



THE UNIVERSITY OF
MEMPHIS®

DOCTORAL SCHOOL PSYCHOLOGY PROGRAM

HANDBOOK

2026-2027

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Part I: Institutional Context and Resources

School Psychology Program Faculty

Dr. Elizabeth Meisinger, Associate Professor and Director of the PhD Program

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Ph.D. 2006, University of Georgia

Interests: Academic interventions, psychosocial interventions, development of literacy skills, and learning disabilities

Dr. Ryan Farmer, Director of the Psychological Service Center, Ed.S. Program Director, & Clinical Assistant Professor

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Ph.D. 2015, University of Memphis

Interests: Low value clinical practices and what maintains them, the science to practice gap, scientific thinking in practice, and methodology

Dr. Randy Floyd, Professor and Chair of the Psychology Department

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Ph.D. 1999, Indiana State University

Interests: Psychoeducational assessment and the process and products of publication in peer-reviewed journals

Dr. Emily Srisarajivakul, Assistant Professor of School Psychology

Rm. 310 | emily.srisarajivakul@memphis.edu

Ph.D. 2021, Georgia State University

Interests: School climate and safety, cultural humility, applications of positive psychological interventions in schools, and consultation with educators to promote equitable outcomes

Dr. Michelle Washington, Assistant Professor of School Psychology

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Ph.D. 2022, Georgia State University

Interests: Impact of diversification in the field of school psychology, including disproportionality, culturally competent service delivery, school psychology practice in urban settings; the influence of racial-ethnic matching/incongruence on service delivery and student outcomes

Important Contact Information

Psychology Department

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400 Innovation Dr.
University of Memphis
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Phone: 901-678-2147
<https://www.memphis.edu/psc/services/index.php>

TN Department of Health

Board of Examiners of Psychology

665 Mainstream Dr., 2nd flr.
Nashville, TN 37243
(615) 741-5735
<https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board/psych-board/about.html>

College of Education

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Graduate School

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TN State Department of Education

Dr. April Ebbinger, Director of School
Psychology and Behavior Supports
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April.Ebbinger@tn.gov
<https://www.tn.gov/education.html>

Local, State, and National Associations

The School Psychology Association)

President: Asya Miles
Vice President: Kristin Hardy
Social Chair: Maria Le
Service Chair: Shaima Issa
Web Coordinator: TBA
First-Year representative: Sophia Gonzales

Tennessee Association of School Psychologists

President: Lydia Newsom
Email: Lydia.newsom@mnps.org
Website: www.tasponline.org

American Psychological Association

750 First St. NE, Washington, DC 20002-4242
Phone: 800-374-2721. www.apa.org
APA Student Representative: Asya Miles

National Association of School Psychologists

4340 E.W. Hwy., Suite 402, Bethesda, MD 20814
301-657-0270, toll free: 866-331-NASP
www.nasponline.org
NASP Student Representative: Maria Le

Psychology Graduate Student Association

President: Adrianna Valencia
Secretary: Bella Skinner
Treasurer: Travis Erickson
Wellness/Service Representative: Avery Buck
Web and Media Administrator: Autumn Parson

Program Representatives

Clinical Program: Izzy Watters
Behavioral Neuroscience: Rebecca Crenshaw
Cognitive Science: Haley Siegfried
School Psych: Kristin Hardy
MSGP Program Rep: Marthea Vann-Scott

Important Resources and Publications

Department of Psychology, [Graduate Student Handbook](#)

The University of Memphis, [Graduate Catalog](#)

The University of Memphis, [Code of Student Rights and Responsibilities](#)

American Psychological Association, [Ethical Principles of Psychologists and Code of Conduct](#)

National Association of School Psychologists, [Principles for Professional Ethics](#)

Journals

Journal of Applied School Psychology

Psychology in the Schools

School Psychology

School Psychology Review

Contemporary School Psychology

International Journal of School and Educational Psychology

Journal of School Psychology

School Psychology International

School Psychology Forum

Canadian Journal of School Psychology

School Psychology Training and Pedagogy

Newsletters

Communique, National Association of School Psychologists

The School Psychologist, Division of School Psychology, American Psychological Association

