

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah

Graduate Programs in School Psychology
Autumn, 2002

The Department of Educational Psychology sponsors masters and doctoral programs in school psychology. The graduate programs in school psychology are integrated and organized programs of professional psychology.

The masters program is designed to prepare qualified and effective psychologists who will practice in schools or school-related situations. The program complies with the Utah State Office of Education competency guidelines and certification standards proposed by the National Association of School Psychologists. The University of Utah does not grant an Educational Specialist degree per se, however, the school psychology program should meet these standards in states where specialist degrees are granted. The minimum 74 semester hours for the degree, which includes 1500 hours of supervised internship in the schools, also meets certification requirements in Utah, as well as most other states.

The Ph.D. program in school psychology is designed to prepare psychologists who will practice in the schools or other educationally related settings and to meet the professional employment demands for: (1) psychologists in psychoeducational research; (2) administrators of pupil services; (3) mental health research specialists in child psychology; (4) psychologists in child treatment agencies, hospitals, and private practice; and, (5) professionals in higher education for the preparation of educators and clinicians in psychoeducational services. The program is accredited by the American Psychological Association and adheres to the scientist-practitioner model of graduate education in psychology. Integrated didactic and applied courses aid the students' attainment of a knowledge base and the expertise to enhance the professional practice of school psychology through the employment of the scientific method. One of the major strengths of the program is to prepare practitioners and researchers in the area of interventions. The program, however, is also known for the diverse training that students receive in neuropsychology and developmental psychopathology and psychology. The Ph.D. program is designed to be at least four academic years of full-time study beyond the baccalaureate. Students accepted for the doctoral program must complete all requirements for the masters degree, except internship hours, before taking the qualifying examination. The doctoral program involves a total of 102 semester hours (excluding thesis hours). This includes a 2,000-hour internship in school psychology. NASP standards require that half of the total required internship hours, or 600 hours, be completed in the schools. Students are encouraged to fulfill a 2000-hour APA-approved internship following a 600 hour school-based internship.

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

Listed below are faculty who currently comprise the School Psychology Committee along with the institution from which they received their highest degree.

Core Faculty

William R. Jenson, Ph.D.	Professor/Dept. Chair	Utah State University
Elaine Clark, Ph.D.	Professor/Director	Michigan State University and Brigham Young University
Janiece L. Pompa, Ph.D.	Clinical Professor	Michigan State University
Daniel Olympia, Ph.D.	Assistant Professor	University of Utah
Lora Tuesday-Heathfield, Ph.D.	Assistant Professor	University of Oregon

Adjunct and Clinical School Psychology Faculty

Carol Ballou, Ph.D.	Clin. Assoc. Professor	University of Utah
Brett Barrett, M.S.	Clin. Instructor	University of Utah
Robert Book, Ph.D.	Clin. Professor	University of Utah
Julie Bowen, Ph.D.	Clin. Asst. Professor	University of Utah
Laura Brockbank, Ph.D.	Clin. Asst. Professor	University of Utah
Christine Burns, Ph.D.	Clin. Professor	Texas A&M
Lori Coates, M.S.	Clin. Instructor	Brigham Young Univ
Christine Currey, Ph.D.	Clin. Assoc. Professor	University of Utah
Candace Dee, Ph.D.	Clin. Asst. Professor	University of Utah
Phillip Fast, M.S.	Clin. Instructor	Utah State University
Fulvia Franco, Ph.D.	Clin. Professor	University of Utah
Douglas Goldsmith, Ph.D.	Clin. Professor	University of Utah
Abby Gottsegen, Ph.D.	Clin. Professor	Yeshiva University
James Kahn, Ph.D.	Clin. Professor	University of Utah
Cheryl Kuehne, Ph.D.	Adjunct Professor	University of Utah
Karen Malm, Ph.D.	Clin. Assoc. Professor	University of Utah
Pete Nicholas, Ph.D.	Clin. Asst. Professor	University of Utah
Agnes Plenk, Ph.D.	Adjunct Professor	University of Utah
Katrina Rayls, Ph.D.	Clin. Asst. Professor	Nova Southeastern Univ
Cheri Reynolds, Ph.D.	Adjunct Professor	University of Utah
Ginger Rhode, Ph.D.	Clin. Asst. Professor	Utah State University
John Seaman, Ph.D.	Adjunct Assoc. Professor	University of Utah
Julien Smith, Ph.D.	Clin. Asst. Professor	University of Utah
Anne Taverne, Ph.D.	Clin. Asst. Professor	University of Utah

