



# **School Psychology PhD Handbook**

2023–2024 Academic Year

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## Table of Contents

1. [Land Acknowledgement](#)
2. [Preface](#)
3. [Equity, Diversity, & Inclusion Statement](#)
4. [Key University Policies](#)
5. [Program Context](#)
6. [Faculty](#)
7. [Doctoral Students](#)
8. [Admissions](#)
9. [Financial Supports for Students](#)
10. [Other Supports for Students](#)
11. [Major Professors](#)
12. [Student Responsibilities](#)
13. [Program Mission, Model, & Philosophy](#)
14. [Training Aims & Competencies](#)
15. [Graduate Supervisory Committees](#)
16. [Degree Requirements](#)
17. [Coursework](#)
18. [Empirical Research Projects](#)
19. [Practicum & Clinical Training](#)
20. [Comprehensive Exams](#)
21. [Predoctoral Internship](#)
22. [Evaluation of Student Performance](#)
23. [Complaints & Grievances](#)
24. [Program Documents & Communications](#)
25. [Key Program Documents](#)

## 1. Land Acknowledgement

“As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today.”

– USU official land acknowledgement statement

## 2. 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 just “the Program.” **It is the student’s 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 then consult with (1) their Major Professor and (2) the Director of Training (in that order).

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 versions of the Handbook, and there may be Program, Department, or School of Graduate Studies changes over the course of the academic year that affect requirements or policies in the current version of the Handbook. The Program faculty will notify students about any important changes to requirements and policies and provide updated versions of the Handbook as needed. **Again, it is ultimately the student’s responsibility to stay informed about all updates to requirements and policies.**

Here are some other important things to know about the Handbook:

- Students should consider the Handbook as a supplement (not a replacement) to the Graduate Catalog and other relevant University policies and procedures.
- The Program faculty collect and value student and supervisor feedback, and they carefully consider this feedback when updating and making changes to the Handbook.
- 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 and (2) the Director of Training (in that order).
- If students have suggestions about information to add, update, or revise within the Handbook, they should communicate these suggestions directly to their Major Professor and/or their Student Representative.

USU has asked graduate programs to clarify that **handbooks are not legal contracts**. Following is the University’s official contractual disclaimer, which applies to this Handbook:

*The University reserves all rights afforded to it under applicable law. Nothing in this policy or related policies, procedures, and practices of the University or the University’s governing institutions shall be read to offer or constitute a legal agreement or be subject to legal jurisdiction of the law courts of any kind. The University’s policies, procedures, and practices are subject to change at any time.*

### 3. Equity, Diversity, & Inclusion Statement

Respect for diversity, cultures, and lifestyles different from one's own is a core value of the Program. This value goes together 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 \(2020\)](#). Through all aspects of training, the Program strives to promote the wellbeing of minoritized, marginalized, underrepresented, 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, or cultural differences. 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 their concerns to their Student Representative and/or directly to Program faculty. Students are also welcome to resolve their concerns through the Program process for expressing complaints and grievances (see the "Additional Policies" section of this Handbook). Program faculty are committed to hearing students' voices and using student feedback to actively improve the training climate.

[The USU 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 USU Inclusion Center.

## 4. Key University Policies

This section overviews key University-wide policies that govern administration of the Program. These policies inform faculty and student conduct across all areas of training and all aspects of degree requirements.

### 4.A. 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/training and of students in learning. Academic freedom does not, however, give students the right to change Program requirements—and it does not permit students to fail to comply with Program policies without consequence. The University's full policy on academic freedom is [Policy 403.2: Academic Freedom](#).

### 4.B Non-Discrimination

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**

Matt Pinner, JD

[matthew.pinner@usu.edu](mailto:matthew.pinner@usu.edu)

435-797-1266

#### **Title IX Coordinator**

Cody Carmichael, JD

[cody.carmichael@usu.edu](mailto:cody.carmichael@usu.edu)

435-797-1266

For further information regarding the University's policies on non-discrimination, please see [USU Policy 305: Discrimination Complaints](#), visit [the website for the USU Office of Equity](#), or contact:

U.S. Department of Education

Office of Assistant Secretary for Civil Rights

800-421-3481

[OCR@ed.gov](mailto:OCR@ed.gov)

U.S. Department of Education

Denver Regional Office  
303-844-5695  
[OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

## 4.C. Upstanding

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. Students can be Upstanders 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 the University's policy on this topic can be found [at USU's "Upstanding" website](#).

## 4.D. Faculty Standards of Conduct

USU requires that all faculty adhere to standards of conduct related to professional obligations and responsibilities, including responsibilities to students and to the University. USU's full policy on faculty conduct is [Policy 403.2.3: Professional Responsibility; Standards of Conduct](#).

## 4.E. Student Code

The University has an extensive student code that outlines policies related to (a) the relationship between the University and students, (b) procedures for freedom of expression, (c) student responsibilities and rights, (d) regulations regarding student conduct, (e) academic integrity, (f) discrimination and harassment, and other important topics. USU's full student code can be found [at the website "The Code of Policies and Procedures for Students at Utah State University."](#)

## 4.F. Other Governing Policies

There are various other policies that govern institutional processes and procedures at USU. A full listing of the University's policies is available [at the "Policy Library" online](#).

## 5. Program Context

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

### 5.A. 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 masters 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 institutional websites:

- [USU School Psychology Program](#)
- [USU Psychology Department](#)
- [USU College of Education & Human Services](#)
- [Utah State University](#)

### 5.B. Professional Context

School Psychologists work in schools and allied 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: School Psychology](#)

- [National Association of School Psychologists](#)

## 5.C. Accreditation Context

Prior to becoming an independent program, doctoral training in school psychology occurred at USU within the context of the Combined Clinical/Counseling/School PhD Program. The School Psychology doctoral specialty separated from the Combined Program and began matriculating students into an independent program during the 2018–19 academic year. The combined specialty then became the Combined Clinical/Counseling PhD Program.

The Combined Program has been continuously accredited by the American Psychological Association (APA) since 1974. When the School Psychology doctoral specialty transitioned out of the Combined Program, the Combined Program maintained its APA accreditation status as a Clinical/Counseling PhD specialty. The School Psychology EdS program, which has been administered alongside the Combined program for many years as a specialist-level training program, has been continuously approved by the National Association of School Psychologists (NASP) since 1995. As a new training program, the School Psychology PhD specialty was required to obtain independent accreditation from both the Combined PhD Program and the School Psychology EdS Program.

The School Psychology PhD Program was granted initial accreditation by the American Psychological Association for the period of May 11, 2021 to May 11, 2026 (5 years). The Program’s status is “accredited, on contingency,” which is applicable to new doctoral programs that have yet to graduate two cohorts of students. The Program will apply for “full” accreditation status within the next few years, after two cohorts have completed the Program. Regardless of the accreditation status (i.e., “on contingency” vs. “full”) or timeline (i.e., number of years accredited), the benefits of APA accreditation are the same.

Since June 1, 2020, the Program has also been a Doctoral Program Associate of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This designation allows current students to apply for predoctoral internships via the APPIC Internship Matching Program.

More information regarding these accreditation and approval processes can be found on APA’s and APPIC’s respective websites:

- [APA’s Office of Program Consultation and Accreditation](#)
- [APPIC’s Policy on Doctoral Program Associates](#)

## 5.D. Credentialing & Licensure Context

Completion of the School Psychology PhD Program will make students eligible for licensure as a psychologist in Utah, pending completion of the 4,000 supervised hours requirement (with at least 1,000 of those hours completed in mental health therapy) as well as passing the [Examination for Professional Practice in Psychology \(Part 1: Knowledge\)](#) and the [Utah Psychologist Law and Ethics Exam](#). Students should be aware that effective no later than January 1, 2026, the EPPP will be expanded to have an additional required component—[Part 2: Skills](#).

Given the varied and changing requirements across jurisdictions, we have not determined and cannot assure that Program graduates will meet all requirements for licensure as a psychologist in all states or territories. Specifically, we have not determined if the program meets requirements for psychology 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 become familiar with relevant state licensing laws and discuss their curricular plan regularly with their Major Professor and Director of Training.

Program completion also fulfills initial requirements toward eligibility for credentialing at the national level as a Health Service Provider in Psychology (HSPP) through the National Register of Health Service Psychologists (NRHSP) and/or board certification in School Psychology through the American Board of Professional Psychology (ABPP), yet postdoctoral training experiences (which are beyond the scope of the Program) are also required to be fully eligible for NRHSP and ABPP credentials.

Completion of the Program will partially satisfy requirements for school psychology (educator) licensure in Utah and most other states as well as partially satisfy requirements for credentialing as a Nationally Certified School Psychologist (NCSP). Students should be aware that school psychology credentialing and NCSP criteria may necessitate additional advanced school-based practicum or internship hours that exceed Program requirements. Students interested in obtaining a school psychology credential or the NCSP should therefore familiarize themselves with these requirements and work with their Major Professor and Director of Training to ensure they obtain the necessary school-based practicum hours (i.e., 600 hours beyond Year 2 practicum) prior to graduation.

Further information regarding licensing and credentialing 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 Psychology Board licensing](#)
- [National Register of Health Service Psychologists HSSP credentialing](#)
- [The Association of State and Provincial Psychology Boards](#)
- [The American Profession Board of Psychology](#)
- [Utah State Board of Education school psychology licensure](#)
- [NASP's NCSP credentialing](#)
- [NASP's listing of state-specific school psychology credentialing](#)

Upon graduation, students wishing to apply for a Utah Educator License as a School Psychologist should do so by following the process outlined on [the USU website "How to Apply for a Utah Educator License."](#)

Those wishing to apply for independent licensure as a Psychologist in Utah should do so by following [the process outlined by the UT Division of Occupational and Professional Licensing on their website](#). More information about the Utah Psychology licensure requirements can be found in the state's [Psychologist Licensing Act](#) and the [Psychologist Licensing Act Rule](#).

## 6. Faculty

The Program is administered by core, associated, contributing, and adjunct 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 help administer all aspects of the Program but their employment effort is not primarily devoted to the Program, so they do not serve as Major Professors. Contributing and adjunct faculty may teach courses, provide practicum supervision, and/or sit on student supervisory committees, 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 key Program faculty in the school psychology specialization.

### 6.A. Core & Associated Faculty

#### **Tyler L. Renshaw, PhD**

[tyler.renshaw@usu.edu](mailto:tyler.renshaw@usu.edu)

office @ EDUC 418

[Dr. Renshaw](#) (he/him) is the Director of Training, an Associate Professor in the Psychology Department, and a member of the core Program faculty (100% FTE). He is a licensed Psychologist in Utah, a Nationally Certified School Psychologist, and a licensed School Psychologist in Utah. He holds a PhD in combined Counseling, Clinical, & School Psychology from the University of California, Santa Barbara (2011). His expertise and research interests are in the areas of school-based mental health services, mindfulness-based interventions, and developing and validating brief rating scales for measuring mental health indicators. Dr. Renshaw has been faculty with the Program since January 2018.

#### **Gregory L. Callan, PhD**

[greg.callan@usu.edu](mailto:greg.callan@usu.edu)

office @ EDUC 422

[Dr. Callan](#) (they/them) is an Associate Professor in the Psychology Department and a member of the core Program faculty (100% FTE). They are a licensed Psychologist in Indiana and hold a PhD in School Psychology from the University of Wisconsin, Milwaukee (2014). Their expertise and research interests are in the areas of self-regulated learning and school-based interventions, with a particular interest in the development of assessments that inform intervention. Dr. Callan also has research interests in the recruitment and retention of school psychologists, LGBTQ+ populations, bullying, and trauma. They have been faculty with the Program since August 2018.

#### **Maggie Chan, PhD**

[maggie.chan@usu.edu](mailto:maggie.chan@usu.edu)

office @ EDUC 420

[Dr. Chan](#) (she/her) is an Assistant Professor in the Psychology Department and a member of the core Program faculty (100% FTE). She holds a PhD in combined Counseling, Clinical, & School Psychology from the University of California, Santa Barbara (2023). Her expertise and research

interests are focused around building equitable, inclusive, and welcoming school environments by understanding how contextual (e.g., school diversity), sociocultural (e.g., social support), and intrapersonal (e.g., social-emotional skills) factors contribute to positive psychosocial development and educational experiences in school. Another line of her work centers on school-based mental health screening, aiming to improve the cultural responsiveness of screening tools and diminish inequity in mental health care. Dr. Chan has been faculty with the Program since August 2023.