The Tennessee School Psychologist, TASP

The University of Memphis

History

The University of Memphis was founded under the auspices of the General Education Bill, enacted by the Tennessee Legislature in 1909. Known originally as West Tennessee Normal School, the institution opened its doors on September 10, 1912. In 1925, the name of the college changed to West Tennessee State Teachers College. The college changed names again in 1941, becoming Memphis State College, and in 1950 graduate studies were initiated. In 1957, the state legislature designated Memphis State full university status. The first doctoral programs began in 1966. In 1983, Memphis State University became the first public university in Tennessee to gain accreditation of its entire curriculum. In 1994, MSU became The University of Memphis, and the Ned R. McWherter Library was completed. Moving into the 21st century, the Kemmons Wilson School of Hospitality and Resort Management and the FedEx Institute of Technology have made their mark on the University landscape. Today, the University of Memphis is one of Tennessee's three comprehensive doctoral-extensive institutions of higher learning. Situated in a beautiful park-like setting in the state's largest city, it is the flagship of the Tennessee Board of Regents system. It awards more than 3,000 degrees annually. With an enrollment of approximately 21,000 students, The University of Memphis has 24 Chairs of Excellence, more than any other Tennessee university, and five state-approved Centers of Excellence.

Mission

The University of Memphis is a doctoral degree-granting urban research university committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, state, and nation; and in the preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially

identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Accreditation

The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, first professional, master's, educational specialist, and doctoral degrees.

Major Divisions of the University

College of Arts and Sciences; Fogelman College of Business and Economics; College of Communication and Fine Arts; College of Education; Herff College of Engineering; University College; Loewenberg School of Nursing; School of Audiology and Speech-Language Pathology; Cecil C. Humphreys School of Law; and the Graduate School.

Degrees

The University of Memphis offers 17 bachelor's degrees in more than 250 areas of study, master's degrees in over 55 subjects, and doctoral degrees in 23 disciplines in addition to the Juris Doctor (law) and a specialist degree in education.

Center and Chairs of Excellence

The University has five state-approved Centers of Excellence: Center for Applied Psychological Research, Center for Earthquake Research and Information, Center for Research Initiatives and Strategies for the Communicatively Impaired, Center for Research in Educational Policy, and the Institute of Egyptian Art and Archaeology. There are 25 endowed Chairs of Excellence.

The Department of Psychology

Mission

Psychology is a major discipline which contributes to the social and natural sciences. The primary mission of the Department of Psychology is to advance the science and profession of psychology through the production and dissemination of knowledge related to the discipline, and through the preparation of academic and professional psychologists. Consistent with the mission of the Center for Applied Psychological Research (CAPR), departmental emphasis is placed upon scholarly activities that maintain and enhance the department's national research reputation. The department strives to provide high-quality liberal and general education for undergraduate students, a coherent, high-quality program for its majors and graduate students, service courses to students in other majors, and services to the general public. The breadth of the faculty's commitment is reflected in graduate programs in both basic and applied science and in diverse research and scholarly pursuits. The department's mission is consistent with the university's mission to advance learning through excellence in teaching, research, and service.

History and Degrees

Psychology was established as an independent department at The University of Memphis in 1947. Authorization to award the master's degree was granted in 1960, and the first such degree was granted in 1962. The Ph.D. program in psychology was established in 1966. Each year, there are approximately 50 doctoral students in Clinical Psychology, 40 doctoral students in Experimental Psychology, and 14 doctoral students in School Psychology enrolled. The training program in Clinical Psychology has been fully accredited by the American Psychological Association since 1972. There are about 35 students enrolled in the Master of Science in General Psychology (MSGP) program and 20 in the Master of Arts/Educational Specialist (MA/EdS) program. Graduate students have a voice in

policy and decision-making through elected representatives to the department, and students are full members of several committees in the department.

