

School Psychology Program

Ph.D.
&
Masters

Program
Information

2006-2007



DEPARTMENT
OF
 EDUCATIONAL
PSYCHOLOGY
UNIVERSITY OF UTAH
College of Education

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
University of Utah

Graduate Programs in School Psychology

Fall, 2006– Summer, 2007

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 for school-age children and their families.

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 APA accredited and 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, severe disabilities, and developmental psychopathology and psychology.

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-accredited (or APPIC approved) internship following a 600 hour school-

based internship. The Ph.D. program is designed to be at least four academic years of full-time study beyond the baccalaureate. The average number of years to completion of the doctoral degree, however, is 6 ½ years. Tuition costs for the 2006-07 school year (two semesters, fall and spring) is: \$2,131 (in-state residents) and \$7383 (out-of-state residents); this amount includes student fees. No student has left the program before completing their degree because of tuition costs, however, 2 students have left in the past seven years because of a change in career plan.

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.

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

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.	Associate Professor	University of Utah
Lora Tuesday-Heathfield, Ph.D.	Associate Professor	University of Oregon

Adjunct and Clinical School Psychology Faculty (agency and degree granting institution)

Carol Ballou, Ph.D.	UNI	University of Utah
Brett Barrett, M.S.	Granite Schools	University of Utah
Julie Bowen, Ph.D.	Jordan Schools	University of Utah
Laura Brockbank, Ph.D.	UNI	University of Utah
Christine Burns, Ph.D.	UNI	Texas A&M
Candace Dee, Ph.D.	Jordan Schools	University of Utah
Pamela Doyle, Ph.D.	Park City Schools	University of Utah
Fulvia Franco, Ph.D.	Jordan Schools	University of Utah
Douglas Goldsmith, Ph.D.	Children's Center	University of Utah
Abby Gottsegen, Ph.D.	Davis Schools	Yeshiva University
Alicia Hoerner, Ph.D.	Salt Lake Schools	University of Utah
James Kahn, Ph.D.	UNI	University of Utah
Karen Malm, Ph.D.	DSPD	University of Utah
Wm. McMahan, M.D.	Dept. Psychiatry	University of Kansas
Judith Miller, Ph.D.	Dept. Psychiatry	University of Utah
Dan Morgan, Ph.D.	USOE	Michigan State Univ
Pete Nicholas, Ph.D.	C. B. Pingree Autism School	University of Utah
Agnes Plenk, Ph.D.	Children's Center	University of Utah
John Seaman, Ph.D.	Granite Schools	University of Utah
Julien Smith, Ph.D.	PCMC	University of Utah
Anne Taverne, Ph.D.	PCMC	University of Utah
Lane Valum, Ph.D.	Jordan Schools	University of Utah
Robin Weiner, Ph.D.	Salt Lake Schools	University of Utah

Students

The typical applicant pool for the school psychology program consists of approximately 50 students. From this pool, approximately 8 students are accepted each year into either the doctoral program. The program currently has 37 doctoral and 2 masters students; of this total, 14 are males, 23 are females. The age range of the students is approximately 26 to 59. 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 geographic relocation.

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 through feedback from practica and internship supervisors. An annual faculty review of the student's progress is conducted and each student receives written feedback. Students are also asked to provide written (anonymous) feedback to the faculty regarding the training program.

The University of Utah is situated on a 1,500-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 housing near the University. Assistance in securing either University or off-campus housing is provided by University agencies (e.g., Commuter Housing Service). See housing information at: www.utah.edu/newstudents/housing.html

Program Philosophy

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

The faculty are committed to a learning environment that has a well organized and explicit curriculum with clear expectations. There is also a strong commitment to student-faculty interactions that encourage students to identify with the field and grow professionally. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology that allow students sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases.

The atmosphere is intended to foster informal student-faculty interaction, critical debate, and respect for theoretical diversity of practice thus lending itself to a more intense and exciting learning experience. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the 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 the National Association of School Psychologists; 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 early identification of 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 conduct curriculum-based measurement (CBM), and 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 performance, CBM, 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 an interdisciplinary 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.