**Gretchen Gimpel Peacock, PhD**

[gretchen.peacock@usu.edu](mailto:gretchen.peacock@usu.edu)

office @ SCCE 452

[Dr. Peacock](#) (she/her) is the Executive Director of the Sorenson Legacy Foundation Center for Clinical Excellence, an Associate Dean for the EEJ College of Education & Human Services, a Professor in the Psychology Department, and an associated member of the Program faculty (10% FTE). She is a licensed Psychologist in Utah and holds a PhD in School Psychology from the University of South Carolina (1995). Her expertise and research interests are in the areas of parent training and behavioral interventions. Dr. Peacock has been faculty with the Psychology Department since 1995.

## 6.B. Contributing & Adjunct Faculty

In addition to the specialization faculty listed above, various other contributing and adjunct faculty support the success of the Program by teaching required courses, providing supervision for practicum experiences, and serving on students' dissertation committees. Most of these other supporting faculty have positions as core faculty in other specializations/programs sponsored by the Psychology Department. Others have full-time positions in other departments at USU, as faculty at other universities, or as psychologists working in community settings. The constellation and functions of supporting faculty shift on an annual basis. Inquiries about current contributing and adjunct faculty can be directed to the Director of Training.

## 7. Doctoral Students

Following is a record of doctoral students who have completed and are currently enrolled in the Program since it was established in August 2018. We provide the years they were in the Program, their Major Professor, predoctoral internship site, and first post-graduate position, so that prospective and current students can see student trajectories. To date, the Program has graduated 3 PhDs, has 3 students currently on predoctoral internship, and has 9 other students currently enrolled and completing training requirements.

Program Years	Name	Major Professor	Predocutorial Internship	First Post-Grad Position
*2018–2023	Cassity Haverkamp	McClain	High Plains Psychology Consortium, CO	Private practice in Utah
*2018–2023	Kandice Benallie	McClain	Johns Hopkins All Children’s Hospital, FL	Post-doc fellow @ <a href="#">UCEBT</a>
*2018–2023	Sean Weeks	Renshaw	Rutgers University Behavioral Healthcare, NJ	Post-doc fellow @ <a href="#">U of Utah UTTEC</a>
2018–present	Stephanie Vinal	Renshaw	Huntsman Mental Health Institute, UT	–
2019–present	David Longhurst	Callan	Cypress–Fairbanks Ind. School District, TX	–
*2019–present	Megan Golson	McClain	Mailman Center for Child Development, FL	–
2019–present	Kris Franzmann	Renshaw	–	–
2019–present	Caleb Farley	Renshaw	–	–
*2020–present	Aliya Halterman	Callan	–	–
2020–present	Mary Phan	Renshaw	–	–
†2020–present	Nai-Jiin Yang	Callan / Renshaw	–	–
2022–present	Ashley Herd	Renshaw	–	–
2022–present	Kelsey Crowson	Callan	–	–
2023–present	Emily Ruff	Chan / Renshaw	–	–
2023–present	Katie Reiter-Lavery	Renshaw	–	–

*Note.* † = matriculated into the doctoral program after obtaining a masters or specialist degree in school psychology from another program. \* = matriculated into the doctoral program after initially spending 1 or 2 years in the USU School Psychology EdS program. McClain = Dr. Maryellen McClain (no longer at USU, now at Indiana University), Renshaw = Dr. Tyler Renshaw, Callan = Dr. Gregory Callan, Chan = Dr. Maggie Chan.

## 8. Admissions

The Program admits new graduate students yearly. Following are key policies and parameters governing Program admissions. Answers to many questions regarding admissions requirements or process can be found by consulting the information provided on [the Department's "How to Apply" webpage](#) (see also the "School Psychology PhD" section near the bottom of this page). Questions that cannot be answered through these means should be addressed directly to the Director of Training via email.

### 8.A. Non-Discrimination & Diversity

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 the University policy (stated above). Applicants with disabilities must be able to complete Program requirements and related professional functions with reasonable accommodations.

### 8.B. Basic Admissions Criteria

The Program's admissions requirements align with the general admissions requirements for USU's School of Graduate Studies. 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
- 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.

### 8.C. 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 (i.e., at least 5 undergraduate courses or equivalent training)
- 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

The Graduate Record Examination (GRE) is *not* required as part of the application process. However, applicants may choose to submit GRE scores if they wish to do so. GRE scores are not required and will only be considered as supplemental application materials.

## 8.D. 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 by Program faculty as prior coursework in four areas: (a) general psychology, (b) research methods in the social/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 within the field of psychology (outside the confines of an official major or minor). 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 prior to starting the Program (e.g., online or on-campus as a non-matriculated student).

## 8.E. 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 their prospective Major Professor and lab as well as other 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 individual 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.

## 9. Financial Supports for Students

The Program strives to facilitate financial supports for students to lower the personal costs incurred by graduate schooling. Following are policies and relevant information related to financial supports available to students during their tenure in the Program.

### 9.A Graduate Assistantships

The Program is a rigorous, full-time training experience that includes a paid graduate assistantship (i.e., teaching, research, or clinical position) that helps support students financially during each semester they are enrolled on-campus. Students are eligible for graduate assistantships as long as they are in good standing with the Program. Assistantships are coordinated by Program and Department faculty on a semester-by-semester basis and require 20 hours of work per week (0.50 FTE). Students must have a 0.50 FTE graduate assistantship to be eligible for tuition awards. Thus, if students choose to forgo a graduate assistantship, then they are also choosing to forgo tuition awards. Any assistantship (or combination of assistantships) that exceeds 20 hours per week must be approved by (1) the student's Major Professor, (2) the Director of Training, and (3) the Department Head (in that order). A form documenting this approval must be submitted to the School of Graduate Studies.

### 9.B. Tuition Awards

Students completing graduate assistantships are eligible for the doctoral tuition award, which covers the in-state portion of tuition for coursework/credits included in the student's program of study. Tuition awards are a key source of financial support for students in the Program. 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 residency in Utah or they will be responsible for paying the out-of-state portion of tuition. International students are an exception to this rule, as the out-of-state portion of tuition will be continually covered, sans Utah residency. Tuition awards are contingent on students maintaining 0.5 FTE graduate assistantships throughout their tenure in the Program. Tuition awards only cover coursework required by the Program.

### 9.C. Additional Internal Financial Supports

Students in the Program are eligible to apply for student financial aid as well as several additional 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:

- [USU Financial Aid](#)
- [USU General Scholarship Application](#)
- [USU Emergency Hardship Fund](#)

- [USU Seely-Hinckley Scholarship](#)
- [USU Graduate Research & Creative Opportunities grant](#)
- [USU Graduate Student Travel Award](#)
- [College level scholarship opportunities](#)
- [Department level travel award, research award, and scholarship opportunities](#)

## 9.D. External Financial Supports

In addition to internal sources of funding, students are encouraged to consult with their Major Professors regarding potential external sources of funding (i.e., scholarships and grants available from entities outside the University) that may provide partial financial support for graduate training. Following is a listing of several other external funding sources students may consider when seeking further financial support:

- [USU website of “Additional Scholarships” \(outside the University\)](#)
- [American Psychological Foundation’s several scholarships/grants for graduate students](#)
- [APA Division 16: Paul E. Henkin School Psychology Travel Grant](#)
- [APA Science Student Council: Early Graduate Student Researchers Award](#)
- [APA Interdisciplinary Minority Fellowship Program](#)
- [APA Doctoral Fellowship in Mental Health & Substance Abuse Services](#)
- [Robert Wood Johnson Foundation: Health Policy Research Scholarship](#)
- [National Science Foundation: Graduate Research Fellowship](#)

## 9.E. 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.

## 10. Other Supports for Students

Beyond financial supports, students have access to a variety of other University-based supports during their graduate training.

### 10.A. Research Lab/Workspace

All students have access to a physical research lab/workspace assigned to their Major Professor. All furniture, materials, and resources provided within the lab/workspace are the responsibility of their Major Professor. Research labs/workspaces may be equipped with computers, software, printers, or other technology for student use, yet these amenities are designated for University-related functions and should only be used for their intended purposes. If students within labs/workspaces need supplies to accomplish their work, they should consult with their Major Professor regarding how to appropriately obtain these supplies.

### 10.B. Reserving Rooms

Students can reserve rooms and computer labs on campus for holding meetings and other University-related activities, as needed. To reserve a room in the Education Building that is controlled by the Department, reach out the Department's Graduate Program Coordinator or use [this scheduling website](#). To reserve rooms or computer labs in other buildings on campus, including the Sorenson Center for Clinical Excellence and the Merrill Cazier Library, use [this other scheduling website](#).

### 10.C. Department Mailbox

Students are assigned a Department mailbox, which is located inside the front door of the Psychology Department Office, EDUC 487. Students can have snail mail sent to this mailbox and can also use it for internal communications (e.g., dropping off documents for other graduate students). The mailing address for this mailbox is: YOUR NAME, USU Psychology Department, 2810 Old Main Hill, Logan, UT 84322. This mailbox should only be used for University-related functions. If students need to send University-related mail to other units on campus, they can do so by dropping mail in the "Out of Building" tray located in the Psychology Department Office. The Department does not provide letterhead, postage, or mailing supplies for personal use.

### 10.D. Department Staff

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** ([krista.terrell@usu.edu](mailto:krista.terrell@usu.edu)), provides support related to admissions, course registration/scheduling, and graduate school processes and paperwork.
- **Business Manager, Cara Brewer** ([cara.brewer@usu.edu](mailto:cara.brewer@usu.edu)), provides support related to accounting, budgets, and finances.

- **Business Assistant, Cait Salinas** ([cait.salinas@usu.edu](mailto:cait.salinas@usu.edu)), provides support for financial transactions related to hiring, travel, start-up, and general lab and Program purchases.
- **Project Manager & Communications Specialist, Kaylee Rowley** ([kaylee.rowley@usu.edu](mailto:kaylee.rowley@usu.edu)), provides support related to meeting and event scheduling, website presence and updates, and other general, as-needed clerical supports.

Students are welcome to reach out directly to Department staff for support. If students have questions regarding the appropriateness of asks, they should first consult their Major Professor.

## 10.E. College Level Supports

The College of Education and Human Services also provides as-needed, expert support for graduate students in several other areas. As a general rule, students should consult with their Major Professor prior to seeking college-level supports to determine if such supports are appropriate for the students' needs. Following are links to several college level supports available to students:

- [Templates for slides and poster presentations](#)
- [College level IT services](#)
- [YETC Computer Lab](#)
- [Stock photos for multimedia presentations](#)
- [Data analysis support through the Statistical Consulting Studio](#)
- [Data planning and analysis support through the Data Science & Discovery Unit](#)
- [Grant development and proposal support through the Proposal Development Office](#)

## 10.F. Disability Resources

The University offers formal supports for students with disabilities via [the USU Disability Resource Center](#) (DRC). 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 DRC. If students receive accommodations, a memo detailing these supports and their relation to Program requirements must be either (1) provided by the DRC or (2) created by the Director of Training and then 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 DRC's website.

## 10.G. USU Student Services

In addition to the Disability Resource Center (see above), the University offers abundant student services, including academic, physical health, mental health, financial, employment, legal, and

social supports. Students are entitled to access all services provided by the University during their tenure in the Program. Following is a listing of several key University resources to support student success, safety, community, and wellbeing:

- [Get IT Help](#)
- [Office of Student Conduct and Community Standards](#)
- [Division of Student Affairs](#)
- [Academic Success Program](#)
- [Writing Center](#)
- [University Libraries](#)
- [Inclusion Center](#)
- [Disability Resource Center](#)
- [Student Health & Wellness Center](#)
- [Counseling and Psychological Services](#)
- [Campus Recreation](#)
- [Office of Equity](#)
- [Sexual Assault and Anti-Violence Information Office](#)
- [Sexual Respect Resources](#)
- [Department of Public Safety](#)
- [Aggies Think, Care, Act](#)
- [Student of Concern Report](#)
- [Sexual Misconduct Report](#)
- [Discrimination Report](#)
- [MyVoice Program](#)

## 11. Major Professors

Students are admitted into the Program to work in the lab sponsored by a specific Major Professor. When extending admissions offers, a Major Professor is committing to serve as a student's primary academic advisor and supervisor throughout their tenure in the Program. Students should be aware that not all specialization faculty serve as Major Professors. Following are key parameters related to Major Professors' relationships with students.

