty recognize that no individual is free from bias or prejudice, and we expect that the training community will evidence a range of attitudes, beliefs, and behaviors. While in the Program, students will engage in self-reflection regarding their cultural backgrounds, lifestyles, personal histories, and values. Students will also collaborate with, and provide services to, individuals who have culturally-different backgrounds, lifestyles, histories, and values from themselves. If students' backgrounds or histories adversely affect their ability to perform the functions of a school psychologist in-training, then they will be expected to address and resolve these concerns. Evidence of biased, prejudicial, or racist beliefs and behavior will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance misuse. If biased, prejudicial, or racist actions by students or faculty result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, then members of the training community will intervene in a manner consistent with Program, Department, and University policies.

The Program strives to provide an inclusive and rigorous training environment, where persons from all backgrounds feel both socially supported and intellectually challenged. If students have concerns regarding Program requirements, policies, or culture as it relates to respect for diversity or the promotion of inclusion or equity, they are encouraged to voice and resolve their concerns through the Program process for expressing complaints and grievances (see the Additional Policies section of this Handbook). The Program faculty are committed to hearing all students' voices and to using student feedback to actively improve the training climate.

USU's Inclusion Center provides resources to students and faculty who are seeking support related to diversity/inclusion concerns or who are interested in learning about and becoming allies with diverse individuals and inclusive organizations on campus. The mission of the Inclusion Center is to create an affirming and supportive environment for LGBTQA+, Multicultural, and Nontraditional students. All students and faculty in the Program are encouraged to learn more about the resources and supports offered by the Inclusion Center: <https://inclusion.usu.edu>.

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IV. Program Context

Following is a brief overview of the institutional, professional, approval, and credentialing contexts within which the Program is situated.

Institutional Context

The School Psychology PhD Program is housed in the Department of Psychology within the Emma Eccles Jones College of Education and Human Services at Utah State University. The Psychology Department maintains vigorous programs of faculty and student research and provides substantial service to the community, state, and profession. In addition to the School Psychology PhD Program, the Department offers an educational specialist degree (EdS) in School Psychology and doctoral degrees (PhD) in Psychology with specializations in several other areas: Combined Clinical/Counseling Psychology, Behavior Analysis, Brain and Cognition, Quantitative Psychology, and Sociobehavioral Epidemiology. The Department also offers an undergraduate major (BS) in Psychology, a distance-learning master's degree (MEd) in Professional School Counseling, and contributes to a multi-department doctoral degree (PhD) in Neuroscience. The Program faculty and students are involved in each aspect of the Department's, College's, and University's missions and therefore strive for excellence in research, teaching, and service. For more information on the institutional context, visit the following websites:

- USU Psychology Department: <http://psychology.usu.edu>
- USU College of Education & Human Services: <http://cehs.usu.edu>
- Utah State University: <http://usu.edu>

Professional Context

School Psychologists work in schools and related systems of care to support the behavioral/mental health and educational success of youth and their caregivers. School psychologists take a scientific problem-solving approach toward their profession and have broad competencies in science-based assessment, intervention, and consultation. Professional preparation for a career in school psychology is accomplished at both the educational specialist (EdS) and the doctoral (PhD or PsyD) levels. EdS-level training prepares school psychologists to function primarily as practitioners in schools or other educational settings. PhD-level training builds on specialist-level training by preparing school psychologists with strong scientific research skills and additional competencies related to the broader practice of psychology outside of schools. Doctoral-level school psychologists are capable of being employed as practitioners in a variety of settings (e.g., schools, clinics, hospitals, private practice) or as faculty at universities and research institutes. The job outlook for school psychologists practicing in schools is currently very favorable in most regions of the U.S., whereas the job outlook for school psychology faculty in academia is relatively favorable (compared to faculty positions in other fields of psychology). For more information on the professional context, visit the websites for school psychology's two professional parent organizations:

- American Psychological Association, Division 16: <https://apadivision16.org>
- National Association of School Psychologists: <https://www.nasponline.org>

Accreditation and Approval Context

The Program's first cohort of doctoral graduate students matriculated in the 2018–2019 academic year. Prior to becoming an independent doctoral program, training for school psychology occurred at the doctoral-level at USU within the context of the Combined Clinical/Counseling/School PhD Program, which is now the Combined Clinical/Counseling PhD Program. USU has sponsored the School Psychology EdS Program for many years and administered this program alongside the Combined PhD Program. Although the Combined Program has been continuously accredited by the American Psychological Association (APA) since 1974 and the EdS Program has been continuously approved by the National Association of School Psychologists (NASP) since 1995, the School Psychology PhD Program is not currently APA-accredited, nor is it NASP-approved.

That said, the Program faculty are actively working toward APA-accreditation and NASP-approval. The Program submitted its initial self-study and application to APA's Committee on Accreditation (CoA) for "accredited, on contingency" status in December 2019. The Program's application was reviewed by the CoA during their Spring 2020 meeting and was granted authorization for an in-person site visit, which is a necessary next step toward accreditation. We anticipate the CoA's site visit will be held sometime during the 2020–2021 academic year, and that a final decision regarding accreditation will be reached sometime during 2021. Following the completion of the APA-accreditation process, the Program will use this result to apply for NASP-approval.

As of June 1, 2020, the Program is also a Doctoral Program Associate of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This status allows current students to apply for predoctoral internships via APPIC even prior to the Program obtaining official accreditation status from the APA's CoA.

More information regarding these processes can be found on APA's, NASP's, and APPIC's respective websites:

- APA's Office of Program Consultation and Accreditation: <https://accreditation.apa.org>
- NASP's Graduate Program Approval and Accreditation: <https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation>
- APPIC's Policy on Doctoral Program Associates: <https://www.appic.org/About-APPIC/APPIC-Policies/DPA-Policy>

Credentialing & Licensure Context

Completion of the School Psychology PhD Program will satisfy requirements for a school psychology (educator) licensure in Utah and most other states. Completion of the Program will also satisfy requirements for credentialing as a Nationally Certified School Psychologist (NCSP), which facilitates the licensure process for school psychologists in most states. Completion of the Program will also make one eligible for licensure as a psychologist in Utah as well as credentialing at the national level as a Health Service Provider in Psychology (HSPP) through the National Register of Health Service Psychologists (NRHSP). Program completion may also fulfill initial requirements toward eligibility for board certification in School Psychology through the American Board of Professional Psychology (ABPP).

Given the varied and changing requirements across jurisdictions, we have not determined and cannot assure that graduates will meet all requirements for licensure in all states or territories. Students are encouraged to become familiar with relevant state licensing laws and discuss their curricular plan regularly with their Major Professor and Program Director. This program meets requirements for licensing as a psychologist and school psychologist in Utah. However, we have not determined if the program meets requirements for licensing in: AK, AL, AR, AS, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MP, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UM, VA, VI, VT, WA, WI, WV, WY.

Students are encouraged to familiarize themselves with the various requirements for licensing and credentialing that accord with their post-graduation career goals. Further information regarding these requirements can be found via the following websites, many of which have listings of links or search functions that allow for looking-up requirements by state:

- Utah State Board of Education school psychology licensure: <https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements/states/utah>
- NASP's NCSP credentialing: <https://www.nasponline.org/standards-and-certification/national-certification>
- NASP's listing of state-specific school psychology credentialing: <https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>
- Utah Psychology Board licensing: <https://dopl.utah.gov/psych/>
- National Register of Health Service Psychologists HSSP credentialing: <https://www.nationalregister.org/apply/credentialing-requirements/>
- The Association of State and Provincial Psychology Boards: <https://www.asppb.net/default.aspx>
- The American Profession Board of Psychology: <https://abpp.org>

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V. Faculty

The Program is administered by core, adjunct, and contributing faculty. Core faculty serve as students' Major Professors, teach courses, provide supervision for practicum, and are responsible for developing and enforcing Program requirements and policies. Associated faculty have similar roles but do not serve as Major Professors and do not devote as much time to the Program. Contributing faculty may teach courses and/or provide practicum supervision, but they do not serve as Major Professors nor do they have responsibility for developing and enforcing Program requirements and policies. Following are the names, contact information, and brief bios for Program Faculty.

Core & Associated Faculty

Tyler L. Renshaw, PhD, NCSP

tyler.renshaw@usu.edu

Dr. Renshaw is the Program Director, an Assistant Professor, a credentialed school psychologist (Utah), a licensed Psychology Resident (Utah), and a member of the core Program faculty (100% FTE). He holds a PhD in Counseling, Clinical, & School Psychology (2011) from the University of California, Santa Barbara. His expertise and research interests are in the areas of school mental health services, mindfulness-based interventions, and brief behavior rating scales.

Maryellen McClain Verdoes, PhD, LP

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Dr. McClain Verdoes is an Assistant Professor, a licensed Psychologist (Utah), and a member of the core Program faculty (100% FTE). She holds a PhD in School Psychology (2015) from Indiana University. Her expertise and research interests are in the area of autism spectrum disorder and related neurodevelopmental disabilities. Within this area she is particularly interested in culturally responsive evidence-based assessment and identification, interprofessional collaboration, as well as professional development and training.

Gregory L. Callan, PhD, LP

greg.callan@usu.edu

Dr. Callan is an Assistant Professor, a licensed Psychologist (Indiana), and a member of the core Program faculty (100% FTE). He holds a PhD in School Psychology (2014) from the University of Wisconsin, Milwaukee. His expertise and research interests are in the areas of self-regulated learning and school-based interventions.

Gretchen Gimpel Peacock, PhD, LP

gretchen.peacock@usu.edu

Dr. Peacock is a Professor, a licensed Psychologist (Utah), and an associated member of the Program faculty (10% FTE). She holds a PhD in School Psychology (1995) from the University of South Carolina. Her expertise and research interests are in the areas of parent training and behavioral interventions.

Further information regarding the core faculty's training background and expertise can be found on the Psychology Department's website containing faculty bios and links to curriculum vitae: <http://psychology.usu.edu/people/department-faculty/>

Key Adjunct Faculty

Marietta A. Veeder, PhD, LP
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Dr. Veeder is an adjunct assistant professor, a licensed psychologist, and a practicum supervisor for the Program. She holds a doctoral degree in Clinical, Counseling, & School Psychology (2007) from Utah State University. She is currently a full-time practicing School Psychologist in the Box Elder School District in Utah.

Megan A. Heyborne, PhD, NCSP, LP
maheyborne@gmail.com

Dr. Heyborne is an adjunct instructor, a credential school psychologist, a licensed psychologist, and a practicum supervisor for the Program. She holds a doctoral degree in School Psychology (2015) from Indiana University. She is currently a full-time practicing School Psychologist in the Granite School District in Utah.

Joe Cottrell, EdS
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Mr. Cottrell is a credentialed school psychologist and an adjunct instructor for the Program. He holds an EdS degree in School Psychology (2017) from Utah State University. He is currently a full-time practicing School Psychologist in the Cache County School District in Utah.

In addition to the key adjunct faculty listed above, various other faculty contribute to the success of the Program by teaching required courses, providing supervision for practicum experiences, and serving on students' thesis and dissertation committees. Most contributing faculty have positions as core faculty in other programs sponsored by the Department of Psychology at USU. Others have full-time positions in other departments at USU or as psychologists working in community settings. The constellation and functions of contributing faculty may shift on a yearly basis. For a complete list of faculty who are currently contributing to the Program, see Appendix M: Faculty Contributions.

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VI. Admissions

The Program admits new graduate students yearly. Following are key policies and parameters governing Program admissions. Questions regarding the admissions requirements or process should be addressed directly to the Program Director via email.

Non-Discrimination & Diversity Notice

In its programs and activities, including in admissions and employment, Utah State University does not discriminate nor tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law.

The Program encourages applications from individuals with diverse backgrounds and seeks to cultivate an inclusive and equitable training environment that supports cultural diversity and promotes anti-racism and social justice. Program faculty are responsible for ensuring the admissions process is non-discriminatory and adheres to University policy (stated above). Applicants with disabilities must be able to complete Program requirements and related professional functions with reasonable accommodations.

Basic Admissions Criteria

The Program's admissions requirements align with the general admissions requirements for USU's School of Graduate Studies (see <https://gradschool.usu.edu/apply/>). Specifically, prospective students are expected to meet the following basic criteria:

- Hold a bachelor's degree by the time of matriculating into the Program
- Have at least a 3.0 GPA for the last 60 semester or 90 quarter credits
- Score at or above the 40th percentile on the Quantitative and Verbal sections of the Graduate Record Examination (GRE)
- Provide three letters of recommendation
- Submit a statement of purpose that outlines interests and fit with the Program

Exceptions are sometimes made for applicants who do not meet one of the above criteria. All prospective students interested in applying to the Program are encouraged to do so, even if they do not meet one of the above requirements.

Additional Admissions Factors

In addition to the School of Graduate Studies' basic requirements, the Program faculty also consider the following factors in admissions decisions:

- A substantial background in psychology

- Well-articulated research interests and career goals
- Goodness-of-fit of research interests with particular faculty's interests
- Prior research experience (e.g., lab work, scholarly writing, presenting)
- Prior applied or clinical experience (e.g., teaching, counseling, assessing)
- Prior graduate training (in school psychology or related fields)
- Effective communication and interpersonal skills

Prerequisite Courses for Admission

There are no standard prerequisite courses, yet prospective students are expected to have a “substantial background in psychology.” A substantial background is generally interpreted as prior coursework in four areas: (a) general psychology, (b) research methods in the behavioral sciences, (c) statistics and data analysis, and (d) applied psychology. Such coursework is typically evidenced by an undergraduate major or minor in Psychology. It may also be evidenced by taking four-to-five elective courses (outside the confines of a major or minor) within the field of psychology. In rare circumstances, students with other exceptional qualifications may be admitted into the Program without a substantial background in psychology. However, such students may be required to take additional, preparatory coursework in psychology at their own expense (e.g., online or on-campus as a non-matriculated student) prior to starting the Program.

Admissions Process

Applications to the Program are due by December 1 of each year. The Program faculty review applications in December–January and invite promising candidates to attend an on-campus interview day in February. The interview experience provides prospective students the opportunity to meet with all available Program faculty and current graduate students. The faculty typically convene to make admissions decisions within two weeks following interview day. Admissions decisions are based solely on the School of Graduate Studies' criteria and Program factors (stated above).

Admissions offers are extended by faculty who are interested in serving as students' Major Professors. Prior to extending offers, all admissions decisions are approved by the full Program faculty as well as by the School of Graduate Studies. Given the intensive nature of a Major Professor's responsibilities to a student, Program faculty are highly selective regarding the applicants they choose to admit and mentor. The number of new students admitted per faculty member range from 0–2 per year. Thus, many well-qualified applicants do not ultimately receive admissions offers.

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VII. Mission, Model, and Philosophy

The School Psychology PhD Program’s mission, model, and philosophy provide the conceptual foundation from which the Program’s training aims and competencies are derived.

Program Mission

The mission of the School Psychology PhD Program is to prepare health service psychologists in the practice area of school psychology who are competent in using best practices to solve real-world problems and promote human wellbeing.

Program Model

The Program provides broad and general training in scientific psychology as well as in the foundations of health service psychology in the practice area of school psychology. The Program adheres to a *scientist–practitioner* (or *Boulder*) training model, which focuses on preparing applied psychologists that advance the scientific foundations of the field while engaging in science-based practice.

The Program is selective, intensive, and collegial by design. Graduate students are admitted into the lab of particular Major Professors, who function as students’ primary advisors and mentors. Program faculty have a strong interest in preparing students who are capable of advancing the field as scholars and practitioners who are effective consumers and producers of research. Program content and experiences are structured to align with APA’s Standards of Accreditation for Health Service Psychology (2015; see [Appendix M: APA–USU Training Aims and Competencies Map](#)). Graduates of the Program will be prepared to pursue careers as researchers, trainers, and practitioners in school psychology and related fields.

Program Philosophy

The Program is grounded in four core values that, taken together, constitute the program philosophy of “best-practice” health service psychology:

1. Science-based practice
2. Ethically-sound practice
3. Legally-compliant practice
4. Culturally-informed practice

Science-based practice. School psychology is a subfield of applied psychology that is derived from the scientific foundations of the broader disciplines of psychology and education. The overarching structure of the program adheres to a scientist–practitioner training model. The program aspires to train graduates with the necessary competencies for:

- Understanding and critically consuming the scientific literature that guides the practice of school psychology
- Effectively applying the science-based theories, principles, and techniques that comprise contemporary “best-practice” in school psychology
- Transmitting and ensuring quality-control of science-based practice by training, collaborating with, and supervising other school psychologists and related professionals

Ethically-sound practice. School psychologists use science-based practice for the sole purpose of bettering the lives of the youth, caregivers, schools, and communities they serve. The practice of school psychology is therefore an ethical endeavor. The program aspires to train graduates with the necessary competencies for:

- Understanding and applying ethical principles and guidelines that inform the regular conduct of scientific research and practice of school psychology
- Identifying and effectively resolving ethical dilemmas encountered in the regular conduct of scientific research and practice of school psychology
- Transmitting and regulating ethically-sound research and practice by training, collaborating with, and supervising other school psychologists and related professionals

Legally-compliant practice. The practice of school psychology is governed by various legal parameters, including federal and state statutes, regulations, and common law. Although the law sometimes accords with science-based and ethically-sound practice, it is not intended to function as a comprehensive guide for best-practice or ethical behavior. The program aspires to train graduates with the necessary competencies for:

- Understanding and acting in compliance with the laws that govern the practice of school psychology
- Identifying and effectively resolving conflicts among legal, ethical, and scientific concerns related to the practice of school psychology
- Transmitting and regulating legally-compliant practice by training, collaborating with, and supervising other school psychologists and educational professionals

Culturally-informed practice. School psychologists strive to provide effective services to all youth, caregivers, schools, and communities they serve. Excellence in service delivery requires the capacity to work competently with people from diverse backgrounds, including (but not limited to) diverse ethnic, economic, gender identity, sexual orientation, disability, and religious backgrounds. The program aspires to train graduates with the necessary competencies for:

- Understanding one’s own cultural heritage and personal history, and how this heritage and history affects interactions within clients in the practice of school psychology
- Understanding clients’ cultural heritage and history, and how to design and implement culturally-informed practices that are responsive to this heritage and history
- Identifying and effectively resolving conflicts among one’s own cultural heritage and personal history and clients’ cultural heritage and history

- Transmitting and regulating culturally-informed practice by training, collaborating with, and supervising other school psychologists and related professionals

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VIII. Training Aims and Competencies

The Program's training aims and competencies mirror APA's core training elements in their Standards of Accreditation for Health Service Psychology: (a) discipline-specific knowledge, (b) profession-wide competencies, and (c) program-specific competencies (see Appendix K: APA–USU Training Aims and Competencies Map). The overarching aims of the Program are to produce graduates who:

1. Have knowledge of the conceptual and scientific foundations that inform and guide health service psychology.
2. Conduct rigorous research that contributes to the scientific knowledge base and informs practice in school psychology.
3. Conduct research and practice in an ethically sound and legally compliant manner.
4. Conduct research and practice in a culturally informed manner.
5. Demonstrate values and attitudes that are conducive to professional effectiveness and independence.
6. Demonstrate effective communication and interpersonal skills across professional roles and activities.
7. Select and implement effective assessment practices when serving clients.
8. Select and implement effective intervention practices when serving clients.
9. Demonstrate effective supervision, consultation, and interprofessional/interdisciplinary skills.
10. Have knowledge of systemic service delivery and demonstrate effective collaboration within schools and related systems of care.

