

School Psychology Program

Ph.D.
&
Masters

Program
Information

2003-2004



DEPARTMENT
OF
EDUCATIONAL
PSYCHOLOGY
UNIVERSITY OF UTAH
College of Education

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah
www.ed.utah.edu/psych/
Graduate Programs in School Psychology
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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. Students who graduate from the program are skilled in a broad range of assessment practices and empirically supported interventions. The program has particular emphasis on behavioral interventions.

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 for School Psychology 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 masters program should meet these standards in states where specialist degrees are granted. The minimum 71 semester hours for the degree, which includes 1,500 hours of supervised internship in the schools, also meets school psychology licensure/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 94 semester hours (excluding thesis hours and any prerequisite courses). The doctoral program requires a 2,000-hour internship in school psychology. NASP standards require that 600 hours be completed in the schools. Students are encouraged to fulfill a 2,000-hour APA-approved internship following a 600 hour school-based internship.

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

General prerequisites for graduate study in the programs include undergraduate and/or previous graduate preparation in psychology and education (special or general education). The application of previous graduate course work to the fulfillment of various requirements is decided by the student's advisor or supervisory committee and training director. Multiple admissions criteria employed in the selection of students include Graduate Record Examination scores, undergraduate or previous graduate course performance, letters of recommendation, past relevant work experience, and when possible, personal interview data. The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

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	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
Candace Dee, Ph.D.	Clin. Asst. Professor	University of Utah
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.	Clin. Professor	University of Utah
Karen Malm, Ph.D.	Clin. Assoc. Professor	University of Utah

Wm. McMahon, M.D.	Adjunct Assoc. Professor	University of Kansas
Judith Miller, Ph.D.	Adjunct Asst. Professor	University of Utah
Dan Morgan, Ph.D.	Clin. Professor	Michigan State Univ
Pete Nicholas, Ph.D.	Clin. Asst. Professor	University of Utah
Agnes Plenk, Ph.D.	Clin. Professor	University of Utah
Katrina Rayls, Ph.D.	Clin. Asst. Professor	Nova Southeastern Univ
Cheri Reynolds, Ph.D.	Clin. Professor	University of Utah
Ginger Rhode, Ph.D.	Clin. Asst. Professor	Utah State University
John Seaman, Ph.D.	Clin. 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

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 goal or 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 been able to provide a limited number of graduate assistantships and tuition waivers for school psychology students; however, there is no guarantee that financial support will be provided for all students. For more than a decade, however, a combination of Departmental assistance and grants has allowed support in the way of stipends and tuition waivers for the majority of first and second year students. Students, however, need to inquire about possibilities for financial support and contact the University financial offices (www.sa.utah.edu/finance/) for further suggestions (e.g., student loans).

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 student progress