### 11.A. Major Professors' Basic Responsibilities

Major Professors' basic responsibilities as academic advisors and supervisors are as follows:

- Provide and supervise an ongoing research lab experience that initiates students into an area of scientific study related to school psychology
- Serve as the chairperson for students' Graduate Supervisory Committee
- Advise students regarding their program of study for the masters degree
- Supervise students through their qualifying research project
- Advise students regarding their program of study for the doctoral degree
- Supervise students through their doctoral dissertation process
- Serve as the chairperson for students' Comprehensive Exam Committee
- Advise students in identifying and selecting appropriate Comprehensive Exam projects for the assessment and intervention case report requirements
- Advise students through the completion of each Comprehensive Exam project
- Advise students regarding appropriate practicum placements and extracurricular activities in relation to students' predoctoral internship and career goals
- Advise students regarding the predoctoral internship application process and the appropriateness of internship sites in relation to their career goals
- Advise students regarding career trajectories in school psychology and related fields
- Serve as the "first stop" among Program faculty for resolving student concerns regarding Program policies, scheduling conflicts, personal or interpersonal problems, coursework or practicum issues, etc.

### 11.B. Major Professors and Mentoring

In addition to their basic responsibilities as academic advisors and supervisors, Major Professors may also serve as mentors to their students. Mentors provide psychosocial support that facilitates the professional growth and wellbeing of mentees. In contrast to advising and supervising, mentoring is not necessarily tied to specific curriculum requirements or program progress. Instead, mentoring centers around enculturating mentees into a shared professional context. Common topics in mentoring include (but are not limited to) developing professional interests, navigating professional spaces, responding to professional challenges, and finding and keeping balance between professional and personal concerns.

The Program faculty recognize the vital role of mentoring in promoting students' healthy professional development. The faculty also acknowledge that Major Professors' interests,

experiences, perspectives, identities, and backgrounds may be better matched for mentoring some students than others. And that most students' mentoring needs are unlikely to be met via their Major Professors alone. **Students are therefore encouraged to seek out additional professional mentors beyond their Major Professors.** Examples of other possible mentors include influential professionals who supported your path to graduate school; other faculty or advanced students within your Program; faculty and advanced students across other programs in the Department or within other departments in the University; and other professionals working within your discipline (or allied disciplines). **Students are encouraged to begin developing a network of mentors early in their graduate career.** Major Professors may also be helpful in recommending potential mentors.

### 11.C. Major Professors in Other Roles

Major Professors may sometimes interact with their students in different professional roles within the Program. For example, it is common for Major Professors to teach seminars that their students take or supervise practicum that their students participate in. Students should therefore be aware that their Major Professors' responsibilities and obligations to their students may differ depending on the professional context in which they are interacting.

### 11.D. 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 each student's responsibility. Students should therefore take initiative to seek their Major Professors' advisement and feedback to ensure they make satisfactory progress in the Program.

### 11.E. 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
- Major Professors may be less consistently available during summer months because most faculty are on 9-month contracts.

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 Director of Training.

### 11.F. 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. Prior to initiating a change, however, the student and their Major Professor are strongly encouraged to engage a problem-solving process that seeks to remedy and retain the advising relationship, if possible.

To promote healthy advising relationships, students and their Major Professors are also encouraged to express any concerns with the advising relationship openly and early. If students do not feel that they can have clear and constructive communication with their advisor, they are encouraged to seek consultation and support from the Director of Training. If students Major Professor is also currently the Director of Training, they are encouraged to seek consultation and support from the Department Head. If at any point students begin exploring the possibility of changing their Major Professor with other faculty in the Program, they are encouraged to be transparent about this process with their current Major Professor. To prevent potential conflict and tension and among student and faculty relationships, the guiding principle in these matters should be transparency and clear communication.

If the original advising relationship is ultimately terminated, then this decision must be documented in a memo developed by the Major Professor, which is then signed by both parties and placed in the student's electronic file maintained by the Program/Department. Upon termination of an advising relationship, it is the student's 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. Major Professors have the right to self-determine the criteria and/or process by which they decide to mentor (or not) students who request to join their labs in this situation. Major Professors should also be transparent with students about the criteria and/or process they have determined for this purpose.

If a new advising relationship is agreed upon and established, then this decision must be documented in a memo developed by the new Major Professor, which is then signed by both parties and placed in the student's electronic file maintained by the Program/Department. If a student is unsuccessful in securing a new Major Professor within 6 months of terminating the original advising relationship, then they will be recommended for dismissal from the Program.

## 12. Student Responsibilities

Students are responsible for understanding Program policies and requirements. Program faculty and staff are committed to supporting student success, yet students themselves are ultimately responsible for ensuring their success in the Program. Following are several policies related to student responsibilities that are intended to clarify expectations and avoid unnecessary difficulties throughout one's tenure in the Program.

### 12.A. Participation in Research Lab

Students are expected to actively participate in the research lab directed by their Major Professor. Research lab is a formative environment for training doctoral-level 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 their graduate assistantship assignment(s) as well as the nature of their involvement in other curriculum-related activities. Students are expected to be continuously engaged in at least one current lab project throughout the duration of their tenure in graduate school, regardless of the nature of their graduate assistantship(s). Students' decisions to participate in other faculty's research labs at USU—or to collaborate on research projects with other labs and/or colleagues outside of the USU—should be made in consultation with their Major Professors. Prior to participating in research lab, 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](#).

### 12.B. 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. Program Meetings may be called by the Director of Training and these meetings may be program-wide or cohort-specific. Students are also expected to attend and participate in interview-day events (for prospective students or faculty) and Department colloquia, as these are considered 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 Professor, (2) notify the Director of Training (as applicable), and (3) obtain notes from the meeting from their peers. Attendance is optional (yet still encouraged) for Program or Department events that are billed as socials and other unofficial gatherings.

### 12.C. Taking Initiative, Problem-Solving, & Seeking Supports

Students may experience a variety of professional and/or personal challenges or difficulties throughout their graduate training. Program faculty and staff are committed to supporting student success, yet students themselves are ultimately responsible for taking initiative, engaging in problem-solving, and seeking supports to meet the challenges they face. [The USU website](#)

[“C.O.P.E.ing with Problems”](#) is a helpful general resource for problem-solving. Following are recommendations for seeking supports related to common challenges or difficulties:

- If struggling with **coursework**, seek support from peers in the same course (or who have taken the course previously) and reach out to the instructor directly to seek advice for succeeding in the course.
- If struggling with **research milestones (e.g., qualifying research project or dissertation) or lab assignments**, seek support from advanced peers in your lab and reach out to your Major Professor directly to seek advice for overcoming these challenges.
- If struggling with **practicum/clinical tasks or caseload**, seek support from advanced peers at your training site (or who have completed the practicum previously) and reach out to your clinical supervisor(s) to obtain appropriate support.
- If struggling with **building or maintaining effective working relationships with particular people in the Program or Department or College or University** (e.g., other graduate students, instructors/professors, your Major Professor, clinical supervisors), first try to resolve the concern directly with the person of interest; then, if unsuccessful, seek support from your Major Professor or the Director of Training (if your concern is with your Major Professor) or the Department Head (if your concern is with the Director of Training).
- If experiencing **personal mental health concerns**, seek appropriate supports via USU’s [Student Health & Wellness Center](#), [Counseling and Psychological Services](#), and/or the [Disability Resource Center](#).
- If you experience **sexual misconduct of any kind**, consider filing a [Sexual Misconduct Report](#) and look into the University’s [Sexual Respect Resources](#) as well as the resources available through the [Sexual Assault and Anti-Violence Information Office](#).
- If you experience **discrimination of any kind**, consider filing a [Discrimination Report](#), look into supports available through the University’s [Office of Equity](#), and learn about [the “Procedures Relating to Discrimination or Harassment” outlined in Article VII-3 of the Student Code](#).
- If you believe you have been **wronged or unfairly treated by others** at any level within the University, see the policy and guidance provided in [the Complaints & Grievances section of this Handbook](#).

## 12.D. Ethical Behavior

Students are expected to be familiar with and adhere to the professional ethics codes and principles published 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 [the Evaluation of Student Performance section of this Handbook](#) for policies on remediation and dismissal).

## 12.E. Student Representative

One doctoral student serves as the student representative at Program and Department meetings. The student representative also functions as a general, all-purpose peer support for the Program's graduate student cohort. The student representative is selected and invited to serve by the Program faculty, based on considerations related to experience, bandwidth, and interest. The primary responsibility of the student representative is to advocate for student interests as these relate to Program/Department requirements, structure, and administration. Representatives typically serve for one academic year and should not serve longer than 2 years. 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. The student representative may (or may not) take initiative to expand their role (e.g., coordinating social events or professional development opportunities for the student cohort) or recruit other students to support their role, depending on their personal interest and/or bandwidth.

## 12.F. Program Residency

Students admitted to the Program post-bachelor's degree are required to complete at least 4 full-time academic years of graduate study in the Program plus a year-long predoctoral internship prior to receiving the doctoral degree. Students admitted to the Program post-masters degree are required to complete at least 3 full-time academic years of graduate study in the Program plus a year-long predoctoral 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 University.

Students are expected to maintain continuous full-time enrollment during each academic year of the Program, with the exception of the predoctoral 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 student's Major Professor and (2) the Director of Training (in that order).

## 12.G. Representation of Qualifications

Students are responsible for clearly and accurately representing their qualifications and level of training when engaged in Program-related or other public-facing activities (e.g., Student Name, MEd in Psychology, Psychology Intern, School Psychology PhD Student). Furthermore, students should be aware that it is illegal and unethical to identify, advertise, or offer services as a "psychologist" or "school psychologist" until licensed as such by an 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 the student (obtained prior to or outside of the Program). There is no legal or ethical conflict, however, when students receive financial compensation from clinical assistantships that are arranged by Program faculty and deemed part of the Program curriculum.

## 13. Program Mission, Model, & 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.

### 13.A. 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.

### 13.B. 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* training model, which emphasizes preparing applied psychologists that (1) advance the scientific foundations of the field while (2) engaging in science-based practice.

The Program is selective, intensive, and collegial by design. Graduate students are admitted into the labs (i.e., research/training groups) sponsored by 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 the “APA–USU Training Aims and Competencies Map” included in the [Key Program Documents section](#) of this Handbook). Program graduates will be prepared to pursue careers as researchers, trainers, practitioners, and leaders in school psychology and related fields.

### 13.C. 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 responsive practice

**Science-Based Practice.** School psychology is a practice area of health service 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 Responsive 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 with clients in the practice of school psychology
- Understanding clients’ cultural heritage and history, and how to design and implement culturally responsive practices that are respectful of 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 responsive practice by training, collaborating with, and supervising other school psychologists and related professionals

## 14. Training Aims & 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 the “APA–USU Training Aims and Competencies Map” included in the [Key Program Docs section](#) of this Handbook). Following are the Program’s targeted training aims and specific competencies associated with each training aim.

### **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 responsive 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 8: 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 allied systems of care.**

- *Aim 10: Competency A.* Program graduates have knowledge of multitiered service delivery frameworks for organizing and implementing practices within schools and allied 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 allied systems of care.
- *Aim 10: Competency C.* Program graduates collaborate effectively with caregivers, interdisciplinary teams, and other professionals who serve clients within schools and allied systems of care.

## 15. Graduate Supervisory Committees

The Graduate Supervisory Committee (GSC) consists of a 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 masters degree
- 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.

### 15.A. 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 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.

### 15.B. GSC for Doctoral Degree: “Dissertation Committee”

Following are requirements for the Dissertation Committee:

- 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 “Academic Forms” website maintained by the School of Graduate Studies](#)

### 15.C. 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 doctoral degree GSC, this satisfies the requirement of having one member from an external department. 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.

## 15.D. 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. 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.

## 16. 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.

### 16.A. Five Core Elements

The Program's five core elements for degree requirements are:

1. Coursework
2. Empirical research projects
3. Practicum/clinical training
4. Comprehensive exams
5. Predoctoral internship

Following are key characteristics of these five core elements:

- **Coursework** requires completion of 24 graduate seminars (64 semester credit hours)
- **Empirical research projects** require completion of both a qualifying research project (2 semester credit hours) and a doctoral dissertation (12 semester credit hours)
- **Practicum/clinical training** require completion of a school-based supervised training experience in the Fall and Spring semesters of Year 1 (6 credits) and Year 2 (6 credits) as well as advanced training experiences for each Fall and Spring semester during Years 3–4 (4 additional semester credit hours), resulting in at least 400 direct hours of service delivery prior to applying for internship
- **Comprehensive exams** require completion of six additional milestone projects that provide opportunities to apply, expand, and refine competencies developed in coursework, research projects, and practicum/clinical training:
  1. Specialty Knowledge Exam: School Psychology Praxis®
  2. Research Exams, Part 1: Scholarly Presentation
  3. Research Exams, Part 2: Journal Submission
  4. Clinical Exams, Part 1: Assessment Case Report
  5. Clinical Exams, Part 2: Intervention Case Report
  6. Clinical Exams, Part 3: Integrative Knowledge Essay
- **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 this Handbook.