Following are the Program's training competencies associated with each of the above aims.

Aim 1. Program graduates have knowledge of the conceptual and scientific foundations that inform and guide health service psychology.

- *Aim 1: Competency A.* Program graduate have knowledge of the history and systems of psychology.
- *Aim 1: Competency B.* Program graduates have knowledge of the basic content areas in scientific psychology, including affective, biological, cognitive, developmental, and social bases of behavior.
- *Aim 1: Competency C.* Program graduates have integrative knowledge that spans basic content areas in scientific psychology.
- *Aim 1: Competency D.* Program graduates have knowledge of core research methods, statistical analyses, and psychometrics used in conducting empirical research.

Aim 2. Program graduates conduct rigorous research that contributes to the scientific knowledge base and informs practice in school psychology.

- *Aim 2: Competency A.* Program graduates review and synthesize relevant literature within an area of scientific inquiry to build a case for meaningful research problems, questions, and hypotheses.
- *Aim 2: Competency B.* Program graduates design and conduct research studies using methods that appropriately match research problems, questions, and hypotheses.
- *Aim 2: Competency C.* Program graduates select and apply data analysis techniques that appropriately match research designs and questions.
- *Aims 2: Competency D.* Program graduates appropriately interpret and discuss results from data analysis within the context of the broader, relevant scientific literature.
- *Aim 2: Competency E.* Program graduates communicate and disseminate scientific research in accord with expectations for professional publishing and presenting.

Aim 3. Program graduates conduct research and practice in an ethically sound and legally compliant manner.

- *Aim 3: Competency A.* Program graduates apply ethical principles and guidelines to inform science-based practice in the areas of assessment, intervention, and consultation.
- *Aim 3: Competency B.* Program graduates comply with legal requirements and policies at the organizational, local, state, regional, and federal levels that govern practice in the areas of assessment, intervention, and consultation.
- *Aim 3: Competency C.* Program graduates conduct research and practice according to current professional standards and best-practice guidelines.
- *Aim 3: Competency D.* Program graduates identify and resolve concerns that arise from conflicts between ethical mandates, legal requirements, and professional standards and guidelines.

Aim 4. Program graduates conduct research and practice in a culturally informed manner.

- *Aim 4: Competency A.* Program graduates understand how their personal and cultural history, attitudes, and biases may affect their understanding of and interactions with people different from themselves.

- *Aim 4: Competency B.* Program graduates understand current theory and research related to addressing diversity in professional activities.
- *Aim 4: Competency C.* Program graduates will be competent in applying cultural awareness, knowledge, and skills to work effectively with diverse individuals and groups in research and practice.

Aim 5. Program graduates demonstrate values and attitudes that are conducive to professional effectiveness and independence.

- *Aim 5: Competency A.* Program graduates identify as psychologists and behave in ways that are consistent with the values and attitudes of a professional psychologist.
- *Aim 5: Competency C.* Program graduates seek out and are responsive to supervision to improve their professional effectiveness and independence.
- *Aim 5: Competency B.* Program graduates seek out and obtain professional development to improve their professional effectiveness and independence.
- *Aim 5: Competency D.* Program graduates engage in self-reflection and, as needed, self-care to maintain their personal wellbeing and improve their professional effectiveness and independence.

Aim 6. Program graduates demonstrate effective communication and interpersonal skills across professional roles and activities.

- *Aim 6: Competency A.* Program graduates establish and maintain effective relationships with diverse individuals across professional roles and activities.
- *Aim 6: Competency B.* Program graduates effectively resolve interpersonal concerns and communication problems that arise when working with diverse individuals across professional roles and activities.
- *Aim 6: Competency C.* Program graduates understand and produce effective spoken and non-verbal communication with clients, caregivers, supervisors, colleagues, and other professionals.
- *Aim 6: Competency D.* Program graduates understand and produce effective written communication with clients, caregivers, supervisors, colleagues, and other professionals.

Aim 7. Program graduates select and implement effective assessment practices when serving clients.

- *Aim 7: Competency A.* Program graduates have knowledge of psychopathology, diagnostic and classification systems, functional and dysfunctional behavior, and client strengths and wellbeing.
- *Aim 7: Competency B.* Program graduates understand human behavior within its context, including social, familial, cultural, and environmental influences.
- *Aim 7: Competency C.* Program graduates select, administer, and interpret findings from science-based, best-practice assessments for the purposes of problem identification, diagnosis/classification, intervention planning, progress monitoring/evaluation, treatment integrity, and social validity.
- *Aim 7: Competency D.* Program graduates communicate assessment results and interpretations using spoken summaries and written reports that are effective and sensitive to a range of audiences.

Aim 8. Program graduates select and implement effective intervention practices when serving clients.

- *Aim 8: Competency A.* Program graduates establish and maintaining effective relationships with the recipients of psychological services.
- *Aim 8: Competency B.* Program graduates use scientific literature, best-practice guidelines, and assessment results to develop and implement effective intervention plans.
- *Aim 8: Competency C.* Program graduates use knowledge of client characteristics, culture, values, goals, and contextual information to develop and implement socially valid intervention plans.
- *Aim 8: Competency D.* Program graduates evaluate intervention effects using science-based, best-practice progress monitoring and outcome evaluation approaches.
- *Aim 7: Competency E.* Program graduates adapt and modify interventions in response to treatment integrity, social validity, or outcome data suggesting need for improvement.

Aim 9. Program graduates demonstrate effective supervision, consultation, and interprofessional/interdisciplinary skills.

- *Aim 9: Competency A.* Program graduates have knowledge of best-practice supervision models and practices.

- *Aim 9: Competency B.* Program graduates demonstrate readiness to provide supervision.
- *Aim 9: Competency C.* Program graduates have knowledge of and respect for the roles and perspectives of other professions related to the practice of psychology.
- *Aim 9: Competency D.* Program graduates have knowledge of best-practice consultation models and practices.

Aim 10. Program graduates have knowledge of systemic service delivery and demonstrate effective collaboration within schools and related systems of care.

- *Aim 10: Competency A.* Program graduates have knowledge of multitiered service delivery frameworks for organizing and implementing practices within schools and related systems of care.
- *Aim 10: Competency B.* Program graduates apply a problem-solving model to optimize the efficiency and effectiveness of practices within schools and related systems of care.
- *Aim 10: Competency C.* Program graduates collaborate effectively with caregivers, interdisciplinary teams, and other professionals who serve clients within schools and related systems of care.

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IX. Major Professors

Students are admitted into the Program to work in the lab of a specific Major Professor. When extending admissions offers, Major Professors are committing to serve as students' primary advisors and mentors throughout students' tenure in the Program. Following are key parameters related to Major Professors' relationships with students.

Basic Responsibilities of Major Professors

Major Professors' basic responsibilities to students are as follows:

- Provide an ongoing research lab experience that enculturates students into an area of scientific study related to school psychology
- Serve as the chairperson for students' Graduate Supervisory Committee
- Advise students regarding the program of study for the master's degree
- Mentor students through the master's thesis process
- Advise students regarding the program of study for the doctoral degree
- Mentor students through the doctoral dissertation process
- Serve as the chairperson for students' Comprehensive Exam Committee
- Advise students in identifying and selecting appropriate Comprehensive Exam projects
- Mentor students through the completion of each Comprehensive Exam project
- Advise students regarding appropriate practicum placements and extracurricular activities in relation to students' internship and career goals
- Advise students regarding appropriate predoctoral internship placements in relation to students' career goals
- Advise students regarding career trajectories in school psychology and related fields
- Serve as the "first stop" among Program faculty for resolving students' concerns regarding Program policies, scheduling conflicts, personal or interpersonal problems, coursework troubles, etc.

Major Professors and Student Progress

Major Professors are not ultimately liable in the event that students fail to meet the criteria or deadlines related to Program requirements. Meeting deadlines and fulfilling program requirements are fundamentally students' responsibility, and no one else's. Students should therefore take initiative to seek their Major Professors' advisement and feedback to ensure they make satisfactory progress in the Program.

Communicating with Major Professors

Following are key guidelines for students to consider when communicating with Major Professors:

- Major Professors strive to respond to students' communications within 48 hours

- Emergencies should be communicated to Major Professors as soon as possible
- Major Professors should be given at least 2 weeks to review and provide feedback on students' major project drafts (e.g., thesis/dissertation proposals)
- Major Professors may be less consistently available during summer months, depending on their employment situation and personal preferences

If students have difficulty communicating effectively with their Major Professor, they should first seek to resolve this concern by discussing the issue directly with the professor. If this issue remains unresolved, students should bring their concern to the (1) Program Director and (2) Department Head (in that order).

Changing Major Professor Assignments

It is expected that initial Major Professor assignments will persist throughout a student's tenure in the Program; however, a change in Major Professor is possible. Such changes can be initiated by the student or the Major Professor without repercussions. Once the original advising relationship is terminated, it is students' responsibility to secure a new Major Professor from available Program faculty. New Major Professor assignments cannot be compelled and must be agreeable to both parties. If students are unsuccessful in securing a new Major Professor within 6 months of terminating the original advising relationship, then students may be recommended for dismissal from the Program.

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X. Graduate Supervisory Committees

The Graduate Supervisory Committee (GSC) consists of a small group of faculty, chaired by the Major Professor, who provide advisement to and evaluation of students in the following situations:

- Establishing a program of study for the master's degree
- Supervising and approving the master's thesis project
- Establishing a program of study for the doctoral degree
- Supervising and approving the doctoral dissertation project

Following are key policies and parameters related to GSCs.

Constellation of GSCs

Students should consult with their Major Professor regarding the optimal composition of faculty for their GSC, yet invitations to serve on the GSC should be extended by students. Primary considerations for selecting GSC members are (1) expertise in substantive content areas and (2) the potential for specialized assistance with research design, methods, and data analysis. Primary responsibility for the development of thesis and dissertation projects rests with students and Major Professors, yet GSC members should be consulted on parts of the project that involve their expertise. Students should keep their Major Professor apprised of all communications with GSC members and should only schedule proposal and defense meetings with the GSC after receiving Major Professors' approval to do so.

GSC for Master's Degree (MS)

- Must consist of 3 total faculty (including the Major Professor, who serves as Chair)
- 1 GSC member must be from outside the School Psychology specialization
- Only 1 GSC member may be adjunct faculty
- Must complete the "Supervisory Committee Approval" form by Spring of Year 1
- GSC is the same for approving the program of study and supervising the thesis
- All forms relevant to the GSC for the master's degree can be found at the following website: <https://gradschool.usu.edu/forms/>

GSC for Doctoral Degree (PhD)

- Must consist of 5 total faculty (including the Major Professor, who serves as Chair)
- 3 GSC members (including the Chair) must be from the Psychology Department
- 1 GSC member must be from an outside department
- Only 1 GSC member may be adjunct faculty
- Must complete the "Supervisory Committee Approval" form by Fall of Year 2
- GSC is the same for approving the program of study and supervising the dissertation

- All forms relevant to the GSC for the doctoral degree can be found at the following website: <https://gradschool.usu.edu/forms/>

External GSC Members from Other Universities

GSCs may include an external member from another university (outside-USU). If an outside-USU member is on a master's degree GSC, this satisfies the requirement of having one member from outside the School Psychology Specialization. If an outside-USU member is on a doctoral degree GSC, this satisfies the requirement of having one member from an external department. Both master's and doctoral GSCs are limited to only one outside-USU member. Following is the protocol for getting an outside-USU member approved for inclusion in a GSC:

- Student or chair of the GSC emails the Department Head, copying the Department Graduate Coordinator, requesting permission to add the outside-USU faculty to the GSC. This email should include a copy of the outside-USU faculty's CV as well as a brief rationale for why the outside-USU faculty is a good fit for this particular GSC.
- If the Department Head approves the outside-USU member, then the Department Graduate Coordinator completes the necessary paperwork and sends this to the College Dean's office for approval.
- If the College Dean approves the outside-USU member, then the necessary paperwork is sent onto the School of Graduate Studies.
- Once the paperwork is received by the graduate school, then the Department Graduate Coordinator can move to have the GSC officially approved.

Publication of Dissertation Material

When undertaking a multiple-paper Dissertation, students sometimes submit papers for publication prior to the Dissertation proposal or defense. In this situation, the School of Graduate Studies strongly recommends that students give members of the GSC an opportunity to review and comment on material destined for the dissertation prior to submitting for publication. It is in students' best interest to obtain input from GSC members because (1) faculty input is likely to increase the quality of the paper and (2) in the event that only a limited copyright release is obtained, the majority of the committee's concerns are likely to have been addressed. Given the copyright for published material is often held by the publisher rather than by the author, it is critical that students either retain the copyright for this material or that they obtain permission from the publisher to reprint or modify the copyrighted material for the purposes of their dissertation. Permission Request form letters are available within the USU Publication Guide for Graduate Students, which is available at the following website: <https://gradschool.usu.edu/forms/>. Students submitting papers for publication that are derived from an already completed Dissertation do not have the same imperative to seek feedback from the GSC members prior to submitting for publication.

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XI. Degree Requirements

The School Psychology PhD Program provides a coherent and comprehensive curriculum designed to achieve its training aims and competencies. The Program's degree requirements consist of five core elements, all of which must be completed prior to receipt of the degree:

1. Coursework
2. Original empirical research projects
3. Practica
4. Comprehensive exams
5. Predoctoral internship

Coursework requires completion of 24 graduate-level seminars (65 semester credit hours). Original research projects require completion of both a master's-level thesis (6 semester credit hours) and a doctoral-level dissertation (12 semester credit hours). Practica require completion of a school-based supervised training experience in the Fall and Spring semesters of Year 2 (6 credits) as well as advanced training experiences for each Fall and Spring semester during Years 3–5 (6 additional semester credit hours), resulting in at least 400 direct hours of service delivery prior to applying for internship. Comprehensive exams require completion of five additional projects—a scholarly presentation, a journal article submission, an assessment report, an intervention report, and the School Psychology Praxis® Exam—that provide opportunities to apply, expand, and refine competencies developed in coursework, research projects, and practica. Finally, predoctoral internship requires completion of 1500 hours (for 9-month, school-based internships) to 2000 hours (for 12-month internships) of supervised service delivery at an approved external training site. Further details regarding the nature, parameters, and related policies for each of these required curriculum elements are outlined in the next five sections of the Handbook.

Degree requirements for students matriculating into the Program post-bachelor's includes completion of 95 semester credit hours. Students matriculating in the Program with previous graduate-level training in relevant areas may, upon approval from the Program faculty, receive waivers for some coursework (up to 12 semester credit hours) and/or the thesis requirement (6 semester credit hours), resulting in the completion of fewer (but at least 81) semester credit hours. Under no circumstances are students capable of waiving requirements related to the dissertation project, practica, comprehensive exams, or predoctoral internship.

Students matriculating into the Program post-bachelor's complete a Master's of Science (MS) degree in Psychology en route to completing the PhD in School Psychology. Students matriculating into the Program post-master's may, with the approval of the Program faculty, bypass the MS in Psychology. Following are the credit completion requirements organized by MS and PhD degrees, which are applicable to the majority of students matriculating into the Program post-bachelor's.

Credit Completion Requirements for MS in Psychology

The credit completion requirements for the MS in Psychology are outlined below and is typically completed within the first two years. Credit is allocated across coursework, practica, and thesis requirements. Receipt of this master's degree is not intended to be terminal and does not provide sufficient preparation for professional practice as a psychologist or school psychologist.

Students should be aware that completed credits can only be used toward obtaining one degree, and that some coursework completed in the first two years of the Program is intended to count toward the PhD coursework sequence, not the MS coursework sequence. Students are eligible to receive the MS in Psychology as soon as they have (1) completed all coursework requirements outlined below, (2) completed the Year 2 school-based practica sequence, and (2) completed their master's thesis project.

MS Requirement	Credit
PSY 6570: Introduction to Educational & Psychological Research	3
PSY 6310: Intellectual Assessment	3
PSY 6450: Introduction to School Psychology	3
PSY 6410: Psychoeducational Assessment	3
PSY 6440: Law and Ethics in School Psychology	3
PSY 6600: Statistical Foundations	3
PSY 7610: Regression Analysis	3
PSY 6810: School Mental Health I: Assessment	3
PSY 6970: Thesis	6
Total MS Credit Hours = 30	

Credit Completion Requirements for PhD in School Psychology

The credit completion requirements for the PhD in Psychology with specialization in School Psychology are outlined below and are typically completed within 6 years (or 4 years post-masters). As mentioned above, students should be aware that some PhD coursework is completed in the first two years of the Program. Students are eligible to receive the PhD as soon as they have successfully (a) completed the requirements for the MS in Psychology (or equivalent), (2) completed the remaining coursework requirements outlined below, (3) completed the five-part Comprehensive Exams, (4) completed their dissertation project, and (5) completed an appropriate predoctoral internship in psychology.