Facilities

The Department of Psychology occupies a building of 88,000 square feet on the main University campus. This four-story structure contains two complete floors of animal and human research laboratories allowing all types of psychological investigation, a clinic (Psychological Services Center, discussed later in this section), undergraduate laboratories, a data analysis center, classrooms, and offices for all Psychology Department faculty and full-time graduate students. Classrooms are modern and equipped with computers, projection equipment, and internet access. The department's laboratories and clinic are outfitted completely with modern equipment sufficient for faculty or student research or training activities.

The university maintains a modern computer center with numerous networked connections in the Department of Psychology. Student access to this system is readily available. The department owns many computers, which are networked within the department. Wireless internet access is available to faculty and students in all campus instructional buildings. The department also houses two computer laboratories that are used for both research and teaching.

The Psychological Services Center at The University of Memphis offers a wide range of services to the university and the general public. The Center is the training and service delivery unit of the Psychology Department's graduate programs in Clinical and School psychology. Psychological and psychoeducational assessment, consultation, and intervention services are provided by advanced Ph.D. candidates who are directly supervised by Clinical and School Psychologists from the Memphis community and the University faculty.

Center of Excellence

Founded in 1984, the Center for Applied Psychological Research (CAPR) is one of the original Tennessee Centers of Excellence, now designated an Accomplished Center of Excellence. The CAPR faculty have attracted millions of dollars in extramural funding to the State of Tennessee, published hundreds of scholarly works, graduated hundreds of master's and doctoral students and many times that number of undergraduates, been elected or appointed to many national professional offices, and won numerous local and national honors and awards. The primary CAPR goals are (a) to achieve national prominence for its accomplishments, (b) to increase the number of trained psychologists able to conduct, disseminate, and apply such research, and (c) to secure extramural funding to facilitate research and training. In addition, as part of a Psychology Department in a major urban research university, CAPR supports the general teaching, research, and service missions of the department and university. Center funds are also used to sponsor major conferences that allow top psychologists from this country and throughout the world to visit our department.

The primary mission of the CAPR at The University of Memphis is to support psychological research. A primary focus of this mission is the application of psychological knowledge to finding solutions to individual and social problems—local, regional, and national. Therefore, CAPR research focuses extensively on problems concerning health, mental health, education, schools, crime, the environment, and children and their families. In addition to increasing our capacity for generating new approaches to applied problems, CAPR also supports basic scientific research in cognitive psychology, biopsychology, social psychology, developmental psychology, and research design and statistics.

Collaboration

Faculty and graduate students conduct independent research and work on collaborative research projects in numerous community agencies, including the Shelby County Schools; the Boling Center for Developmental Disabilities; the Veterans Administration Medical Center; the Arlington Developmental Center; the Departments of Psychiatry, Community Medicine, Pediatrics and

Preventive Medicine at the University of Tennessee Center for the Health Sciences-Memphis; St. Jude Children's Research Hospital; agencies and departments of the City of Memphis; the University's Center for Student Development; and several community agencies. Administrators of these agencies are receptive to making their facilities and subject populations available for diverse psychological research projects. Several distinguished scholars in psychology and related areas visit the department each year to present colloquia and workshops to faculty and students. The speakers represent a variety of current subject areas within psychology. Additionally, the local chapters of Sigma Xi and other campus and community groups often invite scholars in psychology and related disciplines to Memphis.

Research Areas

The psychology faculty, students, and programs are spread over five research areas: Clinical Health Psychology; Behavioral Neuroscience; Child, Adolescent, and Family Studies; Cognitive Psychology; and Psychotherapy Research. All faculty and students in the school psychology program are affiliated with the Child and Family Studies area.

The Child, Adolescent, and Family Studies research area is the most diverse in the psychology department. Faculty from all three doctoral programs (Clinical, Experimental, and School) are members, including child-clinical, developmental, and school psychologists. The common core of interests in this research area is a commitment to examining age-related changes in biological, cognitive, and social functioning. Basic and applied research projects are conducted in a variety of settings such as schools, homes, and day care settings. The faculty focus particularly on the ages from early childhood through adolescence. Specific research interests include family and peer relations, social cognition, behavior therapy with children, psychological and educational assessment, exceptional children, and historical development of school psychology. Area psychologists are welcome to attend all weekly meetings of the group and often make presentations at these meetings.