Degree requirements for students matriculating into the Program post-bachelor's includes completion of 94 total 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, resulting in the completion of fewer semester credit hours.

However, under no circumstances are students allowed to waive requirements related to the dissertation project, advanced practicum, comprehensive exams, or predoctoral internship.

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

## 16.B. Credit Completion Requirements for Masters Degree

The credit completion requirements for the MEd in Psychology are typically completed within the first two years of the Program. Credit is allocated across coursework and practicum requirements. Receipt of this masters 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 MEd coursework sequence. Students are eligible to receive the MEd in Psychology as soon as they have completed all coursework and practicum requirements outlined below.

MEd 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 6380: Practicum in School Psychology (Year 1: Fall & Spring)	6
PSY 7610: Regression Analysis	3
PSY 6810: School Mental Health I: Assessment	3
PSY 6810: Advanced Cognition & Development	3
PSY 6810: School Mental Health II: Intervention	3
Total MEd Credit Hours = 36	

## 16.C. Credit Completion Requirements for Doctoral Degree

The credit completion requirements for the PhD in Psychology with specialization in School Psychology are outlined below and are typically completed within 5 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 (1) completed the requirements for the MEd in Psychology (or equivalent), (2) completed the remaining coursework requirements outlined below, (3) completed the series of Comprehensive Exams, (4) completed their dissertation project, and (5) completed an appropriate predoctoral internship in psychology.

PhD Requirement	Credit
PSY 6910: Independent Research (Year 2: Fall & Spring)	2
PSY 6380: Practicum in School Psychology (Year 2: Fall & Spring)	6
PSY 6810: Evidence-Based Practice: Child & Adult	3
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 7270: Lifespan Psychopathology	3
PSY 6100: History & Systems of Psychology	3
PSY 6810: Advanced Assessment	3
PSY 6930: University Teaching Apprenticeship	1
PSY 6510: Social Psychology	3
PSY 7100: Biological Basis of Behavior	3
PSY XXXX: Elective Course*	3
PSY XXXX: Advanced Research Methods Course*	3
PSY XXXX: Advanced Research Methods Course*	3
PSY 7395: Externship in Child/Adolescent Psychology (Years 3–4: Fall–Spring)	4
PSY 7970: Dissertation	12
PSY 7950: Internship in Professional Psychology (3 semesters)	0
<b>Total PhD Credit Hours = 58</b>	

\* = Options for completing this course are outlined in the coursework section of the Handbook (see below).

## 16.E. 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 “Degree Completion” website maintained by the School of Graduate Studies](#).

## 17. 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.

### 17.A. 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.

Courses are typically offered on an annual basis during the semester they are scheduled in the ideal coursework sequence (see below). However, some courses taken by larger numbers of graduate students are also offered during other semesters. Beyond the Handbook, there is no general, unified schedule outlining when each course is offered at the Department level. But there is [a schedule maintained by the College outlining when most research and methodology courses are offered](#).

During the early years of the Program, from 2018–22, the expectation was that cohorts would spend 5 years on campus completing Program requirements. **The cohort matriculating in the 2022–23 academic year has the option of choosing a 4-year or 5-year plan. Cohorts matriculating in the 2023–24 academic year and beyond will be expected to complete a 4-year plan.** Thus, the table below provides the ideal sequence for the standard 4-year plan.

Note that the ideal coursework sequence below also includes registration codes and semester credit hours for original research projects (qualifying research project and dissertation), practicum, 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 seminars that constitute the coursework element.**

#### *5-Year Coursework Plan*

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 Tx. & Assessment I: Knowledge	1	
	<sup>P</sup> PSY 6380: Practicum in School Psychology (Part I)	3	13
Year 1	PSY 6410: Psychoeducational Assessment	3	
SPRING	PSY 6810: Ethics and Law in School Psychology	3	
	PSY XXXX: Evidence-Based Practice: Child & Adult	3	
	PSY 6600: Statistical Foundations	3	
	<sup>P</sup> PSY 6380: Practicum in School Psychology (Part II)	3	15
Year 2	PSY 7610: Regression Analysis	3	
FALL	PSY 6810: School Mental Health I: Assessment	3	
	PSY 6291: Diversity Issues in Tx. & Assessment II: Awareness	1	
	PSY 6810: Advanced Cognition & Development	3	
	<sup>P</sup> PSY 6380: Practicum in School Psychology (Part III)	3	
	<sup>R</sup> PSY 6910: Independent Research	1	14
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 Tx. and Assessment III: Skills	1	
	PSY 7270: Lifespan Psychopathology	3	
	<sup>P</sup> PSY 6380: Practicum in School Psychology (Part IV)	3	
	<sup>R</sup> PSY 6910: Independent Research	1	14
Year 3	PSY 6810: Advanced Child & Adolescent Assessment	3	
FALL	PSY XXXX: Advanced Research Methods Course*	3	
	PSY 6510: Social Psychology	3	
	PSY 6930: University teaching apprenticeship	1	
	<sup>P</sup> PSY 7395: Externship in Child/Adolescent Psychology	1	11
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	
	<sup>P</sup> PSY 7395: Externship in Child/Adolescent Psychology	1	10
Year 4	PSY XXXX: Elective Course**	3	
FALL	<sup>P</sup> PSY 7395: Externship in Child/Adolescent Psychology	1	
	<sup>R</sup> PSY 7970: Dissertation	6	10
Year 4	<sup>P</sup> PSY 7395: Externship in Child/Adolescent Psychology	1	
SPRING	<sup>R</sup> PSY 7970: Dissertation	6	7
Year 5	<sup>I</sup> PSY 7950: Internship in Professional Psychology***	0	0
FALL			
Year 5	<sup>I</sup> PSY 7950: Internship in Professional Psychology***	0	0
SPRING			
Year 5	<sup>I</sup> PSY 7950: Internship in Professional Psychology***	0	0
SUMM			
Total <u>Coursework</u> Credit Hours = 64			

Total <u>Research</u> Credit Hours = 14
Total <u>Practicum</u> Credit Hours = 16
Total <u>Internship</u> Credit Hours = 0
Grand Total <u>Curriculum</u> Credit Hours = 94****

\*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 7770: Longitudinal Data Analysis
- EDUC 6770: Qualitative Research Methods
- EDUC 6800: Mixed Methods
- HDFS 7200: Special Topics: Meta-Analysis

\*\*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) 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 awards during internship year.

\*\*\*\*"94" 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.

## 17.B. Quantitative Methods Certificate

Starting in the 2021–22 academic year, students are eligible to seek the graduate-level Certificate in Advanced Research Methods and Analysis–Quantitative (CARMA-Q), which is sponsored by the College of Education and Human Services. Students should consult with their Major Professors regarding the usefulness of this certification in relation to their career goals. Students interested in the CARMA-Q should plan to spend their one additional elective course toward this

end and consult with their Major Professor about which courses will best meet their training needs. Further information about the CARMA-Q requirements and application can be found [at the College's website describing this certificate](#).

### 17.C. 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).

### 17.D. 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. Students are permitted to waive up to 34 credits (or the equivalent of a masters degree), requiring completion of at least 60 credit hours in their Program here at USU. Students are also required to be in residence with the Program (i.e., enrolled full-time) for at least 3 years prior to predoctoral internship, regardless of how many credits they waive or how quickly they wish to complete remaining credits. Students requesting waivers should work with their Major Professor to determine a curriculum plan that meets their training needs and the Program's requirements. It is permissible for this individualized curriculum plan to deviate from the optimal plan recommended for the PhD (see above). Ultimately, the request for course waivers and an individualized curriculum plan must be approved by (1) the Major Professor and (2) the full Program faculty (in that order). The receipt of course waivers and the individualized curriculum plan must be documented in a memo placed in the student's electronic Program file.

## 18. Empirical Research Projects

This section outlines the curriculum’s requirements for empirical research projects—the qualifying project and the dissertation—that are designed for students to demonstrate, synthesize, and expand the research-related competencies acquired through didactic coursework. The qualifying project and the dissertation 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.

### 18.A. Qualifying Research Project

The qualifying research project provides students with a substantive research experience that is a collaboration with and closely supervised by their Major Professor. The overarching goal of this project is for students to develop and demonstrate research competencies that contribute to effectively conducting and disseminating original empirical research. Successful completion of this project indicates the student is qualified to proceed to the dissertation project, pending successful completion of the series of comprehensive exams.

#### General Criteria:

- Student must make substantive contributions to one or more original empirical research projects that are being conducted by their Major Professor’s research lab/team
- Research activities may range in type and duration, but should be important enough to warrant co-authorship on at least one manuscript
- The nature and extent of research activities should be agreed upon by the student and their Major Professor prior to the onset of these activities

#### Evaluation Criteria:

- To successfully complete the project, the Major Professor must certify on the “Qualifying Research Project Evaluation” form that the student (1) made research contributions that were substantive enough to warrant co-authorship on at least one manuscript and (2) performed their research activities to at least a “Satisfactory” level

#### Timeline for Completion:

- Determine the nature of the project with the Major Professor and begin research activities during the Fall semester of Year 2
- To maintain good standing in the Program, the project should be completed by the end of the Spring semester of Year 2; failure to complete the project by this time will result in a Program remediation plan
- At the very latest, the project must be completed by the end of the Fall semester of Year 3, otherwise the student may be dismissed from the Program for failing to demonstrate adequate research competence

### 18.B. Doctoral Dissertation

The doctoral dissertation provides students with a capstone research experience that exhibits full contribution in all aspects of the research process while being supervised by their Major Professor. The overarching goal of this project is for students to demonstrate they have acquired the necessary research competencies to effectively conduct and report original empirical research. Successful completion of this project indicates the student is qualified for receipt of the doctoral degree, pending successful completion of the predoctoral internship.

**General Criteria:**

- Paper presents one or more original empirical research projects
- May be completed using the monograph format or the multiple-paper format
- If choosing the multiple-paper option, the student should follow the guidelines and procedures described in the Department’s “Multiple-Paper Dissertation Policy” prior to holding the proposal meeting
- Student should contribute the bulk of intellectual effort to develop the research topic, questions, and methods, with consultation from faculty
- Research data may be preexisting and/or provided by 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 Dissertation Competencies List (see the [Key Program Docs section](#) of this Handbook)
- Final document must be formatted according [to the School of Graduate Studies’ Publication Guide](#)

**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 project idea and proposal following successful completion of the qualifying research project
- Proposal meeting must be held/passed prior to the end of the Spring semester in the year the student intends to start predoctoral internship
  - *Note.* Some predoctoral internship sites require the dissertation proposal be completed prior to their application deadline, which can be as early as the first week in November during the year of application. Thus, students may need to propose early in the Fall semester if they wish to apply to some sites.
- Defense meeting must be held/passed prior to conferral of the doctoral degree

## 18.C. Proposal & Defense Meetings

The dissertation project requires proposal and defense meetings. Following are expectations students should be aware of when preparing for these meetings:

- The student (not the Major Professor/Chair) is responsible for scheduling these meetings.
- The student should wait to schedule these meetings until they receive their Major Professor/Chair's approval to do so.
- Students should contact committee members to schedule the meeting in advance as faculty schedules can sometimes be challenging to coordinate.
- Proposal meetings should be scheduled for 1 hour; defense meetings should be scheduled for 1.5 hours.
- The student should prepare a brief slide deck/presentation to scaffold the meeting and subsequent discussion. For both proposal and defense meetings, these presentations should be limited to 15–20 minutes.
- For proposal meetings, the student should send a copy of the proposal manuscript to their committee at least 2 weeks prior to the meeting.
- For defense meetings, the student should (1) send a copy of the final manuscript, (2) initiate the request for examination in USU's Service Now (online), and (3) communicate with the Department's Graduate Coordinator about their intent to defend at least 4 weeks prior to the meeting.
- Faculty are available for proposal and defense meetings on regular calendar days when USU is in-session during the Fall and Spring semesters. Requests for non-standard scheduling should be made only in extenuating circumstances and requires the willingness/availability of all committee members.

## 18.D. Preparing for Defense Meetings

Prior to the semester that students plan to defend their dissertation, they should (1) familiarize themselves with [the School of Graduate Studies' "Final Defense Information" website](#) and (2) schedule a meeting with the Department's Graduate Program Coordinator to talk through the timeline and procedures for preparing for the defense meeting. Students should be aware that failing to adhere to required timelines or procedures can invalidate a defense meeting.