PhD Requirement	Credit
PSY 6380: Practicum in School Psychology (2 semesters)	6
PSY 6150: Evidence-Based Practice I: Child & Adolescent	2

PSY 6290: Diversity Issues in Treatment & Assessment: Knowledge	1
PSY 6291: Diversity Issues in Treatment & Assessment: Awareness	1
PSY 6292: Diversity Issues in Treatment & Assessment: Skills	1
PSY 6630: Supervision and Consultation in Psychological and Educational Settings	3
PSY 6810: School Mental Health II: Intervention	3
PSY 7270: Lifespan Psychopathology	3
PSY 6100: History & Systems of Psychology	3
PSY 7395: Externship in Child/Adolescent Psychology (6 semesters)	6
PSY 6810: Assessment in Autism and Neurodevelopmental Disabilities	3
PSY 6660: Cognition & Instruction	3
PSY 6510: Social Psychology	3
PSY 7530: Advanced Developmental Psychology	3
PSY 7100: Biological Basis of Behavior	3
PSY XXXX: Elective Course*	3
PSY XXXX: Elective Course*	3
PSY XXXX: Advanced Research Methods Course*	3
PSY 7970: Dissertation	12
PSY 7950: Internship in Professional Psychology (3 semesters)	0
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Total PhD Credit Hours = 65	

* = Options for completing this course are outlined in the coursework section of the Handbook.

Degree Completion Deadlines & Checklists

The School of Graduate Studies provides degree completion deadlines and checklists, which are updated on a semester-by-semester basis. Students are responsible for familiarizing themselves with the deadlines and checklists that are relevant to their current standing in the Program. These materials can be located at the following website: <https://gradschool.usu.edu/degree-completion/>

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XII. Coursework

This section outlines the Program’s curriculum coursework requirements that are designed for students to acquire and demonstrate competency in all of the major training domains outlined by APA for the practice of health service psychology, with an emphasis on the practice area of school psychology. Following are key policies and parameters related to Program coursework.

Ideal Coursework Sequence

Following is the ideal sequence for completing Program coursework. It is recommended that students adhere to this coursework sequence as closely as possible; however, the sequence may be adjusted for students entering the Program with prior graduate-level coursework in psychology, if they receive coursework waivers (see below for policies on these points). Deviations from or changes to this sequence should only be made after students consult with and gain the approval of their Major Professors.

Note. The ideal coursework sequence below also includes registration codes and semester credit hours for original research projects (thesis and dissertation), practica, and internship, which are considered separate curriculum elements and are described in detail in other sections of the Handbook. This information is included in this sequence to aid students in registering for the appropriate credit hours during each semester of the Program. These other credit hours are marked with superscripts “*R*” (research), “*P*” (practicum), and “*I*” (internship) to distinguish them from the graduate-level seminars that constitute the coursework element.

Year / Term	Coursework /	Credit	Total
Year 1	PSY 6560: Introduction to Educational & Psychological Research	3	
FALL	PSY 6310: Intellectual Assessment	3	
	PSY 6810: Introduction to School Psychology	3	
	PSY 6290: Diversity Issues in Treatment & Assessment I: Knowledge	1	10
Year 1	PSY 6410: Psychoeducational Assessment	3	
SPRING	PSY 6810: Ethics and Law in School Psychology	3	
	PSY 6150: Evidence-Based Practice I: Child & Adolescent	2	
	PSY 6600: Statistical Foundations	3	11
Year 2	PSY 7610: Regression Analysis	3	
FALL	PSY 6810: School Mental Health I: Assessment	3	
	PSY 6291: Diversity Issues in Treatment & Assessment II: Awareness	1	
	^P PSY 6380: Practicum in School Psychology	3	
	^R PSY 6970: Thesis	3	13
Year 2	PSY 6810: School Mental Health II: Intervention	3	
SPRING	PSY 6630: Supervision & Consultation in Psych & Ed Settings	3	

	PSY 6292: Diversity Issues in Treatment and Assessment III: Skills	1	
	^P PSY 6380: Practicum in School Psychology	3	
	^R PSY 6970: Thesis	3	13
Year 3	PSY 6810: Assessment of Autism Spectrum Disorder	3	
FALL	PSY 7270: Lifespan Psychopathology	3	
	PSY 7530: Advanced Developmental Psychology	3	
	^P PSY 7395: Externship in Child/Adolescent Psychology	1	
	^R PSY 7970: Dissertation	2	12
Year 3	PSY 7100: Biological Basis of Behavior	3	
SPRING	PSY 6100: History and Systems of Psychology	3	
	PSY XXXX: Advanced Research Methods Course**	3	
	^P PSY 7395: Externship in Child/Adolescent Psychology	1	
	^R PSY 7970: Dissertation	2	12
Year 4	PSY 6510: Social Psychology	3	
FALL	PSY XXXX: Elective Course***	3	
	^P PSY 7395: Externship in Child/Adolescent Psychology	1	
	^R PSY 7970: Dissertation	2	9
Year 4	PSY 6660: Cognition & Instruction	3	
SPRING	PSY XXXX: Elective Course***	3	
	^P PSY 7395: Externship in Child/Adolescent Psychology	1	
	^R PSY 7970: Dissertation	2	9
Year 5	^P PSY 7395: Externship in Child/Adolescent Psychology	1	
FALL	^R PSY 6970: Dissertation	2	3
Year 5	^P PSY 7395: Externship in Child/Adolescent Psychology	1	
SPRING	^R PSY 7970: Dissertation	2	3
Year 6	^I PSY 7950: Internship in Professional Psychology****	0	0
FALL			
Year 6	^I PSY 7950: Internship in Professional Psychology****	0	0
SPRING			
Year 6	^I PSY 7950: Internship in Professional Psychology****	0	0
SUMM			
Total <u>Coursework</u> Credit Hours = 65			
Total <u>Research</u> Credit Hours = 18			
Total <u>Practica</u> Credit Hours = 12			
Total <u>Internship</u> Credit Hours = 0			
Grand Total <u>Curriculum</u> Credit Hours = 95 *****			

* Options for completing the advanced research methods course should be considered in consultation with the student's Major Professor. Possibilities include (but are not limited to) the following:

- SPED 6700: Introduction to Behavioral Research in Education
- SPED 7700: Single-Subject Research Methods & Designs
- PSY 7070: Advanced Measurement Theories & Practice
- PSY 7650: Multilevel and Marginal Models for the Social Sciences
- PSY 7760: Structural Equation Modeling
- PSY 770: Longitudinal Data Analysis
- EDUC 6770: Qualitative Research Methods
- EDUC 6800: Mixed Methods
- HDFS 7200: Special Topics: Meta-Analysis

** The teaching apprenticeship course is only required for students interested in teaching (as the instructor of record) undergraduate courses during their graduate tenure at USU. This is the only optional coursework within the program's curriculum plan.

*** Options for completing the elective requirements should be considered in consultation with the student's Major Professor. Possibilities include (but are not limited to) the following:

- Additional advanced research methods coursework (see above for options)
- PSY 6930: University Teaching Apprenticeship
- PSY 6760: Fundamentals of Acceptance and Commitment Therapy
- PSY 7810: Evidence-Based Intervention: Parent Management Training
- PSY 7820: Neuropsychology: Principles and Assessment
- PSY 6470: Health Psychology

**** Although predoctoral internship is technically "0" credits, students must still register for this course code during each of the three semesters of internship (Fall, Spring, and Summer) in order to successfully fulfill curriculum requirements. The purpose of setting the internship credits as "0" is to reduce financial costs related course registration fees, as students are not eligible for tuition waivers during internship year.

***** "95" is the maximum number of total credits that can be covered by tuition awards. If students exceed this number, they will be responsible for covering additional tuition costs at their own expense.

Transfer Credit

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. Transfer credits cannot have been used for another degree and are limited to no more than 12 semester credits. Only credit earned with a "B" or better

grade within the past eight years will be considered. “P” (i.e., passing) grades are not acceptable for transfer purposes. Transfer credit will only be approved if the content of the course is substantively equivalent to the content of a course within the Program curriculum. A review of course syllabi and/or products may be required to determine the equivalency of transfer courses. Requests for transfer credit must be approved by (1) the Major Professor, (2) the full Program faculty, and (3) the Department Head (in that order).

Course Waivers

Course waivers or exemptions may be provided for students who have accrued graduate-level coursework or other training that is substantively equivalent to that required by the Program curriculum. A review of course syllabi and/or products may be required to determine the equivalency of coursework or other training. The receipt of a course waiver must be clearly documented in a memo placed in students’ Department files. Requests for course waivers must be approved by (1) the Major Professor and (2) the full Program faculty (in that order).

Coursework Evaluation

The School of Graduate Studies requires that students have a minimum GPA of 3.0 in order to remain in good standing with the University. Students are expected to earn a minimum grade of “B” in all coursework. Students receiving a “C” grade or lower are expected to either (1) repeat the course or (2) demonstrate mastery in the respective content area by another means that has been approved by the Program faculty. If students earn a “D” or “F” grade in any course, the Program faculty will meet to determine the appropriate course of action. Possible outcomes of receiving a “D” or “F” grade may include academic probation from the School of Graduate Studies, a remediation plan with the Program faculty, or dismissal from the Program (see the [Additional Policies](#) section for more information on these disciplinary measures). Earning two or more “C” grades may likewise result in probation, remediation, or dismissal.

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XIII. Original Empirical Research Projects

This section outlines the curriculum’s requirements for original empirical research projects—the thesis and the dissertation—that are designed for students to demonstrate, synthesize, and expand the research-related competencies acquired through didactic coursework. Thesis and dissertation projects function as the major mechanisms by which Program faculty evaluate students’ progress and ensure quality-control in relation to the Program’s training aims and competencies related to research. Following are key parameters and policies that govern these original empirical research projects.

Criteria for Master’s Thesis (USU’s Plan A option)

General Criteria

- Paper presents an original empirical research project
- Research questions, methods, and data may be provided by faculty
- The proposal document should include (1) a relatively brief and focused Introduction section (5–8 pages), (2) a Method section that is long enough to adequately describe the study parameters, (3) a description and rationale of expected results (included in the Introduction or as a stand-alone section), and (4) a References section
- The proposal document must not exceed 30 pages (excluding appendices)
- The final document should not exceed 40 pages (excluding appendices)
- Student must conduct all data analyses, with consultation from faculty and/or the statistical consulting studio
- Student must write the entire manuscript, with consultation from faculty and/or the statistical consulting studio
- Content of the documents and oral presentations should be consistent with the competencies outlined in the Thesis/Dissertation Competencies List (see Appendix H)
- Must be formatted according to the School of Graduate Studies’ Publication Guide: <https://gradschool.usu.edu/thesis-dissertation-requirements/>

Evaluation Criteria

- To successfully complete the project, the Graduate Supervisory Committee must give a “Satisfactory” mark on the student’s Record of Examination

Timeline for Completion

- Develop idea for the project in Fall semester of Year 1
- Begin writing proposal document in Spring or Summer semester of Year 1
- Complete proposal document and oral presentation prior to the end of Spring semester of Year 2
- Complete final document and oral defense prior to the Fall semester of Year 4

Criteria for Doctoral Dissertation (multiple-paper or monograph option)

General Criteria

- Paper presents one or more original empirical research projects
- May be completed using the monograph format or the multiple-paper format
- Student should contribute the bulk of intellectual effort to conceive of research questions and methods, with consultation from faculty
- Student must conduct all data analyses, with consultation from faculty and/or the statistical consulting studio
- Student must write the entire manuscript, with consultation from faculty and/or the statistical consulting studio
- Content of the written document and oral presentation should be consistent with the competencies outlined in the Thesis/Dissertation Competencies List (see Appendix H)
- Must be formatted according to the School of Graduate Studies' Publication Guide: <https://gradschool.usu.edu/thesis-dissertation-requirements/>

Evaluation Criteria

- To successfully complete the project, the Graduate Supervisory Committee must give a "Satisfactory" mark on the student's Record of Examination

Timeline for Completion

- Initiate any time after successfully completing the Master's Thesis project
- Complete proposal document and oral presentation prior to applying for predoctoral internship
- Complete final document and oral defense prior to conferral of doctoral degree

Graduate School Paperwork

The completion of the thesis and the dissertation is accompanied by the completion of related paperwork with the School of Graduate Studies. Students are responsible for initiating the necessary paperwork and then following-up with the Coordinator of Graduate Programs in the Department to ensure that all paperwork has been processed. All necessary paperwork can be located and downloaded from the following website: <https://gradschool.usu.edu/forms/>.

When nearing the completion of the dissertation project, students should submit their "application for candidacy." This paperwork is available on the School of Graduate Studies website: <https://gradschool.usu.edu/forms/>. Students should be aware that the following requirements must be met prior to being admitted to doctoral candidacy:

- Successful completion of the majority of Program coursework

- Successful defense of the Dissertation proposal
- Successful completion all 5 parts of the Comprehensive Exam
- Have a minimum of 3 months prior to the Dissertation defense

Thesis Waiver

In rare circumstances, a thesis waiver or exemption may be provided for students who have previously completed a master's thesis as part of another training program. The primary consideration is that the nature of the previous thesis aligns with the criteria outlined for this milestone in the Program curriculum. A review of the thesis document and an oral presentation of the project may be required to determine goodness-of-fit with the Program's requirements. Requests for a thesis waiver must be approved by (1) the Major Professor and (2) the full Program faculty (in that order).

Dissertation Defense Credit

Students must be registered for at least 1 credit the semester they defend their Dissertation. If students defend their Dissertation during the internship year and have already taken the required 12 credits of PSY 7970, then they should register for 1 credit of PSY 7990: Continuing Graduate Advisement during the semester they intend to defend. Students should be aware that any credits taken during the internship year will not be covered by tuition awards and, therefore, must be paid for by themselves.

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XIV. Practica

This section outlines the curriculum's practicum requirements that are designed to provide students with applied training opportunities to (1) use and refine core knowledge and skills acquired in didactic courses as well as to (2) learn additional knowledge and skills not offered in didactic coursework. All practicum is supervised by an appropriately credentialed professional who is charged with ensuring quality-control of students' services and facilitating students' professional growth. Following are key policies and parameters relevant to Program practicum.

Developmental Model

Practicum is structured according to a developmental model. During Year 1 in the Program, students engage in preliminary practicum experiences, which are intended to provide exposure to some of the key roles and functions of school psychologists. Year 1 practicum activities are typically limited in nature and embedded within the context of first-year coursework (e.g., Introduction to School Psychology, Legal and Ethical Issues in Schools) or research lab experiences that are supervised by Program faculty. In Year 2, students enroll in a two-semester school-based practicum sequence, wherein they are assigned to work with a practicing school psychologist for one day per week. Year 2 practicum is intended to provide students with broad exposure to the assessment, intervention, and consultation functions relevant to school psychology. Some Year-2 students may also have opportunities for additional school-based practicum that is structured as graduate assistantships and supervised by Program faculty. In Years 3, 4, and 5, students take advanced practicum sequences, which provide broader or more specialized training in psychological services provided in schools, clinics, or other relevant settings. It is expected that all practicum experiences will focus on psychological services provided to youth (i.e., children and adolescents), their caregivers (i.e., parents or guardians), and/or other professionals who work primarily with youth (e.g., teachers). The nature and scope of practicum placements in Years 3–5 is contingent upon student interests and career goals as well as the availability of training opportunities.

Throughout all years in the Program, students may obtain practicum experiences within the context of their Major Professor's research lab—to the degree that research activities align with direct or indirect practice. The nature and extent of these additional practicum opportunities vary as a function of Major Professors' expertise and current projects.

Student License for School-Based Work

A student license is required to work in Utah schools as a practicum student or intern. As part of this process, state law requires that each applicant for a Utah Educator License must satisfactorily complete a background check. This step is for student safety as well as for supporting agreements between the issuing institution and the district of placement. A temporary license is issued only to the practicum student or intern who is assigned to elementary, middle, or secondary schools under the Cooperating Institution as part of their

professional preparation. See Utah State Board of Education Rule 277-509-3 for more information on this issue: <https://rules.utah.gov/publicat/code/r277/r277-509.htm>.

Obtaining a student practice license can take up to 10 weeks. All students in the Program are expected to obtain their student educator license through the Utah State Office of Education by the end of the second semester in the program. The application for this credential can be initiated at the following website: <https://secure.utah.gov/elr/welcome.html>.

Before participating in the Year 2 school-based practicum sequence, students must provide documentation to the Program Director that they have obtained a temporary practice license. A copy of this temporary practice license will be kept in students' Department files. Failure to obtain a temporary practice license prior to beginning the Year 2 school-based practicum sequence will jeopardize students' standing in the Program. If a student is denied a temporary license due to problems resulting from the background check that cannot be resolved, the student will be unable to participate in the curriculum and will therefore be dismissed from the Program.

All students must complete the background check process requested by the Utah State Board of Education (USBE), as the USBE will not accept copies of background checks completed elsewhere. Students will be notified by email when their background check and application is completed by USBE. If students continue to work in Utah schools as a practicum student or intern after possessing a temporary practice license for 3 years, they will need to complete another background check and renew this temporary license. Students should also be aware that some school districts have extra procedures for vetting practicum students, which may require additional applications and background checks beyond those mandated by the USBE.

Direct and Indirect Hours

Students should accrue a minimum of 400 direct hours in practicum placements prior to applying for the predoctoral internship. Direct hours entail services rendered directly to clients, such as providing individual or group interventions, completing assessments and evaluations, or consulting with teachers and caregivers. Direct hours are contrasted with indirect hours, which may include (but are not limited to) activities such as report writing, treatment planning, and maintaining records or client notes. Given that students will typically submit internship applications in the Fall semester of Year 5, it is recommended that they reach this 400-hour minimum by the end of the Summer semester of Year 4. Considering practicum experiences are limited in Year 1, students must accrue the bulk of their direct service hours in Years 2–4.

Students should be aware that many internship applicants accrue substantially more direct hours than the Program's recommended minimum (400 hours). Students should also be aware that there is much variability in the number and type of hours that are required or common among applicants who match to particular internship sites. Students are encouraged to consult with their Major Professor regarding the appropriate number and type of direct hours to set as their personal target. Students should also research the internship sites to which they are

interested in applying, as this will help them better understand the expectations for direct hours prior to applying and appropriately plan for practicum placements that will enable them obtain these hours.

Although there is no minimum number of indirect hours required prior to applying to internship, it is recommended that the ratio of direct to indirect hours during practicum not exceed 1:4. For example, if students obtain 500 direct hours in a practicum placement, it would be expected that students accrued no more than 2000 total hours (i.e., 1500 indirect hours) in that placement. If students find that their ratio of direct to indirect hours is greater than 1:4, they should bring this concern to their local site supervisor. If students are unable to resolve this ratio problem with their supervisor, they should consult (1) the Major Professor and (2) the Program Director (in that order).