The College of Education

Teacher education has been a strong mission since the University was founded as a normal school in 1912. The College of Education (COE) is dedicated to preparing students for careers in a variety of professional and related occupational areas. Three academic departments make up the College of Education: Counseling, Educational Psychology and Research; Instruction and Curriculum Leadership; and Leadership. One department offers undergraduate degrees, and all departments offer a variety of graduate degree programs. School psychology students take required or elective courses in several of these departments including the areas of counseling, educational psychology and research, educational leadership, reading, and special education. The COE also has several research and service units: The Center for the Study of Higher Education, The Reading Center, The Center for Rehabilitation and Employment Research, The Center for Research in Educational Policy.

University Schools

The [University Schools](#) are the training and laboratory, tuition free public schools located at the University of Memphis. In 2024, University Schools was authorized to become a local education agency as the state's first Innovative School District. School psychology students often work in these schools as practicum students or as collaborators on research. These schools serve over 1,300 students from six weeks through 12th grade at four schools and two partnerships:

- ELRC (Barbara K. Lipman Early Learning & Research Center)
- Campus School
- Campus School Kimball
- University Middle School
- University High School
- Porter-Leath & University of Memphis Early Childhood Academy at Orange Mound (or PLUM) *partnership

- The Harwood Center *partnership

The School Psychology Program

The most eventful era of the history of the School Psychology Program at The University of Memphis has been after 1975, and its history closely tied to those of the Department of Psychology and the College of Education. The present jointly sponsored MA/EdS program (sponsored by both the Department of Psychology and the College of Education) was formally initiated in 1976. This degree program was an outgrowth of changes in the requirements for Tennessee State Department of Education certification (now licensure) of school psychologists in Tennessee (circa 1975) and the need for a revised school psychology program at what was then called Memphis State University. The revised program, a 45-semester hour MA degree, was developed by a School Psychology Coordinating Committee, established at the request of the Vice President for Academic Affairs. The new MA program was the first instance of a school psychology specific degree and the hiring of faculty in the area of school psychology.

Dr. Thomas Fagan, the first bona fide school psychologist faculty member, was hired for the 1976-1977 school year and retired in fall 2021. Dr. Bruce Bracken served from 1986 to 1999, and Dr. Wendy Naumann served from 1998 to 2001. Dr. Randy Floyd joined the program in 2001. Dr. Robin Hojnoski served from 2002 to 2006. Dr. Elizabeth Meisinger joined the faculty in 2007, and Dr. Xu (Lilya) Jiang served from 2015 to 2020. Dr. Sarah Irby served the faculty from 2020 to 2024. Drs. Emily Srisarajivakul and Ryan Farmer joined the faculty in 2022, and Dr. Michelle Washington joined the faculty in 2024. Drs. Farmer, Floyd, Meisinger, Srisarajivakul, and Washington constitute the core program faculty and are supported by faculty in other areas of the Psychology Department; faculty from the College of Education; and local practitioners who assist in field and practicum supervision. The doctoral program was initiated in 1991 and was fully governed by the policies of the Psychology Department's Ph.D. major. Program curricula and requirements for the doctoral program were determined by the Psychology Department faculty. In 2015, a program governing committee, called The School Psychology Program Committee (SPPC), was formed (see Appendix A for policies and procedures for the establishment, operation, and maintenance of the SPPC).

The School Psychology Program is externally reviewed by several agencies at different intervals. The School Psychology Program is accredited by the American Psychological Association (APA; as of March 28, 2014), was reaccredited for 10 years in 2024, and the next site visit will be held in 2034. Information about APA accreditation can be found by contacting the Commission on Accreditation of the American Psychological Association at the Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; Phone: 202-336-5979; and TDD/TTY: 202-336-6123. The website of the Commission on Accreditation's website is <https://accreditation.apa.org/>. The program is listed in the *APA Guide to Graduate Study in Psychology*. The Southern Association of Schools and Colleges provides a general review of all University of Memphis academic programs, emphasizing the undergraduate programs. The University Graduate School and State Board of Regents require a review of graduate programs every 10 years unless a program is approved by a national accreditor. The program also seeks systematic feedback from students and supervisors through semester advising, periodic evaluations, examinations, and follow-up surveys of graduates.