## 18.E. Graduate School Electronic Paperwork

The completion of the dissertation is accompanied by the completion of related electronic 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 initiated from [the School of Graduate Studies' "Academic Forms" website](#).

When nearing the completion of the dissertation project, yet still 3+ months prior to the defense, students should submit their "application for candidacy." This [electronic paperwork is available on the School of Graduate Studies website](#). 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 six parts of the Comprehensive Exams
- Have a minimum of 3 months prior to the Dissertation defense

## 18.F. Qualifying Research Project Waiver

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

## 18.H. 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 (1) beyond the Program's required credits or (2) during summer semesters or (3) during the internship year will not be covered by tuition awards and, therefore, must be paid for out-of-pocket by students.**

## 19. Practicum & Clinical Training

This section outlines the Programs' 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.

### 19.A. Developmental Model

Practicum is structured according to a developmental model. During Year 1 in the Program, students engage in a beginning school practicum experience that occurs over two semester. This practicum provides initial exposure to some of the key roles and functions of school psychologists as mental health and academic interventionists. Year 1 practicum activities are structured in tandem with first-year didactic coursework in school psychology (i.e., Introduction to School Psychology, Legal and Ethical Issues in Schools) and are arranged by Program faculty.

In Year 2, students enroll in a two-semester intermediate school 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 psychoeducational assessment and consultation functions of school psychologists.

In Years 3–4, students participate in 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 (e.g., children, adolescents, and emerging adults), their caregivers (e.g., 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, if 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 lab projects.

### 19.B. Total, Direct, & Indirect Hours

**Students are required to obtain a minimum of 1,000 *total* hours and 400 *direct* (intervention + assessment) hours in practicum placements prior to applying for the predoctoral internship.** Benchmarks for direct hours include 300 *intervention* hours, 100 *assessment* hours, plus at least 5 *integrated reports*. Many students will accrue up to 1,200 total hours and 500 direct hours, with 10+ integrated reports. Although there is some flexibility to go beyond the minimums, students should be aware that there is such a thing as “too much practicum” and that

it is the program faculty's responsibility to ensure students are both engaged in appropriate practicum experiences and accruing an appropriate number of hours.

Following are more targeted benchmarks for practicum hours by year:

- Year 1: Beginning School Practicum
  - 100 total hours (3–5 hr/week)
  - 35 intervention hours
  - 5 assessment hours
- Year 2: Intermediate School Practicum
  - 300 total hours (10 hr/week)
  - 75 assessment hours
  - 25 consultation (intervention) hours
- Year 3: Advanced Practicum I
  - 500 total hours (16–20 hr/week)
  - 200 intervention hours
  - 20 assessment hours
- Year 4 = Advanced Practicum II
  - 100 total hours (3–5 hr/week)
  - 40 intervention hours
  - 10 assessment hours

*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, maintaining records or client notes, and other aspects of case management. **Given that students will typically submit internship applications in the Fall semester of Year 4, it is recommended that they reach 350 hours by the end of the Summer semester of Year 3**

Students should be aware that many internship applicants accrue substantially more direct hours than the Program's recommended minimum of 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 and the Director of Training 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 as well as the proportion of hours by service type (i.e., assessment vs. intervention) that are required for different internship sites. Understanding these requirements in advance can help students appropriately plan for practicum placements that will enable them to obtain needed numbers and types of practicum 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 not exceed 1:4.** For example, if students obtain 100 direct hours in a practicum placement, it would be expected that students accrued no more than 400 total hours (i.e., 300 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 practicum supervisor. If students are unable to resolve this ratio problem with their supervisor, they should make the Director of Training aware of the situation and involve them in an attempt to remedy the situation.

## 19.D. Hours Tracking

Students are responsible for consistently and accurately tracking their practicum hours across all placements. Starting in Year 1, 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 Director of Training and instructed in how to use the platform. T2T is a subscription-based service that is paid for by the Department. Given that external practicum supervisors are often unfamiliar with T2T's logging parameters, questions regarding how to accurately or best log practicum activities and hours should be directed to (1) advanced peers who have experience using T2T and then, if unresolved, (2) the Director of Training. A summary of cumulative practicum hours will be obtained from T2T and considered by the Program faculty as part of each student's annual evaluation (see later in the Handbook for more on this evaluation process).

## 19.E. Placement Decisions

**Practicum placement decisions are ultimately made by the Program faculty, not by students.** Year 1 practicum opportunities will be arranged by faculty teaching and supervising the beginning school practicum sequence. Placements for the Year 2 school practicum sequence will be arranged in a local school district by the faculty member who instructs/supervises this sequence. In Years 3–4, students interested in practicum placements that are also available to students in the Combined Counseling/Clinical Program must participate in the practicum application and match process that is co-sponsored with that program. Also, in Years 3–4, students interested in practicum placements outside the scope of the formal match process must have their practicum placements approved by (1) their Major Professor and (2) the Director of Training. 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 Professor and Director of Training 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 indirect practicum hours, and the resulting mileage is typically not reimbursed.

## 19.F. Registering for Course Credit

Most 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 Director of Training 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 1 Practicum in School Psychology (PSY 6380) sequence and another 6 credits when taking the Year 2 Practicum in School Psychology (PSY 6380) sequence (3 credits in the Fall + 3 credits in the Spring across both years). Throughout Years 3–4, students can register for up to 4 credits of advanced practicum (PSY 7395: Externship in Child/Adolescent Psychology; 1 credit per semester  $\times$  4 semesters = 4 credits). Across all years, students should aim for a grand total of 16 practicum credits. Students may fall below 16 total practicum credits without repercussion, but students exceeding 16 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 covered by student tuition awards.

As another general rule, there is no need to register for practicum credit when completing minor practicum experiences that are associated with research lab projects. In Year 1 and Year 2, when registering for the beginning or intermediate Practicum in School Psychology (PSY 6380) sequences, students should register for the section sponsored by the faculty member who supervises the sequence during their year. In Years 3–4, when registering for advanced practicum (PSY 7395: Externship in Child/Adolescent Psychology), students should register for the section sponsored by the Director of Training.

## 19.G. Supervision Parameters

The Program requires that the primary supervision mode for practicum be conducted face-to-face, either in-person or via secure, real-time video-conferencing technology. Other modes of telesupervision that do not allow for face-to-face interaction are typically relied upon in emergency or unusual situations, when the supervisor is unable to connect in-person or via video yet must be available immediately to support the student. Telesupervision is also permitted and encouraged in situations where students cannot safely meet in-person with supervisors because of public health precautions. Ultimately, decisions regarding the appropriateness of telesupervision are deferred to local practicum sites and supervisors.

Students should seek to obtain approximately 1 hour of supervision per every 10 hours of practicum experience, and at least 50% of this supervision (across all practicum experiences) should be individual as opposed to group-based. 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 times, must be immediately accessible via secure video-conference or telephone in case of emergency. 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.

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 Utah and potentially other states. 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 are encouraged to consult with the Director of Training regarding licensing issues and should familiarize themselves with the specific psychology licensure requirements for the states within which they wish to work post-graduation.

## 20. Comprehensive Exams

This section outlines the curriculum’s requirements for comprehensive exams—a series of six milestone projects designed for students to demonstrate, synthesize, and expand the research and practice-related competencies acquired through didactic coursework, the original empirical research projects, and practicum. 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.

The comprehensive exams cover *specialty knowledge*, *research*, and *clinical* competencies:

1. Specialty Knowledge Exam: School Psychology Praxis®
2. Research Exams, Part 1: Scholarly Presentation
3. Research Exams, Part 2: Journal Submission
4. Clinical Exams, Part 1: Assessment Case Report
5. Clinical Exams, Part 2: Intervention Case Report
6. Clinical Exams, Part 3: Integrative Knowledge Essay

Following are key parameters and policies that govern each part of the comprehensive exams.

### 20.A. Specialty Knowledge Exam: School Psychology Praxis®

The purpose of the Praxis exam is to evaluate students’ acquisition of core knowledge in the specialty practice area of school psychology.

#### General Criteria:

- Must take the School Psychology Praxis® Exam
- Basic information about the exam and preparing for this exam are located at [the NASP Praxis website](#)
- Additional materials for preparing for this exam are available online and via NASP

#### Evaluation Criteria:

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

#### Timeline for Completion:

- May be completed any time after successfully completing Year 2 of the Program
- Optimally, should be completed during the summer of Year 2 of the Program
- Must be completed prior to the clinical exams and the dissertation proposal
- Must be completed prior to September 1 in the year the student applies for the APPIC predoctoral internship match

### 20.B. Research Exams, Part 1: Scholarly Presentation

The purpose of the scholarly presentation is to provide opportunity for students’ to demonstrate competence in communicating research visually and verbally.

**General Criteria:**

- Paper, poster, or other major scholarly presentation accepted and delivered at a national or international professional conference
- Student must be first author on the presentation proposal
- Student must develop the bulk of the presentation materials
- 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 the [Key Program Documents](#) section of this Handbook)

**Timeline for Completion:**

- May be completed any time after successfully completing Year 1 in the Program
- Optimally, should be completed during Years 2–3 of the Program
- Must be completed prior to the dissertation proposal
- Must be completed prior to September 1 in the year the student applies for the APPIC predoctoral internship match

## 20.C. Research Exams, Part 2: Journal Submission

The purpose of the journal submission is to provide opportunity for students’ to demonstrate competence in communicating research via writing as well as to gain exposure to the peer-review publication process.

**General Criteria:**

- Student must submit an original research manuscript for consideration for publication in a peer-reviewed journal as the corresponding author
- Student must be the first or second author (or equivalent) on the manuscript and have contributed to a substantive proportion of the manuscript writing
- Student must have edited the manuscript for APA Style and the journal’s preferred style
- Following receipt of an editorial decision that includes feedback from at least one peer-reviewer, the student must revise the paper in response to editorial/reviewer feedback and document revisions in a letter to the Editor (according to a format preferred by the journal and/or the Major Professor)
  - If the paper receives a “revise and resubmit” decision, the student is not required to resubmit but, rather, should consult with their Major Professor regarding the wisdom of resubmitting given the editorial/reviewer feedback

- If the paper receives a “reject” decision, the student must still revise the paper according to editorial/reviewer feedback and prepare a formal letter to the Editor (although this letter will not be officially submitted)
- Regardless of the editorial decision (revise or reject), students are encouraged (but not required) to resubmit their manuscript and continue engaging the peer-review process toward publication
- If the paper is desk-rejected (i.e., declined prior to undergoing peer-review), then the manuscript must be submitted to another peer-reviewed journal until it receives an editorial decision that includes feedback from at least one peer-reviewer

#### **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 confirm the student’s submission of the manuscript
- 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 the [Key Program Documents](#) section of this Handbook)

#### **Timeline for Completion:**

- May be completed any time after successfully completing Year 1 in the Program
- Optimally, should be completed during Years 2–3 of the Program
- Must be completed prior to the dissertation proposal
- Must be completed prior to September 1 in the year the student applies for the APPIC predoctoral internship match

## **20.D. Clinical Exams, Part 1: Assessment Case Report**

The purpose of the assessment case report is to evaluate students’ competence in conducting psychoeducational or psychological assessment.

#### **General Criteria:**

- Report presents a comprehensive psychological or psychoeducational evaluation conducted with a client in a school, clinic, or other relevant setting
  - If the report presents on an adult client, then a rationale must be provided and approved by the student’s Major Professor prior to the oral presentation
  - If the report presents on an adult client, then the intervention report requirement for comprehensive exams *must* present on a school-aged youth client
- Student should administer, score, and interpret most 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 3 Program faculty
- To successfully complete this part of the comprehensive exams, students must receive “Ready” or better marks across at least 2/3 of the Global Competencies and 11/14 of the Sub-Competencies on the Assessment Case Report Evaluation form (see the [Key Program Documents](#) section of this Handbook)
- “Inadequate” marks on one of the Global Competencies or on three or more of the Sub-Competencies on the Assessment Case Report Evaluation will result in failing the exam
- To successfully complete the exam, the practicum supervisor must certify that a summary of the report was presented satisfactorily to the client or relevant parties

**Timeline for Completion:**

- Optimally, should be completed in the Spring semester of Year 3 in the Program
- Must be completed prior to September 1 in the year the student applies for the APPIC predoctoral internship match

## 20.E. Clinical Exams, Part 2: Intervention Case Report

The purpose of the intervention case report is to evaluate students’ competence in conducting psychoeducational or psychological intervention.