Hours Tracking

Students are responsible for consistently and accurately tracking their practicum hours across all placements. During Year 1, students should log and track hours using an excel spreadsheet provided in the Introduction to School Psychology course. During Years 2–5, students will be enrolled in Time2Track™ (T2T), which is a proprietary online system for tracking hours toward predoctoral internship. Students will be onboarded with T2T by the Program Director and trained in how to use T2T as part of the School Psychology Practicum course in Year 2. T2T is a subscription-based service that is paid for by the Department. Questions regarding how to log practicum activities and hours should be directed to students' primary supervisors or Major Professors.

Placement Decisions

Practicum placement decisions are made by the Program faculty, not by students. Year 1 practicum opportunities will be arranged by faculty teaching courses with applied requirements. Practicum placements for the Year-2 School Psychology Practicum sequence will be arranged in local school districts by the faculty member who supervises this sequence. In Years 3–5, students interested in practicum placements that are available to students in the Combined Counseling/Clinical Program must participate in the placement match process that is run by that program. Also, in Years 3–5, students interested in practicum placements outside the scope of the Counseling/Clinical match process must have their practicum placements arranged by their Major Professors and approved by the full School Psychology Program faculty. Across all years, practicum experiences that occur as part of research lab projects will be arranged by the Major Professors of those labs.

Students are encouraged to consult with their Major Professors regarding which practicum placements would be optimal in relation to their internship and career goals. Faculty who are responsible for practicum placement decisions may solicit student input regarding placement preferences, but there is no guarantee that these preferences can or will be accommodated. Ultimately, faculty make practicum placement decisions that account for the best interests of

students, systems of care, and the broader Program. Under no circumstances should students take initiative to arrange practicum placements outside of the official Program channels described above.

Students should be aware that traveling to practicum placements may sometimes require a substantial commute—up to 1.5 hours driving, each way. This commute time does not count toward practicum hours, and the resulting mileage is typically not reimbursed by local school districts or other placements.

Registering for Course Credit

Most, but not all, practicum experiences are associated with course credit. Students should reference the ideal coursework sequence (see the Coursework section in this Handbook, above) and consult with the Major Professor to determine which practicum experiences necessitate registration for credit and which do not. As a general rule, all students must register for 6 credits when taking the Year-2 Practicum in School Psychology (PSY 6380) sequence (3 credits in the Fall + 3 credits in the Spring). Throughout Years 3–5, student can register for up to 6 credits of advanced practicum (PSY 7395: Externship in Child/Adolescent Psychology; 1 credit per semester X 6 semesters = 6 credits). Across all years, students should aim for a grand total of 12 practicum credits. Students may fall below 12 total practicum credits without repercussion, but students exceeding 12 total credits may have to pay tuition fees for any extra credits, as this will likely result in exceeding the budgeted amount of total Program credits (95) covered by student tuition awards.

As a general rule, there is no need to register for practicum credit when completing applied experiences that are associated with research lab projects. There is also no need to register for practicum credit when applied experiences are embedded within another required course in the Program sequence (e.g., Introduction to School Psychology or Ethics and Law in School Psychology). In Year 2, when registering for the Practicum in School Psychology (PSY 6380) sequence, students should register for the section sponsored by the faculty member who supervises the sequence during that year. In Years 3–5, when registering for advanced practicum (PSY 7395: Externship in Child/Adolescent Psychology), students should register for the section sponsored by the School Psychology Program Director.

Supervision Parameters

The Program requires that the primary supervision mode for practicum be conducted in-person, where students are communicating face-to-face with the supervisor. Telesupervision is typically relied upon in emergency or unusual situations, when the supervisor is out-of-office or off-campus and needs to be contacted immediately regarding a supervisory concern. However, telesupervision is also permitted and encouraged in situations where students cannot safely meet in-person with supervisors because of public health precautions, such as under socially distancing conditions related to the COVID-19 pandemic.

Students are required to obtain a minimum of 1 hour of supervision per every 10 hours of practicum experience, and at least 50% of this supervision must be individual (as opposed to group). Although supervisors are not required to be on-site at all times, they are required to inform students whenever they will not be on-site and, at those time, must be immediately accessible by telephone in case of emergency situations. The supervisor is required to conduct a direct observation of the student's work at least once per term (semester) and documents the date(s) that such observation(s) occurred on the student's practicum evaluation form for that term.

To count practicum hours toward the predoctoral internship application, practicum supervisors are expected to be doctoral-level psychologists who are appropriately credentialed to practice in their jurisdiction. If students are placed in a practicum with (1) a school psychologist who does not hold a doctoral degree or (2) a doctoral-level professional who is not a psychologist, then the student should receive weekly supervision from an appropriately credentialed, doctoral-level psychologist.

Students should be aware that receiving supervision from professionals who (1) do not hold a doctoral degree or (2) are not licensed psychologists may affect the number of pre-doctoral hours that can be counted toward licensure applications in particular states, such as Utah. Accruing supervised post-doctoral hours prior to applying for psychology licensure can also fulfill these pre-doctoral requirements, and there are many states that require a set number of post-doctoral hours in addition to pre-doctoral hours. Students should consult with their Major Professors regarding licensing issues and should familiarize themselves with the specific psychology licensure requirements for the states within which they wish to work post-graduation.

Supervisor Evaluation

Students performance in practicum is evaluated by their primary supervisor at the conclusion of each semester that they complete a formal practicum experience. Evaluations are conducted using the Doctoral Practicum Evaluation form (see Appendix B). Minor practicum experiences that are arranged as part of research lab projects do not require the completion of supervisor evaluations on a semester-by-semester basis. When enrolled in the Year-2 Practicum in School Psychology Sequence (PSY 6380), the faculty member supervising that sequence will solicit evaluations from the school-site supervisors. In Years 3–5, when enrolled in advanced practicum, the School Psychology Program Director will solicit evaluations from all site supervisors.

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XV. Comprehensive Exams

This section outlines the curriculum's requirements for comprehensive exams—a series of six projects—that are designed for students to demonstrate, synthesize, and expand the research and practice-related competencies acquired through didactic coursework, the original empirical research projects, and practica. The comprehensive exams function as major mechanisms by which Program faculty evaluate students' progress and ensure quality-control in relation to the Program's training aims and competencies related to research and practice. Following are key parameters and policies that govern the comprehensive exams.

Part 1: Scholarly Presentation Requirement

General Criteria

- Paper, poster, or other major scholarly presentation accepted and delivered at a national or international conference
- If coauthored, student must be first author on the presentation proposal
- If coauthored, student must develop the bulk of the presentation materials
- If coauthored, student must give the majority of the presentation at the conference

Evaluation Criteria

- The Major Professor must review the presentation materials (e.g., poster or slides) prior to the conference to ensure they are sufficient for their intended purpose
- The Major Professor (or designated proxy) must observe the presentation at the conference (or, alternatively, a mock presentation pre- or post-conference) and provide the student with feedback regarding the effectiveness of the presentation
- To successfully complete the project, the Major Professor must mark 100% of the requirements as "Approved" on the Scholarly Presentation Approval (see Appendix C)

Timeline for Completion

- Must be completed prior to applying for predoctoral psychology internship

Part 2: Journal Submission Requirement

General Criteria

- Student must submit an empirical research paper (i.e., Master's Thesis or another manuscript meeting similar criteria) for publication in a peer-reviewed journal
- If the editorial decision encourages revision and resubmission: student must revise the paper, document revisions in a letter to the Editor, and resubmit the manuscript

- If the editorial decision is to reject the paper: student must respond to editorial feedback by revising the manuscript and resubmitting the paper to another peer-reviewed journal

Evaluation Criteria

- The Major Professor must review the paper prior to submission and determine that the manuscript is suitable for peer review
- The Major Professor must ensure that the peer-reviewed journal is an appropriate scholarly outlet for the paper and will confirm the student's submission
- After receiving an editorial decision, the Major Professor must review the student's revised paper and response letter to determine suitability for resubmission
- To successfully complete the project, the Major Professor must mark 100% of requirements as "Approved" on the Journal Submission Approval (see Appendix D)

Timeline for Completion

- Must be completed prior to applying for predoctoral psychology internship

Part 3: Assessment Report Requirement

General Criteria

- Report presents a comprehensive psychological or psychoeducational evaluation conducted with a child or adolescent in a school, clinic, or other relevant setting
- Student should complete the majority of assessment components documented in the report, with appropriate supervision
- Student should write the majority of the report, with appropriate supervision
- Concerns regarding the student's contribution toward assessment components and report writing should be resolved in consultation with the Major Professor
- Student must present a summary of the report to the client or relevant parties

Evaluation Criteria

- Report must be presented orally to three School Psychology Program faculty
- To successfully complete this part of the comprehensive exams, students must receive "Proficient" or better marks across at least 2/3 of the Global Competencies and 11/14 of the Sub-Competencies on the Assessment Report Evaluation form (see Appendix E)
- "Inadequate" marks on one of the Global Competencies or on three or more of the Sub-Competencies on the Assessment Report Evaluation (see Appendix E) will result in failing this part of the comprehensive exams
- To successfully complete the project, the practicum supervisor must also certify that a summary of the report was presented satisfactorily to the client or relevant parties

Timeline for Completion

- Initiate any time after successfully completing the Master's Thesis project
- Opportunities for oral presentation meetings will be held twice a year: once at the beginning of Fall semester and once at the end of Spring semester (exact dates TBD)
- Must be completed prior to applying for predoctoral psychology internship

Part 4: Intervention Report Requirement

General Criteria

- Report presents a summary of a direct or consultation-based intervention conducted with a child or adolescent in a school, clinic, or other relevant setting
- Intervention can be provided at the individual, group, classroom, or schoolwide level
- Student should complete the majority of intervention components documented in the report, with appropriate supervision
- Student should write the majority of the report, with appropriate supervision
- Report should be organized according to the Intervention Report Template (see Appendix F)
- Concerns regarding the student's contribution toward intervention components and report writing should be resolved in consultation with the Major Professor
- Student must present a summary of the report to the client or relevant parties

Evaluation Criteria

- Report must be presented orally to three School Psychology Program faculty
- To successfully complete this part of the comprehensive exams, students must receive "Proficient" or better marks across at least 2/3 of the Global Competencies and 9/12 of the Sub-Competencies on the Intervention Report Evaluation form (see Appendix G)
- "Inadequate" marks on one of the Global Competencies or on three or more of the Sub-Competencies on the Intervention Report Evaluation form (see Appendix G) will result in failing this part of the comprehensive exams.
- To successfully complete the project, the practicum supervisor must also certify that a summary of the report was presented satisfactorily to the client or relevant parties

Timeline for Completion

- Initiate any time after successfully completing the Master's Thesis project
- Opportunities for oral presentation meetings will be held twice a year: once at the beginning of Fall semester and once at the end of Spring semester (exact dates TBD)
- Must be completed prior to applying for predoctoral psychology internship

Part 5: Integrative Knowledge Essay

General Criteria

- Essay demonstrates advanced integrative knowledge in at least two of the five discipline-specific content areas of scientific psychology: (1) affective, (2) biological, (3) cognitive, (4) social, and (5) developmental aspects of behavior
- Essay demonstrates such integrative knowledge within the context of one of the cases presented for the Assessment Report or Intervention Report requirements for comprehensive exams (see Parts 3 and 4, above)
- Essay should be 2–4 single-spaced pages (excluding references page)
- Essay should be organized according to the prompts provided in the Integrative Knowledge Essay Guidelines document (see Appendix H)
- Student must write the essay independently, sans support or feedback from faculty or other students

Evaluation Criteria

- Essay must be defended orally to three School Psychology Program faculty
- To successfully complete this part of the comprehensive exams, students must receive “Satisfactory” decisions from 3/3 faculty committee members, agreeing that the essay demonstrated advanced integrative knowledge within the context of the student’s assessment or intervention case

Timeline for Completion

- Initiate any time after successfully completing the Master’s Thesis project
- Opportunities for oral presentation meetings will be held twice a year: once at the beginning of Fall semester and once at the end of Spring semester (exact dates TBD)
- Must be completed prior to applying for predoctoral psychology internship

Part 6: School Psychology Praxis® Exam

General Criteria

- Must take the School Psychology Praxis® Exam
- Basic information about the exam is located at the following website:
<https://www.ets.org/praxis/nasp/requirements>
- Information related to preparing for the exam is located at the following website:
<https://www.ets.org/praxis/prepare/materials/5402/>

Evaluation Criteria

- Must receive a “qualifying” score on the exam (i.e., ≥ 147)

Timeline for Completion

- Recommend taking any time after completing Year 3 of the Program
- Must be completed prior to applying for predoctoral psychology internship

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XVI. Predoctoral Internship

This section outlines the curriculum's predoctoral internship requirements that are considered the capstone practicum experience for the School Psychology PhD Program. Internship is typically a paid experience and usually occurs during Year 6 of the Program. Following are key Program policies and parameters relevant to the predoctoral internship experience.

General Parameters

The Program accepts the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for defining acceptable predoctoral internships in psychology. These standards are similar to those employed by the American Psychological Association, The National Register of Health Service Providers in Psychology, the Association of State and Provincial Psychology Boards, and the American Board of Professional Psychology. The APPIC website (www.appic.org) provides information regarding policies governing the internship application, interview, and matching processes. Students are expected to be familiar with these policies and abide by them. A copy of the APPIC Application for Psychology Internship (AAPI) can be downloaded from the following website: www.appic.org.

The Program faculty expect that students will complete internships at placements that are listed on APPIC and have been APA-accredited. Program faculty may allow for exceptions to this rule, however, as long as the internship plan is approved by (1) the student's Major Professor, (2) the Program Director, and (3) the full Program faculty (in that order). In circumstances when a non-APPIC-listed or non-APA-accredited internship is considered, the internship parameters must at least meet all of the recommendations outlined in the CDSPP's Doctoral Internship Guidelines (2017), which can be found at the following website: <https://goo.gl/hE5MKe>. In addition to applying to internships listed on APPIC and accredited by APA, students are expected to apply to internship sites that are either (1) targeted specifically to training in school psychology or (2) targeted to training in other areas of health service psychology that are relevant to school psychology (e.g., assessment and intervention with children, adolescents, or families within community or medical settings).

Internship Match

Program faculty expect that most students will successfully match with an internship site in Phase I of the APPIC matching process. However, if students do not match in Phase I, then they are expected to participate in Phase II of the APPIC matching process. If students fail to match in Phase II, then they should consider any appropriate internship sites participating in the APPIC Post-Match Vacancy Service. If students still do not match after participating in the Post-Match Vacancy Service, then the Program faculty will convene to consider students' situations and devise a plan for how to proceed.

Internship Eligibility

To be eligible to apply for the predoctoral internship, students must have successfully completed the following requirements prior to October 1 of the year of the application:

- Master's thesis project
- Comprehensive exams (all 5 parts)
- Dissertation proposal document and oral presentation
- At least 400 direct hours in practica placements
- No more than 4 courses remaining to be completed

Additionally, to be eligible to apply for predoctoral internship, students must receive "Proficient" or better marks across at least 6/8 Global Competencies and at least 25/34 Sub-Competencies as rated by their most recent supervisor on the Doctoral Practicum Evaluation form (see Appendix B). "Inadequate" marks on one of the Global Competencies or on four or more of the Sub-Competencies will make students ineligible to apply for internship until they receive improved ratings (see Appendix B).

Internship Credit

Students must enroll in PSY 7950: Internship in Psychology during the Fall, Spring, and Summer semesters of their internship year under a section designated by the Program Director's name. Given that PSY 7950 is a 0-credit course, students receiving student loans during internship year should be aware that lending agencies may have course credit requirements that are complicated by this situation. Students are encouraged to check with lending agencies to understand the requirements for continued loan deferment.

Internship Evaluation

Internship sites vary with regard to schedules of communication with programs. Some sites send evaluations at the end of each major rotation, whereas others send only a six-month and year-end review. The Program Director will actively solicit feedback from internship sites near the end of each semester that the student is enrolled in internship credit through USU. For students completing APA-accredited internships, the Program Director will rely on the local evaluations provided by the internship site to determine if students are making adequate progress. For non-APA-accredited internships, the Program Director will consider the local evaluations provided by the internship site (if available) and will ask the primary supervisor to complete the Program's Predoctoral Internship Evaluation form (see Appendix J), which is an adapted version of the Doctoral Practicum Evaluation form (see Appendix B) that targets 12 key training competencies germane to internship. Finally, student performance on internship will be evaluated by the Program faculty at the end of the year using the Doctoral Student Annual Evaluation form (see Appendix A).

Occasionally, internship sites are not prompt in providing evaluative feedback. Students should therefore take initiative to prompt their internship site/supervisor to provide evaluative feedback to the Program Director each semester. This evaluative feedback is the basis upon

which internship grades are given. If the Program Director has received no feedback from an internship site, students will receive an “I” (incomplete) grade for that semester. To get the “I” removed from transcripts, students must request that the Director of Training or major rotation supervisor at the internship site send formal correspondence stating that the student’s performance has been satisfactory thus far. Copies of all internship evaluations or other official correspondence concerning the student’s progress will be kept in their student file, which is located in an online BOX folder maintained by the Department (see the “Student Records” policy, below).

Internship Hours

The predoctoral internship should result in a minimum of 1500 (for school-based, 9-month internships) to 2000 (for 12-month internships) total practice hours. The CDSPP (2017) recommends that interns spend at least 25% of their time providing direct psychological services to clients, caregivers of clients, and/or professionals who provide services to clients (e.g., teachers and other mental health professionals). Thus, at least 375–500 direct hours should be accrued during the internship year. Students who desire to obtain credentialing as a nationally-certified or state-level school psychologist should seek out internship sites that offer a minimum of 600 total hours in school-based settings. Students should also be aware that most states require a minimum of 1500–2000 total internship hours to be eligible for licensure as a psychologist. Although these minimums are sufficient for licensing and credentialing in most states, they are not consistent across all states. Students are therefore encouraged to consult the relevant licensing and credentialing requirements for states within which they wish to work post-graduation.

Internship Timetable

Full-time internships are completed in no less than 9 months. In rare circumstances when a part-time internship is completed, the internship timetable may be extended to no more than 24 months. Part-time internships are typically the result of extenuating circumstances and must be approved by (1) the Major Professor, (2) the Program Director, and (3) the full Program faculty (in that order).

Internship Supervision

While on internship, the Program defers the primary responsibility for supervision to the Director of Clinical Training and the local supervisors at the internship site. The student’s Major Professor and the Program Director remain available by email, phone, and video-conference to support the student on an as-needed basis, but these supports are not considered supervision for the student’s internship activities.