Part II: Program Overview

Program Mission and Aims

The primary mission of the School Psychology Program at The University of Memphis is to prepare school psychologists whose contributions will be through research and academic careers, future trainers of school psychologists, and future leaders in the field of school psychology. Two aims guide the program's training: (1) to prepare psychologists who are knowledgeable and competent in the delivery of health service psychology and (2) to prepare psychologists who are knowledgeable and competent in the specialty area of school psychology. Therefore, our program provides broad and general doctoral education and training that includes preparation in health service psychology as well as the provision of professional services to children, youth, and their families in a variety of settings. The program philosophy and training model (described below) reflect the value our program places on the integration of science and practice through our professional roles as psychologists.

Program Philosophy

Since the foundation of American public education, a societal emphasis has been placed on schools to provide a better future for children through a life-long educative process. In their professional roles, school psychologists are sensitive to the needs of a culturally diverse community, value the importance of children to the future of society, and advocate on the behalf of children. As an integral part of human services available to children, adolescents, adults, and families, school psychologists function across multiple settings with a focus on educational institutions. School psychologists provide varied services, such as psychoeducational assessment, consultation, counseling and other interventions, in-service education, administrative services, research, and evaluation.

The primary distinction that separates school psychology from other psychological specialties is the combining of education and psychology in the study and delivery of services to children, youth, families, and learners of all ages. The additional focus of education to this area of psychology stems from the assumption that schools play a primary nurturing and socializing role in the lives of all individuals. School psychologists focus on the natural ecologies of children, youth, families, learners, and persons involved in schooling as well as the process of schooling in multiple settings. (See <http://www.apa.org/ed/graduate/specialize/school.aspx>) Because they receive training in both education and psychology, school psychologists are in a unique position to coordinate educational, psychological, and behavioral health services to learners across the life span. The curriculum of our program is an integrated course of study in areas of psychology and education (in addition to a core of school psychology courses) that contributes to the preparation of school psychologists.

The overall philosophy of the school psychology program at The University of Memphis is based on an ecological, evidence-based model that focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems. This philosophy also acknowledges that the manner in which problems are defined influences the subsequent use of assessment and intervention strategies. Further, this model emphasizes the role of both cultural and individual diversity to forming a cohesive case conceptualization. Using Bronfenbrenner's ecological model and Bandura's notion of reciprocal determinism, this blend of problem definition and system analysis is driven by the following premises:

- a. The client is not only the center of the ecological model but also an active participant who brings multiple dynamics to the model. These variables (e.g., biological and genetic make-up, internal representations of psychological constructs, and metacognition) demonstrate that to some extent, behavior is under the control of the client and that the client possesses the ability to rationally reflect on and modify his/her interaction with the environment.
- b. The context in which the client resides includes multiple systems that have both direct and indirect influences. The microsystem includes immediate environments such as home, school, and community. Larger systems, such as the cultural and political context of the

community (e.g., exosystem and macrosystem), influence the client's microsystem indirectly. The mesosystem includes interactions between the client and the microsystem and the larger systems.

- c. A reciprocal relationship exists between client and system. The client acts on the environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the client resides influence the psycho-social development, adjustment and educational experiences, and performance of the client.
- d. School psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the client, the multiple contexts, and the interaction between the client and context. This information guides the practice of school psychology, including prevention, assessment, and intervention services.
- e. Additionally, school psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

Program Model

The overarching program model reflects the *scientist-practitioner approach* that balances and knowledge and competencies in both research and practice, integrating these two functions throughout the training program (Frank, 1984; Raimy, 1950). Students draw upon the scientific literature to make decisions regarding practice with a focus on evidence-based services. Students are also instructed regarding basic program evaluation techniques and treatment monitoring and evaluation to determine the effectiveness of their assessments and interventions. Students are taught to use a scientific problem-solving model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the target variables for intervention. Students are also trained in design and statistical techniques to become producers of scientific knowledge for the practice of school psychology.