**General Criteria:**

- Report presents a summary of a direct or consultation-based intervention case conducted with a client in a school, clinic, or other relevant setting
  - If the report presents on an adult client, then a rationale must be provided and approved by the student’s Major Professor prior to the oral presentation
  - If the report presents on an adult client, then the assessment report requirement for comprehensive exams *must* present on a school-aged youth client
- Intervention can be provided at the individual, group, classroom, or schoolwide level
- Student should complete most intervention components documented in the report, with appropriate supervision
- Student should write most of the report, with appropriate supervision
- Report should be organized according to the Intervention Case Report Guidelines (see the [Key Program Documents](#) section of this Handbook)
- 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 Program faculty
- To successfully complete this part of the comprehensive exams, students must receive “Ready” or better marks across at least 2/3 of the Global Competencies and 9/12 of the

Sub-Competencies on the Intervention Case Report Evaluation form (see the [Key Program Documents](#) section of this Handbook)

- “Inadequate” marks on one of the Global Competencies or on three or more of the Sub-Competencies on the Intervention Case Report Evaluation form will result in failing this exam
- To successfully complete the project, the practicum supervisor must certify that a summary of the report was presented satisfactorily to the client or relevant parties

**Timeline for Completion:**

- Optimally, should be completed in the Spring semester of Year 3 in the Program
- Must be completed prior to September 1 in the year the student applies for the APPIC predoctoral internship match

## 20.F. Clinical Exams, Part 3: Integrative Knowledge Essay

The purpose of the integrative knowledge essay is to evaluate students’ competence in integrating and applying discipline-specific knowledge in psychology to a clinical case.

**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 Case Report or Intervention Case Report requirements for comprehensive exams
- 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 [the Key Program Documents section of this Handbook](#))
- 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 “Proficient” or better ratings on 3/3 competencies as outlined on the Integrative Knowledge Essay Rubric (see the [Key Program Docs section](#) of this Handbook).

**Timeline for Completion:**

- Optimally, should be completed in the Spring semester of Year 3 in the Program
- Must be completed prior to September 1 in the year the student applies for the APPIC predoctoral internship match

## 20.G. Defense Meeting for Clinical Exams (Parts 1, 2 & 3)

All three parts of the Clinical Exams (i.e., Assessment Case Report, Intervention Case Report, and Integrative Knowledge Essay) must be defended orally in a two-hour meeting with 3 Program faculty. The student's Major Professor serves as the Chair for this defense meeting. The student is responsible for inviting and securing two additional Program faculty within the School Psychology specialization to serve on their defense committee. **This meeting must be held/passed prior to September 1 in the year the student applies for the APPIC predoctoral internship match.**

The student must ensure that all of their clinical exam materials—including their two case reports (assessment and intervention), integrative knowledge essay, and slide deck presented during the defense meeting—are [appropriately de-identified using the “Safe Harbor” method recommended by the U.S. Department of Health & Human Services](#). Exemplars of appropriately de-identified clinical exam materials are provided in the “[Clinical Comps Exemplars](#)” subfolder of the “[School Psychology PhD Shared Docs](#)” folder provided by the Program.

Following are expectations students should be aware of when preparing for this defense meeting:

- The student (not the Major Professor/Chair) is responsible for scheduling these meetings.
- The student should wait to schedule these meetings until they receive their Major Professor/Chair's “green light” to do so.
- Students should contact committee members to schedule the meeting in advance as faculty schedules can sometimes be challenging to coordinate.
- The defense meeting should be scheduled for 2 hours.
- The student should send a copy of their case reports (assessment and intervention) and the integrative knowledge essay at least 2 weeks prior to the defense meeting day/time.
- The student should prepare a brief slide deck/presentation to scaffold the case presentations and subsequent faculty discussion; there is no need to prepare slides on the integrative knowledge essay content.
- The student should send a copy of their slide deck to the faculty at least 24 hours prior to the defense meeting day/time.
- The defense meeting has a similar structure to a dissertation proposal/defense meeting, where the faculty confer at the beginning and end of the meeting and provide a pass/fail decision with targeted feedback.
- During the meeting, the student chooses which case report (assessment or intervention) to present/discuss first; the next report is presented following discussion of the first report.
- The integrative experience essay does not require a formal presentation and is discussed at the end of the meeting.
- The general structure of the two-hour meeting is as follows:
  - 15 min presentation of highlights from report #1
  - 15–30 minutes discussion with faculty about report #1
  - 15 min presentation of highlights from report #2
  - 15–30 min discussion with faculty about report #2
  - 20 min discussion with faculty about integrative experience essay
- Immediately post-examination, the faculty will use the relevant rubrics (see the [Key Program Documents](#) section of this Handbook) to evaluate the student's overall performance for each of the three parts.

- Students are encouraged to review the relevant evaluation rubrics prior to the meeting to help better prepare for the types of discussion questions that might be asked during the defense meeting.
- The student's Major Professor will share the evaluations and faculty feedback with the student post-examination.

## 21. Predoctoral Internship

This section outlines the curriculum's predoctoral internship requirements. Predoctoral internship is considered the capstone practicum experience for the School Psychology PhD Program. Internship is typically a paid experience and usually occurs during Year 5 of the Program. Following are key Program policies and parameters relevant to the predoctoral internship experience.

### 21.A. 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](#) provides information regarding policies governing the internship application, interview, and matching processes. More information about the matching process is available on [the National Matching Service's website for the APPIC Internship Matching Program](#). 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 APPIC website](#).

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 and (2) the Director of Training. In circumstances when a non-APPIC-listed or non-APA-accredited internship is considered, the internship parameters must at least meet all recommendations outlined in [the CDSPP's Doctoral Internship Guidelines \(2017\)](#).

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 youth or families within community or medical settings) or (3) some combination of both (e.g., consortia with rotations in school and other settings).

### 21.B. Internship Match Process

A general overview of the major milestones and timeline (month-by-month) involved in the APPIC internship match process is provided on APPIC's ["Internship Applications: Step-By-Step" website](#). An more detailed overview of the APPIC match process and a schedule of important dates/deadlines for the current year are provided by the National Matching Services Inc. on their ["Overview for Applicants" website](#). This website also provides important information about rules and policies that govern the match, how the matching algorithm works, and further information about matching procedures.

Program faculty expect students will participate in the APPIC Internship Matching Program. Faculty anticipate 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.

## 21.C. Internship Eligibility

**To be eligible to *participate* in the APPIC match process for predoctoral internships,** students must have successfully completed the following requirements prior to September 1 of the year they intend to participate:

- Qualifying research project.
- Comprehensive Exams:
  1. Specialty Knowledge Exam: School Psychology Praxis®
  2. Research Exams, Part 1: Scholarly Presentation
  3. Research Exams, Part 2: Journal Submission
  4. Clinical Exams, Part 1: Assessment Case Report
  5. Clinical Exams, Part 2: Intervention Case Report
  6. Clinical Exams, Part 3: Integrative Knowledge Essay
- All coursework taken to date.
- At least 350 direct hours in practicum placements (with at least 400 anticipated).

Additionally, students must:

- Have either completed OR have a plan for completing their dissertation proposal by the end of the academic year (see below for more on this point).
- Have a plan for completing all remaining coursework by the end of the academic year.
- Receive “Ready” or better marks across 8/8 Global Competencies and at least 25/34 Sub-Competencies as rated by their most recent supervisor on the Doctoral Practicum Evaluation form (see the [Key Program Documents](#) section of this Handbook). (Note that “Inadequate” marks of any of the Sub-Competencies will make students ineligible to apply until supervisor marks improve.)

**To be eligible to *start* their predoctoral internship training program,** students must:

- Have successfully passed their Dissertation proposal meeting prior to the end of the Spring semester in the year the student intends to start internship.
  - *Note.* Some predoctoral internship sites require the dissertation proposal be completed prior to their application deadline, which can be as early as the first week in November during the year of application. Thus, students may need to propose early in the Fall semester if they wish to apply to some sites.
- Have successfully completed any coursework that remained during or following the internship application period.
- Remain in good standing with the Program through the end of the Spring semester in the year the student intends to start internship.

## 21.D. 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 associated with the Director of Training. 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.

## 21.E. 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 should 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.

## 21.F. 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 and (2) the Director of Training.

## 21.G. Internship Supervision

While on internship, the Program defers the primary responsibility for supervision to the Director of Training and the local supervisors at the predoctoral internship site. The student's Major Professor and the USU Director of Training 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.

## 22. Evaluation of Student Performance

Students should be aware that their performance is monitored and evaluated on an ongoing basis by Program faculty. The purpose of performance evaluation is to function as a quality control mechanism for ensuring that students meet the Program's training aims and competencies. Evaluations provide students with both formative and summative feedback to support their development of research, clinical, and other professional knowledge and skills. Students are encouraged to approach evaluations opportunities constructively, focusing on how they can learn and grow from faculty feedback. Faculty take evaluation opportunities seriously and strive to encourage and build student competence while upholding high professional standards.

There are multiple mechanisms by which student performance is monitored and evaluated throughout the Program. Students should be aware that different evaluations are based on different rubrics and serve different purposes. As a general rule, evaluations are based on what faculty can actually observe of student performance and/or demonstration of competence. Faculty cannot evaluate what they cannot observe. Following are policies that describe the Program's several evaluation opportunities.

### 22.A. Annual Evaluation

All students will be provided with formal feedback from the Program faculty at the end of each academic year—including the predoctoral internship year—via the Doctoral Student Annual Evaluation (see the [Key Program Documents](#) section of this Handbook). The annual evaluation provides students with faculty consensus ratings regarding their progress related to (a) curriculum requirements, (b) professional values, attitudes, and behaviors, (c) communication and interpersonal skills, and (d) major program benchmarks. This evaluation also provides an overall rating of student progress as well as qualitative feedback from the faculty regarding students strengths, areas for growth, and, if needed, challenges and concerns. Receiving an overall progress rating of “unacceptable” or “needs improvement” is likely to trigger the need for a remediation plan with the Program faculty (see below for the Program policy on remediation plans).

### 22.B. Coursework Evaluation

The School of Graduate Studies requires that students have a minimum GPA of 3.0 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 below further policies on these points). Earning two or more “C” grades may likewise result in probation, remediation, or dismissal.

## 22.C. Practicum Evaluation

Student 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 Student Practicum Evaluation form (see the [Key Program Documents](#) section of this Handbook). Minor practicum experiences that are arranged as part of coursework or 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 and then share them with the Director or Training. In Years 3–5, when enrolled in advanced practicum (PSY 7395), the Director of Training will solicit evaluations from all site supervisors. Beyond evaluations, practicum supervisors are asked to recommend letter grades for advanced practicum performance to the Director of Training. When students are participating in multiple practicum and thus receive multiple evaluations and letter grade recommendations, the Director of Training is responsible for determining a final grade that balances the multiple recommendations across supervisors. Receiving “inadequate” ratings on any of the global or specific competencies outlined on the Doctoral Student Practicum Evaluation and/or receiving lower than “A” grades for advanced practicum is likely to trigger the need for a remediation plan with the Program faculty (see below for the Program policy on remediation plans). Poor evaluations/grades in practicum for two or more semesters may be cause for dismissal for the Program (see below for the Program policy on dismissal).

## 22.D. Qualifying Research Project Evaluation

Student performance on the qualifying research project is evaluated by their Major Professor using the Qualifying Research Project Evaluation form (see the [Key Program Documents section of this Handbook](#)). To successfully complete the project, the evaluation must indicate that (1) the student made research contributions that were substantive enough to warrant co-authorship on at least one manuscript and (2) performed their research activities to at least a “Satisfactory” level. Failing to receive a successful evaluation for this project by the Fall semester of year 3 may result in dismissal from the Program.

## 22.E. Dissertation Evaluation

To successfully complete the dissertation project, the Graduate Supervisory Committee must endorse a consensus “Satisfactory” mark on the Record of Examination submitted to the School of Graduate Studies following the defense meeting (see the [Key Program Documents section of this Handbook](#) for an example of this record). The Committee’s overall evaluation of student performance on the dissertation project is based on the competencies outlined in the Dissertation Competencies List (see the [Key Program Documents section of this Handbook](#)). Failing to receive a “Satisfactory” consensus endorsement from the committee will necessitate a second defense opportunity on a timeline determined by the Program faculty. If students fail to receive a “Satisfactory” consensus endorsement from the committee following the second defense opportunity, they will be dismissed from the Program (see below for the Program policy on dismissal).