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XVII. Additional Policies

The majority of Program policies are outlined in earlier sections of the Handbook that are devoted to specific aspects of the Program's curriculum. Following are additional policies governing administration of the Program, which were not already noted (or were only partially noted) in earlier sections of the Handbook. Students should resolve questions regarding these additional Program policies should by (1) referencing the Handbook, (2) consulting their Major Professors, and (3) consulting the Program Director (in that order).

Non-Discrimination Notice

In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

Executive Director of the Office of Equity

Alison Adams-Perlac

alison.adams-perlac@usu.edu

Old Main Rm. 161

435-797-1266

Title IX Coordinator

Hilary Renshaw

hilary.renshaw@usu.edu

Old Main Rm. 161

435-797-1266

For further information regarding non-discrimination, please visit <https://equity.usu.edu/>, or contact:

U.S. Department of Education

Office of Assistant Secretary for Civil Rights

800-421-3481

OCR@ed.gov

U.S. Department of Education

Denver Regional Office

303-844-5695

OCR.Denver@ed.gov

Academic Freedom

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Academic freedom does not, however, give students the right to change Program requirements or policies. The University's policy on academic freedom can be located at the following website: <https://www.usu.edu/policies/403/>.

Participation in Research Lab

Students are expected to actively participate in the research lab directed by their Major Professors. If Major Professors are not currently sponsoring a research lab, they will arrange for students to participate in another faculty's lab. Research lab is a formative environment for training school psychologists who can understand, apply, advance, and improve the scientific foundations of the field. The extent of students' involvement in research lab should be determined in consultation with their Major Professors and is likely to vary throughout their training, depending on the nature of their involvement in other curriculum-related activities. Students' decisions to participate in other faculty's research labs should always be made in consultation with their Major Professors. Prior to participating in research labs, students should first complete the CITI training on human subjects and ethics in research, which is accessible via the University's Institutional Review Board website: <https://research.usu.edu/irb/training/>.

Diversity/Inclusion Professional Development

Students are expected to participate in some form of professional development related to diversity/inclusion at least once during every semester they are enrolled in the Program. Each professional development experience must be at least one hour in duration and must occur outside the bounds of regular coursework or practica experiences. These experiences are self-initiated by students and can be accomplished through a variety of formats, including webinars sponsored by professional organizations, on-campus trainings and events, local speakers arranged by the student cohort, or cultural immersion experiences within community settings. Students should maintain documentation of these experiences and will be asked to report these experiences to their Major Professor during the annual student evaluation meeting held at the conclusion of each academic year.

Graduate Assistantships

The Program is a rigorous, full-time training experience that typically includes a paid graduate assistantship (i.e., teaching, research, or clinical position) for each semester that students are enrolled on-campus. Assistantships are a means of financial support that are coordinated by Program faculty and require 20 hours of work per week (0.50 FTE). Students must have a .50 FTE assistantship to be eligible for tuition awards. Any assistantship (or combination of assistantships) that exceeds 20 hours per week must be approved by (1) students' Major

Professors, (2) the Program Director, and (3) the Department Head (in that order). A form documenting this approval must be submitted to the School of Graduate Studies.

Outside Employment

Given the full-time and intensive nature of the Program, it is strongly recommended that students not maintain, seek, or obtain outside employment while enrolled in the Program. Extenuating circumstances that require outside employment should be discussed with and approved by students' Major Professors.

Progress Monitoring and Evaluation

All students are monitored and evaluated on an ongoing basis by the Program faculty. The purpose of all monitoring and evaluation is to ensure that students succeed in meeting the Program's training aims and competencies. All students will be provided with formal feedback from the Program faculty at the end of each academic year—including the internship year—via the Doctoral Student Annual Evaluation (see Appendix A). Students will also be evaluated on a semester-by-semester basis by practicum supervisors via the Doctoral Practicum Evaluation (see Appendix B) and, when on internship, using either the internship site's local evaluation form or the Program's Predoctoral Internship Evaluation form (see Appendix J). Students performance on milestone projects, including the thesis/dissertation and comprehensive exams, is evaluated using the tools described in the above sections of this Handbook (see Appendices D–H).

Students should be aware that failing to meet evaluation criteria for successful performance may result in a Program remediation or dismissal from the Program (see below for more information on these policies). Students should also be aware that records of all evaluations are kept in their student file, which is located in an online BOX folder maintained by the Department (see the "Student Records" policy, below).

Psychological Services & Compensation

It is illegal and unethical for students to identify, advertise, or offer services as a "psychologist" or "school psychologist" until licensed as such by the appropriate state licensing body. It is also illegal and unethical for students to accept money from clients for any psychological services offered on a private basis while students are in training—except when permissible under other licenses or credentials held by students (e.g., Social Work). There is no legal or ethical conflict when students receive financial compensation from clinical assistantships that are arranged by Program faculty and deemed to be part of the Program curriculum. Students should be aware that ethical mandates require they clearly state their title, credentials, and level of training when providing services and otherwise representing themselves in professional situations (e.g., Student Name, MS in Psychology, School Psychology Intern).

Ethical Behavior

Students are expected to be familiar with and adhere to the professional ethics codes and principles proposed by APA and the National Association of School Psychologists throughout the tenure of their graduate training. Although some ethical mandates (e.g., APA's General Principles) are aspirational, many standards (e.g., APA's Ethical Standards) are enforceable rules with professional consequences (e.g., inability to obtain professional licensure). Ethical violations that occur within the context of the Program may result in a Program remediation plan or dismissal from the Program (see below for more information on these disciplinary policies).

Remediation Plans

Students who fail to make satisfactory progress in the Program or engage in unethical behavior related to the Program may be subject to a Program remediation plan. Remediation plans are carried out by at least two Program faculty, one of which must be the student's Major Professor. The remediation plan must be based on a problem-solving model that includes the following processes:

1. Collecting and reviewing data to identify the nature of the students' problems
2. Developing a plan with goals and actionable steps to remediate these problems
3. Monitoring and evaluating students' response to the remediation plan
4. Clear documentation of processes 1–3

All remediations plans must be documented using the Program's "Remediation Plan Documentation" form (see Appendix I). Students must be provided with appropriate opportunities and supports to benefit from the Program remediation plan. An inadequate response to the remediation plan may result in dismissal from the Program (see below for more information on this disciplinary policy). Students should also be aware that records of remediation plans are kept in student files, which are located in an online BOX folder maintained by the Department (see the "Student Records" policy, below). All students are protected in this situation by University policies that govern students' rights, appeals, and due processes. Students who feel they have been unfairly treated or discriminated against should consult the Program's policy for "Complaints and Grievances" (see below) as well as the University regulations for student appeals. Information regarding student rights and appeals is located at the following website: <https://studentconduct.usu.edu/studentcode/article7>.

Dismissal from the Program

If students are considered for potential dismissal from the Program, the following protocol must be adhered to:

1. The Program faculty meet to determine that the dismissal recommendation is grounded in a rationale that is clearly outlined in Program policy (as stated in the Handbook) and/or University policy (as stated elsewhere)

2. The Program faculty vote on the recommendation to dismiss students from the Program
3. If the vote is unanimously in favor of dismissal, the Program Director forwards the dismissal recommendation to the entire Department Faculty
4. The Department Faculty vote on the recommendation to dismiss the student from the Program
5. If a simple majority of the voting faculty uphold the dismissal decision, the Department Head forwards the dismissal recommendation to the Vice Provost of Graduate Studies
6. The Vice Provost of Graduate Studies makes a final, independent decision regarding the students' dismissal
7. If dismissed from the Program, the student retains the right to appeal the decision
8. A memo regarding the upshot of the dismissal process must be created by the Program Director and placed in the student's file, which is located in an online BOX folder maintained by the Department (see the "Student Records" policy, below).

All students are protected in this situation by University policies that govern students' rights, appeals, and due processes. Students who feel they have been unfairly treated or discriminated against should consult the Program's policy for "Complaints and Grievances" (see below) as well as the University regulations for student appeals. Information regarding student rights and appeals is located at the following website:

<https://studentconduct.usu.edu/studentcode/article7>.

Access to USU Student Services

The University offers abundant student services, including academic, physical health, mental health, disability, financial, employment, legal, and social supports. Students are entitled to access all of the services provided by the University during their tenure in the Program. A complete list of these services and information regarding how to access them can be found at the following website: <https://studentaffairs.usu.edu/>

Students with Disabilities

Students with disabilities must be able to complete Program requirements with reasonable accommodations. The Americans with Disabilities Act (ADA) defines reasonable accommodations as the provision of services, such as interpreters, note-takers, extended time on examinations, architectural access, program modification and other adjustments. Achieving reasonable accommodations for students with disabilities involves shared responsibility among students, faculty, and staff. Accommodations are determined on an individualized basis and are coordinated by the University's Disability Resource Center. If students receive accommodations, a memo detailing these supports and their relation to Program requirements must be created by the Program Director and placed in the student's file, which is located in an online BOX folder maintained by the Department (see the "Student Records" policy, below). More information regarding reasonable accommodations and the process by which these are obtained is available at the following website: <https://www.usu.edu/drc/>.

Attendance at Program Events

The Program sponsors and participates in several events throughout each academic year, some of which are mandatory and others of which are optional. All students are expected to attend “Program Meetings,” as these are the primary venue for conducting and communicating official Program business. Students are also expected to attend and participate in interview-day events (for prospective students or faculty) and Department colloquia, as these are essential Program functions. If students will miss a mandatory Program or Department meeting for any reason, it is their responsibility to (1) notify their Major Professors and (2) obtain notes from the meeting from peers. Attendance is non-mandatory for Program or Department events that are billed as socials and other unofficial gatherings.

Facilities and Administrative Support

The Department's research and clinical facilities may be used by students; however, students should follow all applicable scheduling guidelines. Research labs or other workspaces may be equipped with computers and printers for students' use, yet these technologies are designated for university-related functions. Students should be aware that the Department does not provide letterhead, postage, or mailing supplies for personal use. If students in research labs need supplies to accomplish their work, they should consult their Major Professors or Lab Director regarding how to obtain these supplies.

Students are assigned a Department mailbox, which is located inside the front door of EDUC 487. This mailbox should only be used for university-related functions. It is inappropriate to use this mailbox or the Department's university mailing address for personal mail. Students are provided a University-sponsored email address, which they are encouraged to use for Program and Department communications. If students choose not to use this university-sponsored email address, they are responsible for informing the Program and Department of their preferred email address. Students are expected to check and respond email regularly, as most Program, Department, College, and University-related information is conveyed via email.

The Department employs the following full-time support staff who are available to support students with administrative and clerical tasks on an as-needed basis:

- Graduate Program Coordinator, Krista Terrell, provides support related to admissions, course registration, and graduate school processes and paperwork.
- Business Manager, Cara Brewer, provides support related to accounting, budgets, and finances.
- Business Assistant, Brandee Spackman, provides support for financial transactions related to hiring, travel, start-up, and general lab and Program purchases.
- Staff Assistant, Hillary Fruge, provides support related to course scheduling, meeting scheduling, website presence and updates, and other general, as-needed clerical supports.

The College also provides as-needed, expert support for students in several other areas: (a) IT support through the Technology Services Center, (b) data analysis support through the Statistical Consulting Studio, (c) data management support through the Data Science & Discovery Unit, and (d) grant development and proposal support through the Office of Research Services. Students should consult with their Major Professor prior to approaching college-level administrative supports to determine if such supports are appropriate for the students' needs.

Student Representative

One doctoral student serves as the student representative at Program and Department meetings. The student representative is elected by the Program's student cohort according to a process that is self-determined by the cohort. The primary purpose of the student representative is to advocate for the interests of the student cohort as these relate to program requirements, structure, and administration. Representatives are expected to serve for no longer than 2 years and are responsible for representing the interests of all doctoral students within the Program. Student representatives are encouraged to actively and regularly solicit feedback from their peers regarding Program functioning—and to present this feedback to Program faculty at designated meetings.

Peer Mentors

All new students are assigned peer mentors prior to matriculating into the Program. Peer mentors are fellow doctoral students who have successfully completed at least one year in the Program. Peer mentors are expected to facilitate new students' transition into the Program by answering questions and recommending resources during the first year. The matching of new students with peer mentors is the responsibility of the current student representative, working in consultation with the Program Director.

Tuition Awards

Students are eligible for the doctoral tuition award, which covers the in-state portion of tuition for courses included in the students' doctoral program of study. For non-Utah residents, the out-of-state portion of tuition is waived during their first year in the Program. Following the first year, students must obtain Utah residency or they will be responsible for paying the out-of-state tuition. International students are an exception to this rule, as the out-of-state portion of tuition will be continually covered, sans Utah residency. All tuition awards are contingent on students maintaining 0.5 FTE assistantships throughout their tenure in the Program.

Financial Supports

Students in the Program are eligible to apply for several sources of internal funding that provide partial financial support for graduate training, including scholarships, research awards, and travel awards. These financial supports are sponsored by multiple entities within the University, including the School of Graduate Studies, the College, and the Department. Students are

responsible for familiarizing themselves with the available internal options for financial supports. Students are also responsible for proper and timely completion of applications for these financial supports. Following are links to websites providing further information about available sources of internal funding for students:

- School of Graduate Studies: <https://gradschool.usu.edu/tuition-financial-aid/>
- College: <https://cehs.usu.edu/academics/scholarships/index> and <https://cehs.usu.edu/research/resources/grad-student-research-award-opportunity>
- Department: <http://psychology.usu.edu/academics/scholarships> and <http://psychology.usu.edu/student-resources/travel-research-support>

In addition to these internal sources of funding, students are encouraged to consult with their Major Professors regarding potential external sources of funding (i.e., those available from entities outside the University) that may provide partial financial support for graduate training.

Complaints & Grievances

Complaints involving other persons—including students, faculty, or staff—in the Program, Department, College, or University should be handled using the approach outlined in APA’s ethical code of conduct. First, students should seek to resolve the problem directly by communicating with the persons that are the source of the complaint. If this step does not resolve the problem, students should then consult their Major Professors, who may help facilitate a resolution. If a resolution is not obtained after this step, students should bring their concern to the Program Director, who will consult with the full Program faculty and the student to problem-solve the situation. In rare instances, it may be necessary to bring the complaint to the Department Head or the Vice Provost of Graduate Studies (in that order).

If a complaint is not resolved successfully (or to the satisfaction of all parties), then students and/or faculty should file a formal grievance report, using the Program’s “Grievance Report” form (see Appendix J). Students are also welcome to file a grievance report prior to attempting to resolve their problem, if they would like to formalize their complaint with Program. A copy of this grievance report will be kept in the student’s file, which is located in an online BOX folder maintained by the Department (see the “Student Records” policy, below). All students are protected in the filing of grievances by University policies that govern students’ rights, appeals, and due process. The University’s regulations governing grievances can be found at the following website: <https://studentconduct.usu.edu/studentcode/article7>

If a complaint-involves quid pro quo, hostile environment, sexual assault, relationship violence (dating and domestic violence), stalking, or another form of discrimination against a protected class (e.g., race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity/expression, disability, or status as a protected veteran) then students can file a report with the Office of Equity at equity.usu.edu/report. The Executive Director and Title IX Coordinator in the Office of Equity are responsible for investigating and enforcing USU’s policies related to non-discrimination and sexual misconduct as well as for providing supportive

measures for persons affected by misconduct or discrimination. Information about this reporting process and links to reporting forms are provided through the USU Office of Equity: <https://equity.usu.edu>. Resources for those who have been impacted by sexual misconduct can be found at sexualrespect.usu.edu.

Students should be aware that most faculty are considered “resource connection employees” in relation to Title IX concerns. This means the faculty member is not required to report information they receive about sexual misconduct to the Title IX Coordinator. Resource connection employees are instead required to share information about reporting to the Title IX Coordinator and designated confidential resources with individuals who have been impacted by sexual misconduct. If students wish to speak to a confidential resource about their incident, they can contact the USU Sexual Assault and Anti-Violence Information Office (<https://www.usu.edu/saavi/>), USU Counseling and Psychological Services (<https://aggiwellness.usu.edu/logan/mentalwellness>), or the community-based organization CAPSA (<https://www.capsa.org>).

Program Residency

Students admitted to the Program post-bachelor’s degree are required to complete 5 full-time academic years of graduate study in the Program plus a year-long internship prior to receiving the doctoral degree. Students admitted to the Program post-master’s degree are required to complete at least 3 full-time academic years of graduate study in the Program plus a year-long internship prior to receiving the doctoral degree. Whether matriculating into the Program post-bachelors or post-masters, all required years must be completed while in full-time residency at the Program.

Students are expected to maintain continuous full-time enrollment during each academic year of the Program, with the exception of the internship year. The School of Graduate Studies defines full-time enrollment as (a) 9 or more credits per term, or (b) a minimum of 6 credits when employed as a graduate assistant for at least 15 hours per week, or (c) a minimum of 3 credits if only the research component of the degree is remaining and all other coursework is complete. Extenuating circumstances that require part-time or lapses in enrollment will be considered on a case-by-case basis and must be approved by (1) the Major Professor and (2) the Program Director (in that order).

Social Media, Online Outlets, & Electronic Presence

Students should be aware that their use of social media, online outlets, and other electronic presences (e.g., voicemail prompts and email signature lines) may be reviewed by the Program if such use appears to violate legal or ethical guidelines. Students should also be aware of the following potential implications for any public material they produce or support via social media and other online outlets:

- Practicum and internship sites may conduct online searches of student names and review resulting public material prior to inviting students to interview and/or ranking students for the internship match
- Clients may conduct online searches of student names and review resulting public material prior to deciding to work with students or during the tenure of the professional relationship with them
- Potential employers may conduct online searches of student names and review resulting public material prior to deciding to interview or hire for a professional position

Students should also avoid the following actions when using social media or online outlets:

- Speaking on behalf of the Program, Department, College, or University
- Engaging in any behavior using University materials that may be construed as copyright infringement or plagiarism
- Sharing confidential or potentially identifying information regarding clients that they serve or the duties they perform during Program-sanctioned practicum
- Speaking negatively regarding individuals, groups of persons, systems of care, or other entities that collaborate with the Program to facilitate training opportunities
- Depicting or sharing the image or persona of any Program faculty or other University employee without that person's permission

University Student Code

The University has a comprehensive Student Code that outlines the rights and responsibilities of students, regulations governing student behavior and discipline, and a variety of other issues that are germane to student expression and protection. The full Student Code is beyond the scope of the Handbook, and therefore students are referred to the original document to review and resolve any questions regarding University policies:

<https://studentconduct.usu.edu/studentcode/>.