General prerequisites for graduate study in the programs include undergraduate and/or previous graduate preparation in psychology. Any additional training and experience in special or general education, communication disorders, and social work is desirable but not mandatory. The application of previous graduate course work to the fulfillment of various requirements is decided by the student's advisor or supervisory committee. Multiple admissions criteria employed in the selection of students include Graduate Record

Examination scores, undergraduate or previous graduate course performance, letters of recommendation, past relevant work experience, and when possible, personal interview data. The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

Students

The typical applicant pool for the school psychology program consists of approximately 50 students. From this pool, 8 to 10 students are accepted each year into either the doctoral or masters programs. The program currently has 31 doctoral and 5 masters students; of this total, 26 are females and 10 are male. The age range of the students is between 24 and 52. Several nationalities, foreign countries, and ethnic groups are represented in the school psychology program. The attrition rate is less than 5 percent and is usually due to the student's change of career goals, or for other personal reasons.

The full-time course load is considered 9 or more credit hours per semester. The program is designed such that students are expected to be involved full-time in their graduate studies. Some students do work part-time in the community. In most cases, these part-time positions are related to the student's graduate program (e.g., public schools and child treatment facilities) and enhance the student's skills, professional maturity, and overall educational goals. As detailed in the University Bulletin, there are provisions for financial, academic, and personal counseling through the university. The Department of Educational Psychology has made available a limited number of graduate assistantships and tuition waivers for school psychology students. Although the Program cannot guarantee financial support for all students, the combination of Departmental assistance and grants allows for some degree of support for the majority of entering students. Students need to inquire about possibilities for financial support.

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

Students are evaluated throughout their programs through a variety of methods. In addition to formal evaluations such as course grades, the faculty evaluate the student's progress through feedback from practica and internship supervisors; in addition, an annual faculty review of the student's progress is conducted.

The University of Utah is situated on a 1500-acre campus on the eastern edge of Salt Lake City, at the base of the Wasatch Mountains. Most students choose to live either in graduate student housing or in off-campus, private housing near the University campus. Assistance in securing either University or off-campus housing is provided by University agencies (e.g., Commuter Housing Service).

Program Philosophy

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

The faculty is committed to a learning environment which stresses a well organized and explicit curriculum with clear expectations; however, there is also a strong commitment to informal student-faculty interactions that further encourages the student's professional development and identification with the field. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology allowing the student sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases.

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

The objectives of both the masters and doctoral programs are to ensure that each student exhibits the following personal characteristics, academic knowledge, and practitioner competencies that fully qualifies him/her as a professional.

I. Personal Characteristics. Students' professional activities are expected to conform to the ethical standards outlined by the American Psychological Association; and, in addition, students' professional activities are expected to be characterized by:

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

II. Academic Knowledge. Students are expected to be knowledgeable and possess in-depth understanding of the following core content areas:

- A. Psychological Foundations
 1. Cognitive-affective bases of behavior
 2. Biological bases of behavior
 3. Social bases of behavior
 4. Individual differences
 5. Research design and statistics
 6. History and systems in psychology
- B. Educational Foundations
 1. Organization and operations of the schools
 2. Instructional and remedial techniques
 3. Alternative and regular educational processes
- C. Psychoeducational Methods
 1. Pupil services management including early identification, assessment, program design, intervention strategies, and evaluation.
 2. Indirect pupil services to include prevention, consultation, in-service, and program organization and administration.
- D. Professional School Psychology
 1. Professional issues
 2. Standards and ethics
 3. Legal issues