## 22.F. Comprehensive Exams Evaluation

Each of the six parts of comprehensive exams has distinct evaluation criteria. These criteria were outlined above in [the Comprehensive Exams section of this Handbook](#), and the rubrics and forms used for documenting these several evaluations are located in the [Key Program Documents section of this Handbook](#). Failing to pass or successfully complete any part of the comprehensive exams will necessitate a re-examination opportunity on a timeline determined by the Program faculty. Failing to pass comprehensive exams may result in delayed predoctoral internship eligibility. Furthermore, if students fail to pass any part of the comprehensive exams upon re-examination (i.e., after two attempts), they will be dismissed from the Program (see below for the Program policy on dismissal).

## 22.G. Predoctoral Internship Evaluation

Internship sites vary regarding schedules of evaluation and 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 Director of Training 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 Director of Training 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 Director of Training 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 (see the [Key Program Documents](#) section of this Handbook), which is an adapted version of the Doctoral Student Practicum Evaluation that targets 12 key training competencies germane to internship.

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 Director of Training each semester. This evaluative feedback is the basis upon which internship grades are given. If the Director of Training 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 their internship site send formal correspondence stating that the student's performance has been satisfactory thus far. Finally, students should be aware that poor evaluations on internship or failure to complete internship requirements may result in (1) the need to complete additional internship experiences or (2) dismissal from the Program (see below for the Program policy on dismissal).

## 22.H. Remediation Plans

If Program faculty determine that students have failed to make satisfactory progress in any element of the Program or engaged in unethical behavior related to the Program, then students 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 student's problems
2. Developing a plan with goals and actionable steps to remediate these problems
3. Monitoring and evaluating the student's 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 (see the [Key Program Documents](#) section of this Handbook). Students must be provided with appropriate opportunities and supports to benefit from the remediation plan. An inadequate response to the remediation plan may result in dismissal from the Program (see below for the Program's dismissal policy). Students are protected in this situation by University policies that govern students' rights, appeals, and due processes. Students who believe they have been unfairly treated or discriminated against should see the Program's Complaints and Grievances policy (see below). Information regarding student rights and appeals is located [in Article VII of the USU Student Code of Policies and Procedures](#).

## 22.I. Dismissal from the Program

If a student (a) exhibits unethical behavior related to the Program, (b) fails to make appropriate and timely progress in any element of the Program, and/or (3) fails to adequately respond to a remediation plan, then the Program faculty may move to dismiss them from the Program.

Following is the Department's protocol that must be followed when students are considered for dismissal from the Program:

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 Director of Training 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 Director of Training 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).

Students are protected in this situation by University policies that govern students' rights, appeals, and due processes. Students who believe they have been unfairly treated or discriminated against should see the Program's Complaints and Grievances policy (see below). Information regarding student rights and appeals is located [in Article VII of the USU Student Code of Policies and Procedures](#).

## 23. Complaints & Grievances

Students who believe they have been wronged, treated unfairly, discriminated against, or otherwise harmed by persons or processes connected with the Program, Department, College, and/or University are encouraged to express and resolve complaints—and they have the right to file formal grievances. Following are policies that govern complaints and grievances.

### 23.A. Resolving Complaints

Complaints involving other persons—including students, faculty, or staff—in the Program, Department, College, or University should be resolved 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 Professor, who may help facilitate a resolution. If a resolution is not obtained after this step, students should bring their concern to the Director of Training, who may consult with the full Program faculty to help problem-solve the situation. In rare instances, it may be necessary to escalate the complaint to the Department Head or the Vice Provost of Graduate Studies in order to facilitate an appropriate resolution.

### 23.B. Filing Grievances

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 documentation (the [Key Program Documents section of this Handbook](#)). Students are also welcome to file a grievance report prior to attempting to resolve their problem (see the Resolving Complaints policy), if they would like to formalize their complaint with the Program. 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 [in Article VII of the USU Student Code of Policies and Procedures](#).

### 23.C. Reporting Discrimination & Sexual Misconduct

If a complaint or grievance involves quid pro quo, hostile environment, sexual assault, relationship violence (dating and domestic violence), stalking, or 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 may choose to [file a report with the Office of Equity](#). 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 (see [the Non-Discrimination policy located in the Key University Policies section of this Handbook](#)). Information about this reporting process and links to reporting forms are provided through [the USU Office of Equity’s website](#). Resources for persons impacted by sexual misconduct can be found [at USU’s “Sexual Respect” website](#).

Students should be aware that Program faculty are considered “reporting employees” in relation to Title IX concerns. Reporting employees are required to report all information they receive about sexual misconduct to the USU Title IX Coordinator. Other reporting employees include provosts, deans, and department heads; all positions in the Office of Equity; university police officers; all positions in Residence Life; directors in Student Affairs; most positions in the Office of Student Conduct and Community Standards; athletic directors and coaches; supervisors of employees; and campus security authorities. More information regarding reporting employees’ obligations is available [at USU’s “Reporting Employee Obligations” website](#).

## 23.D. Confidential Resources for Sexual Misconduct

If students wish to speak to a confidential resource (i.e., individuals who do not have an obligation to report information to the Office of Equity) about an incident of sexual misconduct, they can contact [the USU Sexual Assault and Anti-Violence Information Office](#), [USU Counseling and Psychological Services](#), or [the community-based organization CAPSA](#), which is a nonprofit domestic violence, sexual abuse, and rape recovery center.

## 24. Program Documents & Communications

Following are policies related to Program documents and communications.

### 24.A. Program Box Folder

The Program maintains a shared USU Box folder—“[School Psych PhD Student Docs](#)”—that is administered by Program faculty and accessible to Program students, who are invited to the folder using their USU email. This Program Box folder houses documents for administering the Program, including (a) the current version of this Handbook, (b) stand-alone versions of all forms included in the Handbook (see the [Key Program Docs section](#) below), and (c) other miscellaneous materials supporting the Program’s training aims and competencies. This Box folder does not store student records (see below for the Program policy on student record keeping). If students wish to add additional documents or materials to the Program’s shared Box folder, they should make a formal request to the Director of Training, who will consult with the Program faculty prior to adding additional materials.

### 24.P. Student Records

Records regarding student conduct, performance, and progress in the Program are maintained in a secured USU Box folder by the Director of Training, Director of Training, and the Department’s Graduate Program Coordinator. Each student has a separate electronic folder that houses their personal Program related records. Records maintained in a student’s file include admissions materials and copies of all evaluations of student performance completed throughout the Program (see [the Evaluation of Student Performance section of this Handbook](#)). Records related to remediation plans, complaints and grievances, or program dismissal are also kept in this file. Memos documenting prior coursework and waivers are also included, as needed.

Although the Program and Department keep electronic records for each student, **it is the student’s responsibility to maintain their own personal file with copies of important documents and materials related to their graduate training.** If students are missing copies of their electronic records for their personal files, they are welcome to request these from the Director of Training or the Department’s Graduate Program Coordinator at any time.

Each student’s file and associated electronic records are confidential and governed by the Federal Education Rights Privacy Act (FERPA). Information about student rights and privacy under FERPA can be found on [this website](#). Students should be aware that they have the right to (1) inspect and review information contained in their Program file, (2) request amendments to their records, (3) consent to any disclosure of personally identifiable information contained in their file, and (4) file a complaint with the U.S. Department of Education regarding alleged failures by the University to comply with the requirements of FERPA. Persons with regular access to each student’s file include the following: the student themselves, all core Program faculty, the Graduate Program Coordinator, the Department’s Business Manager, and the Department Head. The Program and Department maintain student records throughout the duration of graduate training and then retain a student’s file for 7 years post-graduation.

## 24.C. University Email

Students are provided a USU affiliated email address (@usu.edu), which they are required to use for Program and Department communications. Students are expected to check and respond to email regularly, as most Department and University-related information is conveyed via email.

## 24.D. Program Email Contact

Students are welcome to email other students and faculty in the Program and Department, as needed. Individual email addresses are available on the [Department's Directory website](#). Students can group email all other students in the PhD program (including those on predoctoral internship) using the following listserv email: [psychschoolgrads@lists.usu.edu](mailto:psychschoolgrads@lists.usu.edu). They can also group email students in the School Psychology EdS program (including those on school-based internship) using another listserv email: [psychschoolgradseds@lists.usu.edu](mailto:psychschoolgradseds@lists.usu.edu).

Students are discouraged from sending group emails to faculty concerning questions about Program requirements. Instead, they are encouraged to first reach out to their Major Professor for an answer and/or discussion. If the question remains unresolved, they should then reach out to the Director of Training for an answer and/or discussion. If the Director of Training cannot appropriately answer the question, they will refer the student to an appropriate contact in the Department, College, or University.

## 24.E. Social Media, Online Outlets, & Other Electronic Presence

Students should be aware that their conduct regarding 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 (1) relate to Program activities and (2) 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

Finally, students should be aware that USU has both general [“Brand Standards”](#) and specific [“Social Media Standards”](#) that govern the use of University-related logos etc. As a general rule, students should consult (1) these standards and (2) their Major Professor regarding the appropriateness of using USU information and/or images related to work shared online or via other personal or professional electronic presences. Students are not allowed to create social media accounts that claim to represent the Program or other USU-related entities.

## 25. Key Program Documents

Following are hyperlinks to key documents that are used for administering the Program. Stand-alone versions of each document are available in the “[Handbook Key Program Docs](#)” subfolder within the “[School Psych PhD Shared Docs](#)” folder that is administered by Program faculty and accessible to Program students.

### Evaluation Documents

- 25.A. [Doctoral Student Annual Evaluation](#)
- 25.B. [Doctoral Student Practicum Evaluation](#)
- 25.C. [Qualifying Research Project Evaluation](#)
- 25.D. [Assessment Case Report Evaluation](#)
- 25.E. [Intervention Case Report Evaluation](#)
- 25.F. [Integrative Knowledge Essay Evaluation](#)
- 25.G. [Predoctoral Internship Evaluation](#)

### Approval Documents

- 25.H. [Scholarly Presentation Approval](#)
- 25.I. [Journal Article Submission Approval](#)

### Guidelines Documents

- 25.J. [Intervention Case Report Guidelines](#)
- 25.K. [Integrative Knowledge Essay Guidelines](#)

### Support Documents

- 25.L. [Remediation Plan](#)
- 25.M. [Grievance Report](#)

### Reference Documents

- 25.N. [Test Taker Score Report for the Praxis® Exam](#)
- 25.O. [Dissertation Record of Examination](#)
- 25.P. [Dissertation Competencies List](#)
- 25.Q. [APA–USU Training Aims & Competencies Crosswalk](#)

## 25.A. Doctoral Student Annual Evaluation

version 05-28-23

> Return to [Key Program Documents](#)

Student:

Year matriculated:

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 all applicable 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				
III. Practicum / Clinical Training				
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. Program Milestone Monitor

Program Milestone	Benchmark Completion		Milestone Status		
	Year	Semester	Not Yet	In Progress	Complete
Prelim Stats Exam	1	Fall	X		
UT Assoc. Ed. License	1	Fall	X		
Practicum: 100 total hrs	1	Spring	X		
Year 1 Coursework	1	Spring	X		

Practicum: 250 total hrs	2	Spring	X		
Year 2 Coursework	2	Spring	X		
Qualifying Research Project	2	Summer	X		
Comps: School Psych Praxis Exam	2	Summer	X		
Dissertation Proposal	3	Spring	X		
Practicum: 500 total hours	3	Spring	X		
Year 3 Coursework	3	Spring	X		
Comps: Scholarly Presentation	3	Summer	X		
Comps: Journal Submission	3	Summer	X		
Comps: Clinical Reports & Essay	4	Fall	X		
Predocutorial Internship Applications	4	Fall	X		
Predocutorial Internship Match	4	Spring	X		
Practicum: 400 total hours	4	Spring	X		
Dissertation Defense	4	Spring	X		
Predocutorial Internship: 1500 total hrs	5	Summer	X		

## V. Practicum Monitor

Practicum History (to date):

Year	Placement	Hours Obtained		
		Total	Intervention	Assessment
Y1	Beginning School Practicum			
Y2	Intermediate School Practicum			
Y3	[advanced practicum I]			
Y4	[advanced practicum II]			
	<i>Grand Total Hours (so far)</i>			

Practicum Plans (for next year):

Placement	Estimated Hours		
	Total	Intervention	Assessment

## Overall Progress in the Program

Considering the evaluation points above, the Program Faculty have determined that the student's current, overall progress toward completing the School Psychology PhD Program is:

- Unacceptable  
 Needs improvement

- Satisfactory  
 Exemplary

### 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's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.B. Doctoral Student Practicum Evaluation

version 06-22-21

> Return to [Key Program Documents](#)

Student:

Placement/site:

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 "Ready" or better marks on at least 8/8 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 USU School Psychology Program's Director of Training: Tyler Renshaw, PhD, [tyler.renshaw@usu.edu](mailto:tyler.renshaw@usu.edu).