Student Records

Student records are maintained by the Program Director and the Graduate Program Coordinator in an online BOX folder that is created by the Department. Records maintained in the student's file include copies of all monitoring and evaluation forms used to gauge student progress, including annual evaluations, practicum/internship evaluations, and evaluation forms specific to milestone projects. Any records related to remediation plans, program dismissal, or complaints and grievances are also kept in this file. The student's file is confidential and governed by the Federal Education Rights Privacy Act (FERPA). Information about FERPA as it relates to student rights can be found here: <https://www.usu.edu/registrar/records/control/ferpa>. Students records are kept in this manner throughout the duration of the students' graduate training and are then retained for 7 years post-graduation. Those with regular access to students' files include the following persons: the

student themselves, all core and associated Program faculty, the Graduate Program Coordinator, the Department's Business Manager, and the Department Head.

Bystander Intervention

USU encourages students to be Upstanders when they witness problematic situations or behaviors. Bystander intervention can happen before, during or even after an incident occurs, and you can be an Upstander in four ways: (1) addressing the situation *directly* by talking to the individuals involved, (2) *delegating* by asking others to help or referring the individuals to a campus or community resource, (3) creating a *distraction* to disrupt or stop the situation, or (4) *delaying* your response to the situation by waiting to address it until after it has happened. More information about being an Upstander is available at <https://upstander.usu.edu>.

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XVIII. Links to Key Information

Following are links to key information regarding the program context, graduate school context, and student supports and services available through the University.

Program Context

- [School Psychology Program](#)
- [Psychology Department](#)
- [College of Education and Human Services](#)

Graduate School Context

- [School of Graduate Studies](#)
- [Graduate Catalog](#)
- [Graduate School's Thesis/Dissertation Requirements](#)
- [Tuition & Financial Aid](#)
- [Graduate School's Forms](#)
- [Degree Completion Deadlines & Checklists](#)

Student Supports and Services

- [Office of Student Conduct](#)
- [Division of Student Affairs](#)
- [Academic Success Program](#)
- [Writing Center](#)
- [Inclusion Center](#)
- [Disability Resource Center](#)
- [Student Health Services](#)
- [Counseling and Psychological Services](#)
- [Health and Wellness / Campus Recreation](#)
- [Mental Health Resources for Students](#)
- [Office of Equity](#)
- [Sexual Assault and Anti-Violence Information](#)
- [Sexual Assault Resources](#)
- [Department of Public Safety](#)
- [Assisting Students in Distress](#)
- [Student of Concern Report](#)
- [Sexual Harassment/Misconduct Report](#)
- [Discrimination Report](#)

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Appendix A: Doctoral Student Annual Evaluation

v.12-02-19

Student:

Year in Program:

Major Professor:

Date Program faculty conducted the evaluation:

Date evaluation was communicated to the student:

The purpose of the Doctoral Student Annual Evaluation is to provide students in the School Psychology PhD Program with formative feedback from the Program faculty regarding (1) their progress in relation to Program curriculum requirements, (2) their professional values and behaviors, (3) their status regarding major Program benchmarks, and (3) their overall progress in the Program. This evaluation form is completed by the student's Major Professor based on the consensus evaluation of the full Program faculty.

Prior to marking the annual evaluation, Program faculty review the following documents, as applicable: (1) the student's current graduate transcript from USU, (2) a report summarizing the student's practicum hours to date, (3) supervisor evaluations from practicum completed during the previous year, (4) supervisor evaluations from teaching or research assistantships completed during the previous year, and (5) previous annual evaluations.

To achieve satisfactory overall progress in the Program, students must receive "Satisfactory" or better marks in 3/4 of the curriculum domains and at least 6/8 of the other professional domains. They must also receive "Complete" marks on all Program benchmarks that are relevant to their current year in the Program. Targeted feedback related to student progress and improvement is provided in the narrative comments section at the end of the evaluation.

Evaluation Rubric

N/A = Not applicable. Curriculum domain is not yet applicable to student progress.

INAD = Inadequate. Student exhibits inadequate progress in the Program domain that accords with expectations for their current year in the Program. Student requires inordinate supervision and feedback from faculty to make progress.

SATI = Satisfactory. Student exhibits satisfactory progress in the Program domain that accords with expectations for their current year in the Program. Student requires typical supervision and feedback from faculty to make progress.

EXEM = Exemplary. Student exhibits exemplary progress in the Program domain that exceeds expectations for their current year in the Program. Student requires minimal supervision and feedback from faculty to make progress.

I. Progress in Curriculum Requirements

Curriculum Domain	N/A	INAD	SATI	EXEM
I. Coursework				
II. Original Empirical Research Projects (thesis/dissertation)				
III. Practica or Internship				
IV. Comprehensive Exams				

II. Progress in Professional Values, Attitudes, and Behaviors

Professional Competencies	INAD	SATI	EXEM
A. Identifies as psychologists and behaves in ways that are consistent with the values/attitudes of a professional psychologist			
B. Seeks out and is responsive to supervision to improve professional effectiveness and independence			
C. Seeks out and obtains professional development to improve professional effectiveness and independence			
D. Engages in self-reflection and, as needed, self-care to maintain personal wellbeing and improve professional effectiveness			

III. Progress in Communication and Interpersonal Skills

Communication/Interpersonal Competencies	INAD	SATI	EXEM
A. Establishes and maintains effective relationships with diverse individuals across professional roles and activities			
B. Resolves interpersonal concerns/communication problems that arise when working with diverse individuals across roles/activities			
C. Understands and produces effective spoken and non-verbal communication with clients, supervisors, colleagues, and others			
D. Understand and produces effective written communication with clients, supervisors, colleagues, and others			

IV. Status of Major Program Benchmarks

Benchmark	Incomplete	Complete
MS Coursework		
Thesis Proposal		
Thesis Defense		
Comps Part I: Scholarly Presentation		
Comps Part II: Journal Submission		
Comps Part III: Assessment Report		
Comps Part IV: Intervention Report		

Comps Part V: School Psychology Praxis® Exam		
PhD Coursework		
Dissertation Proposal		
Dissertation Defense		
Predoctoral Internship Secured		
Predoctoral Internship Finished		

Overall Progress in the Program

Considering all of the evaluation points above, the Program Faculty have determined that the student is making [INSERT DESCRIPTION] overall progress toward completing the School Psychology PhD Program.

Narrative Comments & Feedback

Signatures

By signing, the Major Professor certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their MP and received a copy.

Major Professor

Student

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Appendix B: Doctoral Practicum Evaluation

v.12-17-19

Student:

Supervisor:

Date Supervisor conducted the evaluation:

Date evaluation was communicated to student:

The purpose of the Doctoral Practicum Evaluation is to provide students in the School Psychology PhD Program with formative feedback from supervisors regarding their demonstration of applied/clinical competencies that are outlined in the Program's training aims and inherent within the completion of practicum experiences. This evaluation form must be completed by students' primary supervisors at the end of each semester of formal practicum.

Students' demonstration of competencies should be evaluated by supervisors according to expectations for predoctoral internship readiness. To be eligible to apply for predoctoral internship, students must receive "Proficient" or better marks on at least 6/8 of the Global Competencies and at least 25/34 of the Sub-Competences as rated by their most recent supervisor. "Inadequate" marks on one or more of the Global Competencies or on four or more of the Sub-Competencies will make students ineligible to apply for internship until they receive improved ratings. Targeted feedback related to student progress and improvement is provided in the narrative comments section at the end of the evaluation.

Questions regarding the content of this evaluation should be addressed to the Director of School Psychology at USU: Tyler Renshaw, PhD (tyler.renshaw@usu.edu or 435-757-6324).

Evaluation Rubric

NOBS = Not observed. Supervisor has no basis for making an evaluation because they did not observe the student engaging in practice related to this competency. The competency may not be a focus of the student's practicum or may not be easily observable by the supervisor.

INAD = Inadequate. Student fails to exhibit the competency adequately given their level of training. Student is unresponsive to supervision or requires inordinate amounts of supervision.

EMER = Emerging. Student exhibits the competency at an emerging level that is characteristic of novices in early stages of training. Student demonstrates growing knowledge and skills in response to typical levels of supervision.

DEVO = Developing. Student exhibits the competency at a developing level that aligns with expectations for advanced practicum training. Student demonstrates increasing effectiveness in response to typical levels of supervision.

PROF = Proficient. Student exhibits the competency at a proficient level that is on par with expectations for predoctoral internship readiness. Student is consistently effective and responsive to typical levels of supervision.

EXEM = Exemplary. Student exhibits the competency at an exemplary level that exceeds expectations for predoctoral internship readiness and is more characteristic of interns or independent practitioners. Student practices effectively with minimal supervision.

Direct Observation

Evaluation of student performance in practicum must be based in part on direct observation of student work. This requires at least one direct observation of the student per semester by the primary supervisor, either in-person or via video or audio-recording.

Date of direct observation(s):

Brief description of observation(s):

Global Competencies

Competency Domain	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
I. Ethically sound & legally compliant practice						
II. Culturally informed practice						
III. Professional values and attitudes						
IV. Communication and interpersonal skills						
V. Assessment practices						
VI. Intervention practices						
VII. Supervision, consultation, and interprofessional knowledge and skills						
VIII. Systemic service delivery and collaboration						

Sub-Competencies

I. Ethically sound & legally compliant practice	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Applies ethical principles and guidelines to inform practice in the areas of assessment, intervention, and consultation						
B. Complies with legal requirements and policies that govern practice						
C. Conducts practice according to current professional standards and best-practice guidelines						

D. Identifies/resolves ethical dilemmas using ethical decision-making processes.						
II. Culturally informed practice	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Understands how their personal/cultural history, attitudes, and biases affect interactions with others						
B. Understands current theory and research related to addressing diversity in professional activities						
C. Applies cultural awareness, knowledge, and skills to work effectively with diverse individuals/groups						
III. Professional values and attitudes	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Identifies as psychologists and behaves in ways that are consistent with the values and attitudes of the profession						
B. Seeks out/is responsive to supervision to improve their professional effectiveness and independence						
C. Seeks out/obtains professional development to improve professional effectiveness and independence						
D. Engage in self-reflection/self-care to maintain wellbeing and improve professional effectiveness						
IV. Communication and interpersonal skills	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Establishes/maintains effective relationships with diverse individuals						
B. Resolves interpersonal concerns/problems that arise when working with diverse individuals						
C. Understands/produces effective spoken and non-verbal communication with clients and others						
D. Understands/produces effective written communication with clients and others						
V. Assessment practices	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Has knowledge of diagnostic/classification systems, functional/dysfunctional behavior, and client strengths/wellbeing						

B. Understands human behavior within its context, including social/cultural/environmental influences						
C. Selects/administers/interprets findings from assessments for the purpose of identifying target problems						
D. Selects/administers/interprets findings from assessments for the purpose of diagnosis/classification						
E. Selects/administers/interprets findings from assessments for the purpose of intervention planning						
F. Selects/administers/interprets findings from assessments for the purpose of intervention progress monitoring/evaluation						
G. Selects/administers/interprets findings from assessments for the purpose of evaluating treatment integrity and social validity						
H. Communicate assessment results and interpretations using spoken summaries and written reports that are effective/sensitive to the audience						
VI. Intervention practices	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Establishes/maintains effective relationships with the recipients of psychological services						
B. Uses scientific literature, best-practice guidelines, and assessment results to develop/implement effective intervention plans						
C. Uses knowledge of client characteristics, culture, values, goals, and context to develop/implement socially valid intervention plans.						
D. Evaluates intervention effects using science-based, best-practice progress monitoring and outcome evaluation approaches						
E. Adapts/modifies interventions in response to treatment integrity, social validity, or outcome data						
VII. Supervision, consultation, and interprofessional knowledge and skills	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Has knowledge of best-practice supervision models and practices						

B. Has knowledge of/respect for the roles and perspectives of other professions related to the practice of psychology						
C. Has knowledge of best-practice consultation models and practices						
VIII. Systemic service delivery and collaboration	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) PROF	(4) EXEM
A. Has knowledge of multitiered service delivery frameworks for organizing/implementing practices within schools/related systems of care						
B. Applies a problem-solving model to optimize the efficiency/effectiveness of practices within schools/ related systems of care						
C. Collaborates effectively with caregivers, interdisciplinary teams, and other professionals who serve clients within schools/related systems of care.						

Narrative Comments & Feedback

Signatures

By signing, the Supervisor certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their supervisor and received a copy.

Supervisor

Student

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Appendix C: Scholarly Presentation Approval

v.12-17-19

Student:

Year in Program:

Major Professor:

Date approval was completed:

The purpose of the Scholarly Presentation Approval is to provide students in the School Psychology PhD Program with an official record of satisfactory completion for the Comprehensive Exams, Part I: Scholarly Presentation Requirement. Following verification of each criteria, Major Professors mark each requirement as “approved.” To successfully complete this part of the comprehensive exams, 7/7 of the requirements must be approved.

Title of presentation:

Type of presentation:

Name of conference:

Date of presentation:

Requirement	Approved
1. The student was the first author of the presentation	
2. The student developed the bulk of the presentation materials	
3. The Major Professor reviewed the presentation materials prior to the conference	
4. The student gave the majority of the presentation at the conference with appropriate skill and professionalism	
5. The Major Professor (or proxy) observed the presentation at the conference	
6. The Major Professor (or proxy) provided the student with feedback regarding the quality and effectiveness of the presentation	

By signing, the Major Professor certifies they have personally completed the approval and the Student acknowledges they reviewed the approval with their MP and received a copy.

Major Professor

Student

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Appendix D: Journal Article Submission Approval

v.12-17-19

Student:

Year in Program:

Major Professor:

Date approval was completed:

The purpose of the Journal Article Submission Approval is to provide students in the School Psychology PhD Program with an official record of satisfactory completion for the Comprehensive Exams, Part II: Journal Article Submission Requirement. Following verification of each criteria, Major Professors mark each requirement as “approved.” To successfully complete this part of the comprehensive exams, 7/7 of the requirements must be approved.

Title of paper:

Name of journal:

Date of original submission:

Date of resubmission:

Criteria	Approved
1. The student was the first author of the paper	
2. The student conducted the bulk of the data analyses	
3. The student wrote the majority of the manuscript	
4. The Major Professor reviewed the paper prior to submission	
5. The Major Professor reviewed the editorial decision letter and reviewer feedback for the manuscript	
6. The student revised the paper in response to the editorial feedback and resubmitted the manuscript	
7. The Major Professor reviewed the revised manuscript and revision response letter prior to resubmission of the manuscript	

By signing, the Major Professor certifies they have personally completed the approval and the Student acknowledges they reviewed the approval with their MP and received a copy.

Major Professor

Student

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Appendix E: Assessment Report Evaluation

v.12-17-19

Student:

Major Professor:

Date assessment report was presented to committee:

Date evaluation was communicated to the student:

The purpose of the Assessment Report Evaluation is to provide students in the School Psychology PhD Program with summative feedback from Program faculty regarding their demonstration of science-based assessment skills that are outlined in the Program's training aims and inherent within the completion of the Comprehensive Exams, Part III: Assessment Report Requirement. This evaluation form must be completed by the student's Major Professor based on the consensus evaluation of the Program faculty committee.

Students' demonstration of competencies should be evaluated by the Program faculty according to expectations for predoctoral internship readiness. To successfully complete this part of the comprehensive exams, students must receive "Proficient" or better marks across at least 2/3 of the Global Competencies and 11/14 of the Sub-Competencies. "Inadequate" marks on one of the Global Competencies or on three or more of the Sub-Competencies will result in failing this part of the comprehensive exams. Targeted feedback related to student progress and improvement is provided in the narrative comments section at the end of the evaluation.

Evaluation Rubric

INAD = Inadequate. Student fails to exhibit the competency adequately given their level of training.

EMER = Emerging. Student exhibits the competency at an emerging level that is characteristic of novices in early stages of training.

DEVO = Developing. Student exhibits the competency at a developing level that aligns with expectations for advanced practicum training.

PROF = Proficient. Student exhibits the competency at a proficient level that is on par with expectations for predoctoral internship readiness.

EXEM = Exemplary. Student exhibits the competency at an exemplary level that exceeds expectations for predoctoral internship readiness and is more characteristic of interns or independent practitioners.

Global Competency Ratings

Global Competency	INAD	EMER	DEVO	PROF	EXEM
-------------------	------	------	------	------	------

I. Ethically sound and legally compliant practice					
II. Assessment practices					
III. Systemic service delivery and collaboration					

Sub-Competency Ratings

I. Ethically sound, legally compliant, and culturally informed practice	INAD	EMER	DEVO	PROF	EXEM
A. Applies ethical principles and guidelines to inform assessment practices					
B. Complies with legal requirements and policies that govern assessment practices					
C. Conducts assessment practices according to current professional standards and best-practice guidelines					
D. Applies cultural awareness, knowledge, and skills to work effectively within the context of the assessment case					
II. Assessment practices					
A. Has knowledge of diagnostic/classification systems, functional/dysfunctional behavior, and client strengths/wellbeing					
B. Understands human behavior within its context, including social/cultural/environmental influences					
C. Selects/administers/interprets findings from assessments for the purpose of identifying target problems					
D. Selects/administers/interprets findings from assessments for the purpose of diagnosis/classification					
E. Selects/administers/interprets findings from assessments for the purpose of intervention planning					
F. Communicate assessment results and interpretations using spoken summaries and written reports that are effective/sensitive to the audience					
III. Systemic service delivery and collaboration					
A. Has knowledge of multitiered service delivery frameworks for organizing/implementing assessment practices within schools/related systems of care					
B. Applies a problem-solving model to optimize the efficiency/effectiveness of assessment practices within schools/related systems of care					
C. Collaborates effectively with caregivers, interdisciplinary teams, and other professionals					

involved in the assessment process in schools/related systems of care.					
--	--	--	--	--	--

Narrative Comments & Feedback

Signatures

By signing, the Major Professor certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their MP and received a copy.

Supervisor

Student

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Appendix F: Intervention Report Template

v.04-19-20

Directions: Following is the template for structuring the write-up of your Intervention Report Requirement (Part 4) for Comprehensive Exams. Please **format your intervention report according to the sections outlined below** and be sure to **provide information that addresses each of the section prompts**. You may also choose to include additional information that is not specifically mentioned in the prompts, as long as it contributes to a better understanding of the intervention context or outcomes. Keep in mind that your purpose is to help us (your evaluation committee) to understand what you did, how it went, and why your process was defensible in terms of science-based, best practice.