III. Practitioner Competencies. Students are expected to demonstrate a high level of proficiency and competence in each of the following areas:

- A. Identification and Diagnostic Study of the Individual Student
 1. Possess the understanding and ability to initiate and maintain differentiated referral systems designed to allow the identification of preschool and school-age children in need of psychological services.
 2. Able to obtain pertinent information through behavior observation, interviews, school records, and community resources that enhance the effectiveness of remedial programs or intervention strategies.
 3. Knowledgeable in the identification of physiological problems influencing academic and social functioning.
 4. Possess the understanding and ability to administer, score, and interpret tests of intelligence, achievement, perceptual-motor ability, developmental level, personality and social functioning designed for individuals of different ages, exceptionalities, and cultural backgrounds.
 5. Integrate a variety of data (which may include tests of cognitive functioning; norm and/or criterion-referenced individual measures of academic

supervision must be by a licensed psychologist eligible by the State to supervise, that is, licensed for 2 or more years. Two hours face to face supervision each week is required. The majority of our program graduates are licensed as Psychologists in the state of Utah or other states.

PROFESSIONAL STANDARDS AND ETHICAL PRINCIPLES

The continued development of psychology as a profession is dependent upon the consistent implementation of standards of conduct for psychologists that prescribe acceptable ethical and professional behavior. The School Psychology Committee accepts the various standards promulgated by NASP and the American Psychological Association, including the *Ethical Principles of Psychologists and Code of Conduct* (1992), *General Guidelines for Providers of Psychological Services* (1987), and *Specialty Guidelines for the Delivery of Services* (1981). Students in the School Psychology program are expected to consistently implement the various standards and principles in their work as psychologists-in-training. Students are asked to familiarize themselves with the documents during their first semester in residence in the program. All of the following can be obtained from school psychology faculty except the Jacob-Timm and Hartshorne book. This can be purchased at the U of U bookstore.

American Psychological Association (December, 1992). Ethical principles of psychologists and code of conduct. *American Psychologist*.

American Psychological Association. Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations In *Ethnic Minority Perspectives on Clinical Training and Services in Psychology* (Appendix D, p. 191-194).

Jacob-Timm, S. & Hartshorne, T. (1998). *Ethics and Law for School Psychologists* (3rd edition). New York: John Wiley and Sons.

National Association of School Psychologists (1992). *Professional Conduct Manual*. Silver Springs, MD: NASP.

For further information and application procedures contact:

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performance, adaptive behavior, motor functioning, and communication skills; interview and observational data, and measures of personal, social, and emotional functioning) into a concise, meaningful, organized, and educationally relevant psychological report.

B. Psychological Services in the Schools

1. Understand the role and function of school psychologists in relation to the administration of the schools, other school personnel, and state and local agencies.
2. Understand the role and contribution of other school personnel and able to function effectively as a member of a multidisciplinary team.
3. Demonstrate familiarity with state and federal standards and guidelines related to the practice of school psychology.

C. Classroom Remediation Strategies, Intervention, and Psychoeducational Program Planning

1. Able to employ diagnostic data in implementing effective intervention strategies designed to enhance the academic and social development of referred students.
2. Possess the understanding and ability to assist in educational programming designed for children of different ages and exceptionalities including the intellectually gifted.
3. Design and implement effective behavioral change strategies for individuals and/or groups.
4. Knowledgeable and effective in individual and group counseling techniques including techniques designed for young children.
5. Able to monitor the effectiveness of recommended intervention strategies or educational programs.
6. Knowledgeable of, and effectively employ, external referral services or agencies.

D. Consultation and In-Service

1. Serve as an effective consultant to teachers and other educational personnel on matters related to the education and mental health of children to insure the most appropriate education program.
2. Effectively conduct in-service programs for parents and teachers in areas related to psychological services.
3. Function as a member of a multidisciplinary team in student evaluation, placement, and planning for individual educational needs.
4. Function as a member of various committees within the school in such areas as pupil services, special education curriculum planning, and instructional methodology.
5. Significantly contribute to the design and implementation of preventive programs.