### 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.

**READY = Internship Ready.** Student exhibits the competency at a 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) READY	(4) EXEM
I. Ethically sound & legally compliant practice						
II. Culturally responsive 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) READY	(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 responsive practice	NOBS	(0) INAD	(1) EMER	(2) DEVO	(3) READY	(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) READY	(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) READY	(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) READY	(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						
<b>VI. Intervention practices</b>	<b>NOBS</b>	<b>(0) INAD</b>	<b>(1) EMER</b>	<b>(2) DEVO</b>	<b>(3) READY</b>	<b>(4) EXEM</b>
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) READY	(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) READY	(4) EXEM
A. Has knowledge of multitiered service delivery frameworks for organizing/implementing practices within schools/allied systems of care						
B. Applies a problem-solving model to optimize the efficiency/effectiveness of practices within schools/allied systems of care						
C. Collaborates effectively with caregivers, interdisciplinary teams, and other professionals who serve clients within schools/allied 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's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.C. Qualifying Research Project Evaluation

version 08-22-23

> Return to [Key Program Documents](#)

Student:

Year matriculated:

Year # in Program:

Major Professor:

Date evaluation was completed:

The purpose of the Qualifying Research Project Evaluation is to provide students in the School Psychology PhD Program with an official record of their performance on the qualifying research project. To successfully complete this project, the student must (1) make contributions that are substantive enough to warrant co-authorship on at least one manuscript and (2) have performed their research activities to at least a “Satisfactory” level. This evaluation form is completed by the student’s Major Professor only, who is the supervisor for the qualifying research project.

### Project Overview

Title of project(s):

Description of student’s role(s) and research activities in the project(s):

Date project(s) was completed:

### Performance Evaluation

The student’s contributions to the project(s) were substantive enough to warrant co-authorship on at least one manuscript:

- NO  
 YES

Overall, the student’s performance on research activities was:

- Unsatisfactory  
 Satisfactory  
 Exemplary

### Narrative Comments & Feedback

> Return to [Table of Contents](#)

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's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.D. Assessment Case Report Evaluation

version 06-22-21

> Return to [Key Program Documents](#)

Student:

Year matriculated:

Year # in Program:

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 "Ready" 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.

READY = Internship Ready. Student exhibits the competency at a 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.

> Return to [Table of Contents](#)

### Global Competency Ratings

Global Competency	INAD	EMER	DEVO	READY	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 responsive practice	INAD	EMER	DEVO	READY	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	INAD	EMER	DEVO	READY	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. Communicate assessment results and interpretations using spoken summaries and written reports that are effective/sensitive to the audience					
III. Systemic service delivery and collaboration	INAD	EMER	DEVO	READY	EXEM
A. Has knowledge of multitiered service delivery frameworks for organizing/implementing					

assessment practices within schools/allied systems of care					
B. Applies a problem-solving model to optimize the efficiency/effectiveness of assessment practices within schools/allied systems of care					
C. Collaborates effectively with caregivers, interdisciplinary teams, and other professionals involved in the assessment process in schools/allied 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.

\_\_\_\_\_  
Major Professor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.E. Intervention Case Report Evaluation

version 06-22-21

> Return to [Key Program Documents](#)

Student:

Year matriculated:

Year # in Program:

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 "Ready" 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.

READY = Internship Ready. Student exhibits the competency at a 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.

### Global Competency Ratings

Competency Domain	INAD	EMER	DEVO	READY	EXEM
I. Ethically sound, legally compliant, and culturally responsive practice					
II. Intervention practices					
III. Systemic service delivery and collaboration					

### Sub-Competency Ratings

I. Ethically sound, legally compliant, and culturally responsive practice	INAD	EMER	DEVO	READY	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	READY	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	READY	EXEM
A. Has knowledge of multitiered service delivery frameworks for organizing/implementing intervention practices within schools/allied systems of care					

B. Applies a problem-solving model to optimize the efficiency/effectiveness of intervention practices within schools/allied systems of care					
C. Collaborates effectively with caregivers, interdisciplinary teams, and other professionals involved in the intervention process in schools/allied 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.

\_\_\_\_\_  
Major Professor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.F. Integrative Knowledge Essay Evaluation

version 06-22-21

> Return to [Key Program Documents](#)

Student:

Year matriculated:

Year # in Program:

Major Professor:

Date integrative knowledge essay was presented to committee:

Date evaluation was communicated to the student:

The purpose of the Integrative Knowledge Essay Rubric is to provide students in the School Psychology PhD Program with summative feedback from the Program faculty regarding their demonstration of advanced integrative knowledge via the written essay and oral defense comprising the Comprehensive Exams, Part 5: Integrative Knowledge Essay 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 demonstration of advanced integrative knowledge. To successfully complete this part of the comprehensive exams, students must receive "Proficient" or better marks across 3/3 competencies. "Inadequate" marks on one or more competencies will result in failing this part of the comprehensive exams. Targeted feedback related to student performance is provided in the narrative comments section at the end of the evaluation.

### Evaluation Rubric

INAD = Inadequate. Student fails to exhibit the competency adequately.

PROF = Proficient. Student exhibits the competency at a proficient level that is on par with expectations for advanced integrative knowledge.

EXEM = Exemplary. Student exhibits the competency at an exemplary level that exceeds expectations for advanced integrative knowledge.

**Name/description of at least 2 discipline-specific knowledge (DSK) domains integrated in the written essay and oral defense:**

1. DSK ONE
2. DSK TWO

Criteria	INAD	PROF	EXEM
1. Student demonstrated advanced integrative knowledge via a written essay of at least 2 discipline-specific knowledge domains that were relevant to an assessment or intervention case.			

> Return to [Table of Contents](#)

2. Student appropriately presented a verbal summary of advanced integrative knowledge derived from their written essay to the faculty committee.			
3. Student appropriately discussed and responded to faculty questions regarding advanced integrative knowledge presented in their written essay and verbal summary.			

### 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's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.G. Predoctoral Internship Evaluation

version 06-22-21

> Return to [Key Program Documents](#)

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

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 Director of Training 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 USU School Psychology Program's Director of Training: Tyler Renshaw, PhD, [tyler.renshaw@usu.edu](mailto:tyler.renshaw@usu.edu).

### 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.

> Return to [Table of Contents](#)

**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, is the Student currently on track to successfully complete the predoctoral internship requirements?

- YES  
 NO  
 N/A (final eval)

**\*Final Evaluation Only\***

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

- YES  
 NO  
 N/A (mid-term eval)

**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.

\_\_\_\_\_  
Major Professor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.H. Scholarly Presentation Approval

version 06-22-21

> Return to [Key Program Documents](#)

Student:

Year matriculated:

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 criterion, 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's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

## 25.I. Journal Article Submission Approval

version 06-22-21

> Return to [Key Program Documents](#)

Student:

Year matriculated:

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’s signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s signature

\_\_\_\_\_  
Date

> Return to [Table of Contents](#)

## 25.J. Intervention Case Report Guidelines

version 04-19-20

> Return to [Key Program Documents](#)

**Directions:** Following are guidelines for structuring the write-up of your Intervention Case Report Requirement 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.

## 25.K. Integrative Knowledge Essay Guidelines

version 04-19-20

> Return to [Key Program Documents](#)

**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).

## 25.L. Remediation Plan

version 12-02-19

> Return to [Key Program Documents](#)

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):

## 25.M. Grievance Report

version 12-02-19

> Return to [Key Program Documents](#)

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):

## 25.N. Test Taker Score Report for the PRAXIS® Exam

> Return to [Key Program Documents](#)

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

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SECTION I

### Your Most Recent Test Results

Test Date: XXXXXXXXXX

Test Name and Code	Your Score	Score Recipient and Passing Information*
SCHOOL PSYCHOLOGIST (5402)	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 100px; height: 15px; background: linear-gradient(to right, #2e7d32, #2e7d32);"></div> <div style="margin: 0 5px;">179</div> <div style="width: 100px; height: 15px; background: linear-gradient(to right, #2e7d32, #2e7d32);"></div> </div> <p style="font-size: small; text-align: center;">Average Performance Range** 162-177</p>	UTAH STATE BOARD OF EDUCATION (8375) <span style="color: green;">✔ Passed+</span>

\* 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	162	147	YES	✔ Passed	August 2, 2019

### SECTION III Details on Your Most Recent Test Results

Test Date: XXXXXXXXXX

Test / Test Category *	Your Raw Points Earned	Average Performance Range **
<b>SCHOOL PSYCHOLOGIST (5402)</b>		
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

> Return to [Table of Contents](#)

## 25.O. Dissertation Record of Examination

> Return to [Key Program Documents](#)

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’ 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 <input style="width: 90%;" type="text" value=""/></p> <p>* Department <input style="width: 90%;" type="text" value=""/></p> <p>Program <input style="width: 90%;" type="text" value=""/></p> <p>* Student's Plan Type -- None --</p>	<p>A-number <input style="width: 90%;" type="text" value=""/></p> <p>College <input style="width: 90%;" type="text" value=""/></p> <p>Degree <input style="width: 90%;" type="text" value=""/></p>
--	--

---

**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

---

**Committee members participating in the defense**

<p>* Advisor/Major Professor <input style="width: 90%;" type="text" value=""/></p> <p><input type="checkbox"/> Add committee member</p>	<p>* Location -- None --</p>
---	----------------------------------

---

**Verify that the above information is accurate**

<p>* Graduate Program Coordinator (submitting this form) <input style="width: 90%;" type="text" value=""/></p>	<p>Date 2019-12-04</p>
--	----------------------------

## 25.P. Dissertation Competencies List

version 12-02-19

> Return to [Key Program Documents](#)

The purpose of the 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 the dissertation project. 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

> Return to [Table of Contents](#)

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

## 25.Q. APA–USU Training Aims & Competencies Crosswalk

> Return to [Key Program Documents](#)

The table below crosswalks 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
<b>Discipline-Specific Knowledge</b>	<b>Aim 1. Program graduates have knowledge of the conceptual and scientific foundations that inform and guide health service psychology.</b>
I. History and systems of psychology II. Basic content areas in scientific psychology <ul style="list-style-type: none"> <li>• Affective basis of behavior</li> <li>• Biological basis of behavior</li> <li>• Cognitive basis of behavior</li> <li>• Developmental basis of behavior</li> <li>• Social basis of behavior</li> </ul> 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>
<b>Profession-Wide Competencies</b>	
<b>I. Research</b>	<b>Aim 2. Program graduates conduct rigorous research that contributes to the scientific knowledge base and informs practice in school psychology.</b>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<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>

> Return to [Table of Contents](#)

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

<b>III. Individual and Cultural Diversity</b>	<b>Aim 4. Program graduates conduct research and practice in a culturally responsive manner.</b>
<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;</li> <li>• 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;</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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>
<b>IV. Professional Values and Attitudes</b>	<b>Aim 5. Program graduates demonstrate values and attitudes that are conducive to professional effectiveness and independence.</b>
<ul style="list-style-type: none"> <li>• Behave in ways that reflect the values and attitudes of psychology,</li> </ul>	<p><u>Aim 5: Competency A.</u> Program graduates identify as psychologists and behave in ways that</p>

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

<b>VI. Assessment</b>	<b>Aim 7. Program graduates select and implement effective assessment practices when serving clients.</b>
<ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><u>Aim 7: Competency A.</u> Program graduates have knowledge of psychopathology, diagnostic and classification systems, functional and dysfunctional behavior, and client strengths and wellbeing.</p> <p><u>Aim 7: Competency B.</u> Program graduates understand human behavior within its context, including social, familial, cultural, and environmental influences.</p> <p><u>Aim 7: Competency C.</u> 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><u>Aim 7: Competency D.</u> Program graduates communicate assessment results and interpretations using spoken summaries and written reports that are effective and sensitive to a range of audiences.</p>

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

<b>Program-Specific Competencies</b>	<b>Aim 10. Programs graduates have knowledge of systemic service delivery and demonstrate effective collaboration within schools and allied systems of care.</b>
*APA states these competencies are to be self-defined by Program.	<p><i>Aim 10: Competency A.</i> Program graduates have knowledge of multitiered service delivery frameworks for organizing and implementing practices within schools and allied systems of care.</p> <p><i>Aim 10: Competency B.</i> Program graduates apply a problem-solving model to optimize the efficiency and effectiveness of practices within schools and allied systems of care.</p> <p><i>Aim 10: Competency C.</i> Program graduates collaborate effectively with caregivers, interdisciplinary teams, and other professionals who serve clients within schools and allied systems of care.</p>