Referral Context & Background: *Why were you asked to intervene?*

- Prompt: Describe the nature of the referral or other background information that will help us understand why intervention was warranted.
- Expected length: 1 paragraph.

Problem Identification: *What was the problem you set out to solve?*

- Prompt: Describe the nature of the target problem(s) your intervention addressed. Discuss highlights from the pre-intervention assessment process that contributed to identifying the problem(s). If there were multiple presenting problems, help us understand how you went about prioritizing the target problems for the purposes of your intervention.
- Expected length: 2 paragraphs.

Problem Analysis: *Why did you think the problem was occurring?*

- Prompt: Describe the theoretical approach or framework that helped you understand why the problem is occurring. Support your approach using up to 3 influential, evidence-based scholarly works. If relevant, discuss highlights from the pre-intervention assessment process that confirmed (or disconfirmed) your theoretical analysis.
- Expected length: 2 paragraphs.

Intervention Plan: *How did you go about intervening to solve the problem?*

- Prompt: Describe your intervention plan. Help us understand how the intervention is linked with your problem identification and problem analysis phases. Support your intervention approach using up to 3 evidence-based scholarly works. Provide information related to all of the following intervention parameters, as relevant:
 - Goals: What outcome(s) were you trying to achieve (general or specific)?
 - Location: Where did the intervention take place?

- Procedures: What were the core components of the intervention (e.g., manualized protocols, behavior support plans)?
- Schedule: How often (e.g., days/times) was the intervention provided?
- Duration: How much (e.g., minutes per session) intervention was provided and for how long (e.g., total number of sessions per week)?
- Roles and responsibilities: What were the roles and responsibilities of all individuals involved in implementing the intervention?
- Expected length: As much space as needed to accurately describe the intervention.

Plan Evaluation: *How did you evaluate the effectiveness of your intervention?*

- Prompt: Describe how you evaluated your intervention plan. Help us understand the measures and other procedures used in the evaluation. Provide information related to all of the following evaluation parameters, as relevant:
 - Measures: What instruments or procedures were used to collect outcome data?
 - Schedule: How often was outcome data collected?
 - Decision rules: How could you determine if goals were being met?
 - Implementation fidelity: How could you determine if the intervention was being implemented correctly?
 - Roles and responsibilities: What were the roles and responsibilities of all individuals involved in evaluating the intervention?
- Expected length: As much space as needed to accurately describe the evaluation plan.

Outcomes and Conclusion: *Did the intervention work?*

- Prompt: Describe the effectiveness of your intervention. Help us understand how well—or to what extent—intervention goals were met. Provide all outcome data that was used for interpreting the effectiveness of your intervention and provide a visual representation of this data, as appropriate (e.g., tabular or single-case design displays). Discuss any adaptations made to the intervention or evaluation plan that provide helpful context when interpreting the outcome data. Finally, help us understand how your service delivery ended (e.g., natural termination as a result of successful intervention, transition to another service provider, referral to another agency).
- Expected length: 2–3 paragraphs.

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Appendix G: Intervention Report Evaluation

v.12-17-19

Student:

Major Professor:

Date intervention report was presented to committee:

Date evaluation was communicated to the student:

The purpose of the Intervention Report Evaluation is to provide students in the School Psychology PhD Program with summative feedback from the Program faculty regarding their demonstration of science-based intervention skills that are outlined in the Program's training aims and inherent within the completion of the Comprehensive Exams, Part IV: Intervention Report Requirement. This evaluation form must be completed by the student's Major Professor based on the consensus evaluation of the Program faculty Committee.

Students' demonstration of competencies should be evaluated by the Program faculty according to expectations for predoctoral internship readiness. To successfully complete this part of the comprehensive exams, students must receive "Proficient" or better marks across at least 2/3 of the Global Competencies and 9/12 of the Sub-Competencies. "Inadequate" marks on one of the Global Competencies or on three or more of the Sub-Competencies will result in failing this part of the comprehensive exams. Targeted feedback related to student progress and improvement is provided in the narrative comments section at the end of the evaluation.

Evaluation Rubric

INAD = Inadequate. Student fails to exhibit the competency adequately given their level of training.

EMER = Emerging. Student exhibits the competency at an emerging level that is characteristic of novices in early stages of training.

DEVO = Developing. Student exhibits the competency at a developing level that aligns with expectations for advanced practicum training.

PROF = Proficient. Student exhibits the competency at a proficient level that is on par with expectations for predoctoral internship readiness.

EXEM = Exemplary. Student exhibits the competency at an exemplary level that exceeds expectations for predoctoral internship readiness and is more characteristic of interns or independent practitioners.

Global Competency Ratings

Competency Domain	INAD	EMER	DEVO	PROF	EXEM
-------------------	------	------	------	------	------

I. Ethically sound, legally compliant, and culturally informed practice					
II. Intervention practices					
III. Systemic service delivery and collaboration					

Sub-Competency Ratings

I. Ethically sound, legally compliant, and culturally informed practice	INAD	EMER	DEVO	PROF	EXEM
A. Applies ethical principles and guidelines to inform intervention practices					
B. Complies with legal requirements and policies that govern intervention practices					
C. Conducts intervention practices according to current professional standards and best-practice guidelines					
D. Applies cultural awareness, knowledge, and skills to work effectively within the context of the intervention case					
II. Intervention practices	INAD	EMER	DEVO	PROF	EXEM
A. Establishes/maintains effective relationships with the recipients of psychological services					
B. Uses scientific literature, best-practice guidelines, and assessment results to develop/implement effective intervention plans					
C. Uses knowledge of client characteristics, culture, values, goals, and context to develop/implement socially valid intervention plans					
D. Evaluates intervention effects using science-based, best-practice progress monitoring and outcome evaluation approaches					
E. Adapts/modifies interventions in response to treatment integrity, social validity, or outcome data					
III. Systemic service delivery and collaboration	INAD	EMER	DEVO	PROF	EXEM
A. Has knowledge of multitiered service delivery frameworks for organizing/implementing intervention practices within schools/related systems of care					
B. Applies a problem-solving model to optimize the efficiency/effectiveness of intervention practices within schools/related systems of care					
C. Collaborates effectively with caregivers, interdisciplinary teams, and other professionals involved in the intervention process in schools/related systems of care.					

Narrative Comments & Feedback

Signatures

By signing, the Major Professor certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their MP and received a copy.

Supervisor

Student

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Appendix H: Integrative Knowledge Essay Guidelines

v.04-19-20

Directions: This essay is a formal opportunity to demonstrate **advanced integrative knowledge in at least two of the five discipline-specific content areas of scientific psychology:** (1) affective, (2) biological, (3) cognitive, (4) social, and (5) developmental aspects of behavior. The Program requires that you take a designated graduate-level course in each of these five basic content areas. This essay requires you to **apply knowledge already acquired** in at least two of these content areas in a retrospective analysis of a relevant practicum experience. Thus, your essay should focus on basic knowledge areas in which you have already completed the relevant coursework. Keep in mind that your purpose is to demonstrate to us (your evaluation committee) that you are capable of integrating scientific knowledge for the purpose of informing practice.

Prompt:

- First, select one of the two cases you are presenting for the practicum components of your comprehensive exams: **either your assessment case OR your intervention case.**
- Second, select and indicate at least two of the five basic knowledge areas (i.e., affective, biological, cognitive, social, and developmental) that are **relevant to this case.**
- Third, write an essay that demonstrates **advanced integrative knowledge of these basic content areas as they apply to your case.** This essay should be structured as a post-hoc analysis of your case, where you reflect on how the basic content areas you have chosen might help inform your practicum experience. Keep in mind that your reflection must present an **integration or synthesis** of the content areas you focus on, as opposed to isolated reflections that are limited to one or the other content area. Specifically, frame your reflections in terms of **how knowledge from content area X may interact with knowledge from content area Y** to inform your case.
- Finally, you are encouraged to focus your essay on the topics you think are most fitting to your case. The following questions may help guide you in determining these topics. **How might knowledge (e.g., theories, concepts, or research findings) from areas X and Y interact to inform your approach to . . .**
 - Establishing and maintaining rapport with client(s) and caregiver(s)?
 - Initial case conceptualization or problem analysis?
 - Selection and use of assessment procedures?
 - Interpretation of assessment results?
 - Report-based recommendations for intervention or other supports?
 - Selection and use of intervention procedures?
 - Selection and use of intervention evaluation procedures?
 - Final case conceptualization or diagnostic decision-making?

- Communication of service delivery results to client(s) and caregiver(s)?
- Coordination or collaboration with caregiver(s) and other service provider(s)?
- Adaptations and modifications made to original service delivery protocols?

Sources: Support your analysis with 5–10 relevant scholarly sources per basic content area.

Expected Length: 2–4 single-spaced pages (excluding references page).

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Appendix I: Test Taker Score Report for the School Psychology PRAXIS® Exam

Note. Following is a sample deidentified test-taker score report for the School Psychology PRAXIS® Exam. This report is generated by the Educational Testing Service® and sent directly to students following completion of the exam. Students are responsible for sharing a PDF copy of this report with the Program faculty.



Test Taker Score Report



Institution Where Relevant Training Was Received: UTAH STATE UNIVERSITY
Undergraduate Major: PSYCHOLOGY
Graduate Major: PSYCHOLOGY
Educational Level: EARNED MASTER'S DEGREE
GPA: 3.5 to 4.0

SECTION I

Your Most Recent Test Results

Test Date: [REDACTED]

Test Name and Code	Your Score	Score Recipient and Passing Information*
SCHOOL PSYCHOLOGIST (5402)	179	UTAH STATE BOARD OF EDUCATION (8375) ✔ Passed+

* The passing information in Section I pertains only to your most recent test results for any score recipients selected with your registration. If you have taken one of these tests previously, check Your Highest Scores and Overall Passing Status in Section II for your highest score. If no passing information is displayed, you did not select a score recipient.

** Average Performance Range - The range of scaled scores earned by the middle 50 percent of the test takers taking the test. It provides an indication of the difficulty of the test. Average Performance Range is not computed when fewer than 30 test takers take this form of the test.

+ Score automatically reported to state licensing agency.

SECTION II

Your Highest Scores and Overall Passing Status

Below are your highest test scores from the past 10 years and the overall passing status (for any score recipients selected for your most recent tests). Passing status is based on the passing score in effect on the test date or on the date reported. Scores are not reported if test is not required by the score recipient. Score recipients reserve the right to accept the reporting of scores but not necessarily the Passed/Not Passed status. Passed/Not Passed information is not provided if more than one qualifying score is used for a test, if qualifying score is not available, or if test taken is not used by the score recipient.

UTAH STATE BOARD OF EDUCATION (8375)

Test Name and Code	Your Highest Score	Required Minimum Score	Qualifying Score	Score Reported	Overall Passed / Not Passed Status	Test Date
SCHOOL PSYCHOLOGIST (5402)	179	147	147	YES	✔ Passed	August 2, 2019

SECTION III

Details on Your Most Recent Test Results

Test Date: [REDACTED]

Test / Test Category *	Your Raw Points Earned	Average Performance Range **
SCHOOL PSYCHOLOGIST (5402)		
I. PROFESSIONAL PRACTICES, PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE	27 out of 33	Average range: 24-27
II. DIRECT AND INDIRECT SERVICES FOR CHILDREN FAMILIES, AND SCHOOLS	22 out of 25	Average range: 18-22
III. SYSTEMS-LEVEL SERVICES	14 out of 17	Average range: 13-15
IV. FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY	32 out of 35	Average range: 27-31

Appendix J: Thesis and Dissertation Record of Examination

Note. Following is a screenshot of the online-only Record of Examination form used by the USU Graduate School of Graduate Studies to determine “satisfactory” completion of students’ thesis and dissertation defense.



**SCHOOL OF
GRADUATE STUDIES**
UtahStateUniversity.

Record of Examination

Graduate program coordinator, please use this form to request the record of examination be added to the student file.

[-] Student Information

<p>* Name</p> <input style="width: 90%;" type="text"/>	<p>A-number</p> <input style="width: 90%;" type="text"/>
<p>* Department</p> <input style="width: 90%;" type="text"/>	<p>College</p> <input style="width: 90%;" type="text"/>
<p>Program</p> <input style="width: 90%;" type="text"/>	<p>Degree</p> <input style="width: 90%;" type="text"/>
<p>* Student's Plan Type</p> <div style="border: 1px solid #ccc; padding: 2px;"> -- None -- </div>	

[-] Defense Details

***** To the Vice Provost for Graduate Studies: We have examined this student in compliance with USU regulations. The student's performance in the examination was:

✓ -- None --

Satisfactory

Unsatisfactory (a new defense will be scheduled)

Comments

Comments will be visible to anyone viewing the form. If "no" comments, please type n/a

[-] Committee members participating in the defense

<p>* Advisor/Major Professor</p> <input style="width: 90%;" type="text"/>	<p>* Location</p> <div style="border: 1px solid #ccc; padding: 2px;"> -- None -- </div>
--	---

Add committee member

[-] Verify that the above information is accurate

<p>* Graduate Program Coordinator (submitting this form)</p> <input style="width: 90%;" type="text"/>	<p>Date</p> <div style="border: 1px solid #ccc; padding: 2px;"> 2019-12-04 </div>
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Appendix K: Thesis and Dissertation Competencies List

v.12-02-19

The purpose of the Thesis & Dissertation Competencies List is to provide students in the School Psychology PhD Program with a formal statement of the research competencies that will be considered by Program faculty when evaluating the written documents and oral presentations associated with thesis and dissertation projects. The competencies listed below are a more detailed version of the Program's training aim and competencies related to conducting research (see Aim 2: competencies A–E). Students are encouraged to use this list to help guide the development of written documents and oral presentations. Program faculty may use this list to help scaffold the feedback they provide to students regarding the quality of written documents and oral presentations.

Global Competencies

Competency Domain
I. Reviewing and synthesizing the literature
II. Designing and implementing the study
III. Selecting and applying data analysis techniques
IV. Reporting, interpreting, and discussing results
V. Communicating and presenting the study

Sub-Competencies

I. Reviewing and synthesizing the literature
A. Summarizing the state of the research within an area of scientific inquiry
B. Building a case for meaningful research problems
C. Posing relevant research questions and hypotheses
II. Designing and conducting the study
A. Targeting and recruiting an appropriate sample of participants
B. Defining and measuring relevant variables
C. Identifying and using a research design that allows for addressing the research questions
D. Accounting for factors related to implementation integrity of measures and manipulations
III. Selecting and applying data analysis techniques
A. Devising and carrying out preliminary analyses to address threats to internal validity
B. Devising and carrying out primary analyses to answer the research questions
C. Devising and carrying exploratory analyses to probe unexpected findings
IV. Reporting, interpreting, and discussing results
A. Reporting results from data analyses
B. Interpreting results from data analyses in relation to the research questions/hypotheses

C. Discussing results from data analyses within the context of the broader scientific literature
V. Communicating and disseminating the study
A. Communicating the study in writing using professional language and APA Style
B. Presenting the study orally using professional language and adequate content coverage
C. Responding effectively to Faculty's questions, comments, and critiques regarding the study

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Appendix L: Predoctoral Internship Evaluation

[Note. Only applicable for non-APA-accredited internships.]

v.12-17-19

Student:

Internship site:

Supervisor:

Date Supervisor conducted the evaluation:

Date evaluation was communicated to student:

The purpose of the Predoctoral Internship Evaluation is to provide students in the USU School Psychology PhD Program with formative and summative feedback from supervisors regarding their demonstration of key applied/clinical competencies that are outlined in the USU Program's training aims and inherent within the completion of internship. This evaluation is only applicable when students complete non-APA-accredited internships and must be completed by the student's primary internship supervisor at the end of each semester that the student is registered for internship credits through USU.

Student demonstration of key competencies should be evaluated by supervisors according to expectations for predoctoral internship success. To successfully complete internship, students must receive "Proficient" or better marks across at least 9/12 of the Key Competencies according to the final rating completed by their supervisor. "Inadequate" marks on one or more of the Key Competencies during the final evaluation will result in failure to complete this requirement. Targeted feedback related to student progress and improvement is provided in the narrative comments section at the end of the evaluation.

If an internship site/supervisor chooses to use another evaluation form, then the Program Director at USU will use the local evaluation provided by the internship site/supervisor to complete the Program's evaluation form to be best extent possible. Questions regarding the content of this evaluation should be addressed to the Director of School Psychology at USU: Tyler Renshaw, PhD (tyler.renshaw@usu.edu or 435-757-6324).

Evaluation Rubric

NOBS = Not observed. Supervisor has no basis for making an evaluation because they did not observe the student engaging in practice related to this competency. The competency may not be a focus of internship or may not be easily observable by the supervisor.

INAD = Inadequate. Student fails to exhibit the competency adequately given their level of training. Student is unresponsive to supervision or requires inordinate amounts of supervision.

DEVO = Developing. Student exhibits the competency at a developing level that is not yet on par with expectations for predoctoral interns. Student demonstrates increasing effectiveness in response to typical levels of supervision.

PROF = Proficient. Student exhibits the competency at a proficient level that is on par with expectations for predoctoral interns. Student is consistently effective and responsive to typical levels of supervision.

EXEM = Exemplary. Student exhibits the competency at an exemplary level that exceeds expectations for predoctoral interns and is more characteristic of independent practitioners. Student practices effectively with minimal supervision.

Key Competency Ratings

Key Competency	NOBS	INAD	DEVO	PROF	EXEM
1. Applies ethical principles/guidelines to guide practice.					
2. Complies with legal requirements/policies that govern practice.					
3. Applies cultural awareness, knowledge, and skills to work effectively with diverse individuals/groups.					
4. Seeks out/is responsive to supervision to improve professional effectiveness and independence.					
5. Engages in self-reflection/self-care to maintain wellbeing and improve professional effectiveness.					
6. Establishes/maintains effective relationships with clients and caregivers.					
7. Selects/administers/interprets evidence-based assessments to guide practice.					
8. Selects/develops/implements evidence-based interventions that meet client needs.					
9. Uses evidence-based consultation approaches to meet client needs.					
10. Evaluates assessment, intervention, and consultation practices to gauge their integrity, social validity, and effectiveness					
11. Communicates clearly in writing and in-person (verbally) with clients, supervisors, and collaborators.					
12. Collaborates effectively with interdisciplinary teams and other professionals who serve clients.					

Narrative Comments & Feedback

Mid-Term Evaluations Only

From the perspective of the Supervisor, the Student is currently on track to successfully complete the predoctoral internship requirements:

___ YES

___ NO

Final Evaluation Only

From the perspective of the Supervisor, the Student has successfully completed the predoctoral internship requirements:

___ YES

___ NO

Signatures

By signing, the Supervisor certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their supervisor and received a copy.

Supervisor

Student

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Appendix M: Remediation Plan Documentation

v.12-02-19

Name of student:

Names of faculty support team:

Date plan initiated:

Problem Details

Describe the data that was collected and reviewed to identify the problem:

State the problem to be remediated:

Describe why the problem warrants a remediation plan:

Remediation Plan Details

State the goals of the plan:

Describe the actions/steps to be taken by the student:

Describe the actions/steps to be taken by faculty to support the student (if applicable):

Describe the timeline(s) for the steps stated above:

Describe how students' responsiveness to the plan will be monitored and evaluated:

Progress Monitoring and Evaluation Details

Date of evaluation opportunity #1:

Describe the student's responsiveness to the plan and next steps (if applicable):

Date of evaluation opportunity #2:

Describe the student's responsiveness to the plan and next steps (if applicable):

Date of evaluation opportunity #3:

Describe the student's responsiveness to the plan and next steps (if applicable):

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Appendix N: Grievance Report

v.12-02-19

Name of grievant:

Name of reporter (if different than grievant):

Date report filed:

Grievance Details

Date, time, and location of event(s) leading to grievance:

Date reporter became aware of event(s) (if different than above):

Witness to event(s) (if applicable):

Detailed description of grievances, including nature of events and names of other persons involved (if applicable):

Description of violations of relevant policies, procedures, etc.:

Resolution Details

Description of previous attempt(s) to resolve concerns and outcome(s):

Proposed solution(s) to resolve concerns (if applicable):

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Appendix O: APA–USU Training Aims and Competencies Map

Note. The table below maps APA’s core training elements—(1) discipline-specific knowledge, (2) profession-wide competencies, and (3) program-specific competencies—in relation to the USU School Psychology PhD Program’s training aims and competencies.

APA Training Elements	USU SP Program Training Aims & Competencies
Discipline-Specific Knowledge	Aim 1. Program graduates have knowledge of the conceptual and scientific foundations that inform and guide health service psychology.
I. History and systems of psychology II. Basic content areas in scientific psychology <ul style="list-style-type: none"> • Affective basis of behavior • Biological basis of behavior • Cognitive basis of behavior • Developmental basis of behavior • Social basis of behavior III. Advanced integrative knowledge IV. Research methods, statistics, and psychometrics	<p><i>Aim 1: Competency A.</i> Program graduate have knowledge of the history and systems of psychology.</p> <p><i>Aim 1: Competency B.</i> Program graduates have knowledge of the basic content areas in scientific psychology, including affective, biological, cognitive, developmental, and social bases of behavior.</p> <p><i>Aim 1: Competency C.</i> Program graduates have integrative knowledge that spans basic content areas in scientific psychology.</p> <p><i>Aim 1: Competency D.</i> Program graduates have knowledge of core research methods, statistical analyses, and psychometrics used in the conduct of empirical research.</p>
Profession-Wide Competencies	
I. Research	Aim 2. Program graduates conduct rigorous research that contributes to the scientific knowledge base and informs practice in school psychology.
<ul style="list-style-type: none"> • Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program 	<p><i>Aim 2: Competency A.</i> Program graduates review and synthesize relevant literature within an area of scientific inquiry to build a case for meaningful research problems, questions, and hypotheses.</p> <p><i>Aim 2: Competency B.</i> Program graduates design and conduct research studies using methods that</p>

<p>development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</p> <ul style="list-style-type: none"> • Conduct research or other scholarly activities. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. 	<p>appropriately match research problems, questions, and hypotheses.</p> <p><i>Aim 2: Competency C.</i> Program graduates select and apply data analysis techniques that appropriately match research designs and questions.</p> <p><i>Aims 2: Competency D.</i> Program graduates appropriately interpret and discuss results from data analysis within the context of the broader, relevant scientific literature.</p> <p><i>Aim 2: Competency E.</i> Program graduates communicate and disseminate scientific research in accord with expectations for professional publishing and presenting.</p>
<p>II. Ethical and Legal Standards</p>	<p>Aim 3. Program graduates conduct research and practice in an ethically sound and legally compliant manner.</p>
<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current APA Ethical Principles of Psychologists and Code of Conduct; ○ relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities. 	<p><i>Aim 3: Competency A.</i> Program graduates apply ethical principles and guidelines to inform science-based practice in the areas of assessment, intervention, and consultation.</p> <p><i>Aim 3: Competency B.</i> Program graduates comply with legal requirements and policies at the organizational, local, state, regional, and federal levels that govern practice in the areas of assessment, intervention, and consultation.</p> <p><i>Aim 3: Competency C.</i> Program graduates conduct research and practice according to current professional standards and best-practice guidelines.</p> <p><i>Aim 3: Competency D.</i> Program graduates identify and resolve concerns that arise from conflicts between ethical mandates, legal requirements, and professional standards and guidelines.</p>

III. Individual and Cultural Diversity	Aim 4. Program graduates conduct research and practice in a culturally informed manner.
<ul style="list-style-type: none"> • An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; • Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; • The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. 	<p><u>Aim 4: Competency A.</u> Program graduates understand how their personal and cultural history, attitudes, and biases may affect their understanding of and interactions with people different from themselves.</p> <p><u>Aim 4: Competency B.</u> Program graduates understand current theory and research related to addressing diversity in professional activities.</p> <p><u>Aim 4: Competency C.</u> Program graduates apply cultural awareness, knowledge, and skills to work effectively with diverse individuals and groups in research and practice.</p>
IV. Professional Values and Attitudes	Aim 5. Program graduates demonstrate values and attitudes that are conducive to professional effectiveness and independence.

<ul style="list-style-type: none"> • Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. 	<p><u><i>Aim 5: Competency A.</i></u> Program graduates identify as psychologists and behave in ways that are consistent with the values and attitudes of a professional psychologist.</p> <p><u><i>Aim 5: Competency C.</i></u> Program graduates seek out and are responsive to supervision to improve their professional effectiveness and independence.</p> <p><u><i>Aim 5: Competency B.</i></u> Program graduates seek out and obtain professional development to improve their professional effectiveness and independence.</p> <p><u><i>Aim 5: Competency D.</i></u> Program graduates engage in self-reflection and, as needed, self-care to maintain their personal wellbeing and improve their professional effectiveness and independence.</p>
<p>V. Communication and Interpersonal Skills</p>	<p>Aim 6. Program graduates demonstrate effective communication and interpersonal skills across professional roles and activities.</p>
<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well. 	<p><u><i>Aim 6: Competency A.</i></u> Program graduates establish and maintain effective relationships with diverse individuals across professional roles and activities.</p> <p><u><i>Aim 6: Competency B.</i></u> Program graduates effectively resolve interpersonal concerns and communication problems that arise when working with diverse individuals across professional roles and activities.</p> <p><u><i>Aim 6: Competency C.</i></u> Program graduates understand and produce effective spoken and non-verbal communication with clients, caregivers, supervisors, colleagues, and other professionals.</p> <p><u><i>Aim 6: Competency D.</i></u> Program graduates understand and produce effective written</p>

	communication with clients, caregivers, supervisors, colleagues, and other professionals.
VI. Assessment	Aim 7. Program graduates select and implement effective assessment practices when serving clients.
<ul style="list-style-type: none"> • Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. • Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). • Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. 	<p><i>Aim 7: Competency A.</i> Program graduates have knowledge of psychopathology, diagnostic and classification systems, functional and dysfunctional behavior, and client strengths and wellbeing.</p> <p><i>Aim 7: Competency B.</i> Program graduates understand human behavior within its context, including social, familial, cultural, and environmental influences.</p> <p><i>Aim 7: Competency C.</i> Program graduates select, administer, and interpret findings from science-based, best-practice assessments for the purposes of problem identification, diagnosis/classification, intervention planning, progress monitoring/evaluation, treatment integrity, and social validity.</p> <p><i>Aim 7: Competency D.</i> Program graduates communicate assessment results and interpretations using spoken summaries and written reports that are effective and sensitive to a range of audiences.</p>

<ul style="list-style-type: none"> • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. 	
VII. Intervention	Aim 8. Program graduates select and implement effective intervention practices when serving clients.
<ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking, • Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. 	<p><i>Aim 8: Competency A.</i> Program graduates establish and maintaining effective relationships with the recipients of psychological services.</p> <p><i>Aim 8: Competency B.</i> Program graduates use scientific literature, best-practice guidelines, and assessment results to develop and implement effective intervention plans.</p> <p><i>Aim 8: Competency C.</i> Program graduates use knowledge of client characteristics, culture, values, goals, and contextual information to develop and implement socially valid intervention plans.</p> <p><i>Aim 8: Competency D.</i> Program graduates evaluate intervention effects using science-based, best-practice progress monitoring and outcome evaluation approaches.</p> <p><i>Aim 7: Competency E.</i> Program graduates adapt and modify interventions in response to treatment integrity, social validity, or outcome data suggesting need for improvement.</p>
VIII. Supervision	Aim 9. Program graduates demonstrate effective supervision, consultation, and interprofessional/interdisciplinary skills.
<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. 	<p><i>Aim 9: Competency A.</i> Program graduates have knowledge of best-practice supervision models and practices.</p>

IX. Consultation and Interprofessional/Interdisciplinary Teams	<p><u>Aim 9: Competency B.</u> Program graduates demonstrate readiness to provide supervision.</p>
<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. 	<p><u>Aim 9: Competency C.</u> Program graduates have knowledge of and respect for the roles and perspectives of other professions related to the practice of psychology.</p> <p><u>Aim 9: Competency D.</u> Program graduates have knowledge of best-practice consultation models and practices.</p>
Program-Specific Competencies	<p>Aim 10. Programs graduates have knowledge of systemic service delivery and demonstrate effective collaboration within schools and related systems of care.</p>
<p>*APA states these competencies are to be self-defined by Program.</p>	<p><u>Aim 10: Competency A.</u> Program graduates have knowledge of multitiered service delivery frameworks for organizing and implementing practices within schools and related systems of care.</p> <p><u>Aim 10: Competency B.</u> Program graduates apply a problem-solving model to optimize the efficiency and effectiveness of practices within schools and related systems of care.</p> <p><u>Aim 10: Competency C.</u> Program graduates collaborate effectively with caregivers, interdisciplinary teams, and other professionals who serve clients within schools and related systems of care.</p>

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Appendix P: Faculty Contributions

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Note. Following is a listing of faculty who currently contribute to the Program. Core faculty include those who have doctoral degrees with specializations in school psychology, are employed full-time in tenure-track positions at USU, and have the majority of their FTE devoted to the Program. Associated faculty include those with strong training in school psychology and full-time employment at USU, yet who devote a minority of their FTE to the Program. Contributing faculty include those either not trained in school psychology or not employed full-time by USU, who devote a minority of their FTE or work as adjuncts to the Program.

Core Faculty (N = 3)

Tyler Renshaw, PhD | tyler.renshaw@usu.edu

Associate Professor | School Psychology Program, Psychology Department

- Program Director
- Contributor to Program curriculum and policy development
- Instructor for PSY 6810: Behavioral and Mental Health Assessment in School Psychology
- Instructor PSY 6810: School Mental Health (Parts I and II)
- Supervisor for practicum students in the School Mental Health placement
- Major Professor for Program students
- Committee member for Program thesis and dissertation projects
- Committee member for Program comprehensive exams

Maryellen McClain Verdoes, PhD | maryellen.mcclainverdoes@usu.edu

Assistant Professor | School Psychology Program, Psychology Department

- Contributor to Program curriculum and policy development
- Instructor for PSY 6810: Advanced Assessment of Autism Spectrum Disorder
- Supervisor for practicum students in the Sorenson Center Behavioral Health Clinic: Integrated Assessment Services placement
- Major Professor for Program students
- Program liaison to the Combined Clinical/Counseling Practicum Committee
- Committee member for Program thesis and dissertation projects
- Committee member for Program comprehensive exams

Gregory Callan, PhD | greg.callan@usu.edu

Assistant Professor | School Psychology Program, Psychology Department

- Contributor to Program curriculum and policy development
- Instructor for PSY 6450: Introduction to School Psychology
- Instructor for PSY 6630: Supervision and Consultation in Psychological and Educational Settings
- Instructor for PSY 6810: Ethics and Law in School Psychology
- Major Professor for Program students

- Committee member for Program thesis, dissertation, and comprehensive exams committees

Associated Faculty (*N* = 1)

Gretchen Gimpel Peacock, PhD | gretchen.peacock@usu.edu

Executive Director and Associate Dean, Sorenson Center for Clinical Excellence

Professor | School Psychology Program, Department of Psychology

- Contributor to Program curriculum and policy development
- Supervisor for practicum students in the Up-to-3 placement
- Committee member for thesis and dissertation projects
- Committee member for Program comprehensive exams

Contributing Faculty (*N* = 23)

Megan Heyborne, PhD | maheyborne@gmail.com

Adjunct Assistant Professor | Department of Psychology

- Instructor for PSY 6380: Practicum in School Psychology
- Supervisor for practicum students in Year 2 school-based practicum placements

Marietta Veeder, PhD | marietta.veeder@usu.edu

Adjunct Assistant Professor | Department of Psychology

- Instructor for PSY 6310: Intellectual Assessment
- Supervisor for practicum students in the Box Elder School District placement

Joseph Cottrell, EdS | joe.cottrell@ccsdut.org

Adjunct Instructor | Department of Psychology

- Instructor for PSY 6410: Psychoeducational Assessment
- Supervisor for practicum students in the Year 2 school-based practicum placement

JoAnn Tschanz, PhD | joann.tschanz@usu.edu

Professor | Combined Clinical/Counseling Program, Department of Psychology

- Instructor for PSY 7100: Biological Basis of Behavior
- Instructor for PSY 7820: Neuropsychology

Brian Tschanz, PhD | brian.tschanz@usu.edu

Adjunct Assistant Professor | Department of Psychology

- Instructor for PSY 6510: Social Psychology

Kerry Jordan, PhD | kerry.jordan@usu.edu

Associate Professor | Brain and Cognition Program, Department of Psychology

- Instructor for PSY 7530: Advanced Developmental Psychology
- Instructor for PSY 6660: Cognition and Instruction

Mike Twohig, PhD | michael.twohig@usu.edu

Professor | Combined Clinical/Counseling Program, Department of Psychology

- Instructor for PSY 6760: Fundamentals of Acceptance and Commitment Therapy
- Committee member for Program thesis and dissertation projects

Tyson Barrett, PhD | tyson.barrett@usu.edu

Research Assistant Professor | Quantitative Psychology Program, Department of Psychology

- Instructor for PSY 7610: Research Design and Analysis II

Sarah Schwartz, PhD | sarah.schwartz@usu.edu

Research Assistant Professor | Statistical Consulting Studio, Department of Psychology

- Instructor for PSY 6600: Research Design and Analysis I
- Instructor for PSY 7650: Multilevel Modeling

Sarfaraz Serang, PhD | sarfaraz.serang@usu.edu

Assistant Professor | Quantitative Psychology Program, Department of Psychology

- Instructor for PSY 6600: Research Design and Analysis I
- Instructor for PSY 7610: Research Design and Analysis II
- Instructor for PSY 7810: Structural Equation Modeling

Christian Geiser, PhD | christian.geiser@usu.edu

Associate Professor | Quantitative Psychology Program, Department of Psychology

- Instructor for PSY 7070: Advanced Measurement Theories and Practice
- Instructor for PSY 7709: Latent Variable Modeling

Melanie Domenech Rodríguez, PhD | melanie.domenech@usu.edu

Professor | Combined Clinical/Counseling Program, Department of Psychology

- Instructor for PSY 6290: Diversity Issues in Treatment and Assessment

Rick Cruz, PhD | rick.cruz@usu.edu

Assistant Professor | Combined Clinical/Counseling Program, Department of Psychology

- Instructor for PSY 6150: Evidence-Based Practice I: Children and Adolescents
- Instructor for PSY 6570: Introduction to Educational and Psychological Research

Mike Levin, PhD | mike.levin@usu.edu

Associate Professor | Combined Clinical/Counseling Program, Department of Psychology

- Instructor for PSY 7270: Lifespan Psychopathology
- Committee member for Program thesis and dissertation projects

Scott Bates, PhD | scott.bates@usu.edu

Department Head and Professor, Psychology Department

- Instructor for PSY 6930: University Teaching Apprenticeship

Clint Field, PhD | clint.field@usu.edu

Adjunct Assistant Professor | Psychology Department

- Supervisor for practicum students in the Sorenson Center Behavioral Health Clinic: Psychology placement

Xin Zhao, PhD | xin.zhao@usu.edu

Adjunct Assistant Professor | Psychology Department

- Instructor for PSY 6100: History and Systems of Psychology

Chris Chapman, PhD | chris.chapman@usu.edu

Director of Wellness, School of Veterinary Medicine

Staff Psychologist, Counseling and Psychological Services

- Instructor for PSY 6420: Group Counseling

Scott DeBerard, PhD | scott.deberard@usu.edu

Executive Director, Student Counseling and Health Services

Professor | Combined Counseling/Clinical Program, Psychology Department

- Instructor for PSY 6470: Health Psychology

Renee Galliher, PhD | renee.galliher@usu.edu

Associate Vice Provost, Utah State University

Professor | Combined Counseling/Clinical Program, Psychology Department

- Instructor for PSY 7810: Multicultural Perspective on Social Development
- Committee member for thesis and dissertation projects

Thomas Higbee, PhD | tom.higbee@usu.edu

Interim Department Head and Professor | Special Education and Rehabilitation Department

- Practicum supervisor for students in the ASSERT placement

Sarah Pinkelman, PhD | sarah.pinkelman@usu.edu

Assistant Professor | Special Education and Rehabilitation Department

- Instructor for SPED 6700: Introduction to Behavioral Research in Education
- Committee member for thesis and dissertation projects

Steve Camicia, PhD | steven.camicia@usu.edu

Associate Professor | School of Teacher Education and Leadership

- Instructor for EDUC 6770: Qualitative Methods I

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