The research preparation for students is based on a "scientist as producer" model. Clinically, students are also trained to develop skills as case managers, clinicians in comprehensive school and mental health settings, and supervisors of others who provide educational and psychological services to children, adolescents, and families. The doctoral program also seeks to produce students who have specialized skills designed to match their interests and perceptions of training needs.

The overall goal of the doctoral program is that students will complete the requirements of the program, obtain credentialing for school-based practice, and become licensed for independent practice as health service psychologists. As such, the program has adopted the American Psychological Association's Profession-Wide Competencies to guide the program curriculum, training/experiential activities, and evaluation.

Profession-Wide Competencies

Research

Students will demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. They are expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.

- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- Demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Ethical and Legal Standards

Students will follow legal and ethical standards in increasingly complex situations with a greater degree of independence across levels of training. They are expected to:

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and Cultural Diversity

Students will demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population, in increasingly complex situations with a greater degree of independence as they progress across levels of training. They are expected to:

- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Display 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.
- Possess 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).
- 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.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups.

Professional Values and Attitudes

Students will demonstrate professional values and attitudes in increasingly complex situations with a greater degree of independence across levels of training. They are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Communication and Interpersonal Skills

Students will demonstrate professional communication and interpersonal skills in increasingly complex situations with a greater degree of independence across levels of training. They are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Assessment

Students will demonstrate competence in conducting evidence-based assessment in increasingly complex situations with a greater degree of independence across levels of training. They are expected to:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- 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.

Intervention

Students will demonstrate competence in developing, conducting, and evaluating evidence-based interventions in increasingly complex situations with a greater degree of independence across levels of training. They are expected to:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision

Students will demonstrate competency in supervision through mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. They are expected to:

- Demonstrate knowledge of supervision models and practices.
- Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Consultation and Interprofessional/Interdisciplinary Skills

Students will demonstrate competence in consultation and interprofessional/interdisciplinary interactions in increasingly complex situations with a greater degree of independence across levels of training. They are expected to:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples include but are not limited to (a) role-played consultation with others, and (b) peer consultation, provision of consultation to other trainees, and (c) actual consultation to teachers, parents, or other professionals.

Program of Study

The following requirements are designed in accordance with the expectations for accreditation by the American Psychological Association and for achieving state and national credentialing and licensure. Therefore, electives or alternate courses for requirements must be chosen only with the approval of Program Director. Students should complete the Degree Plan Worksheet (see Appendix B) with the Program Director each year. A typical program of study is included in Appendix C. **Note that, due to Graduate School requirements, students should enroll in 7000-level courses before completing a master's degree (or until 30 hrs of 7000-level courses have been completed) and 8000-level courses after completing a master's degree.** Students entering the program with a prior master's degree should enroll in 8000-level courses.

Recognizing the importance of traditional and emerging instructional methodologies for the completion of curriculum requirements, the program will allow up to two courses taught using distance education methodologies to be applied to the fulfillment of program requirements. Enrollment in such courses must receive prior approval of the Program Director for students enrolled in the program or, for such courses already completed, approval of the Program Director at the time of program entrance. This policy will be reviewed periodically as a means of keeping up-to-date with online offerings and the need for flexibility in training practices.

1. Summary of Degree Areas	Hours Required
a. Research and Quantitative Foundations	12
b. Psychology Foundations	13
c. School Psychology Foundations	27
d. Professional Focus	6-9
e. Master's Thesis	3
f. Practicum & Internship	18
g. Dissertation	6 to 9
h. Total Hours	85 to 91

2. Description of Curriculum

a. Research and Quantitative Foundations (12 hrs.)

- PSYC 7301 Research Design & Methodology (3)*
- PSYC 7302 Advanced Statistics in Psychology I (3)*
- PSYC 7303 Advanced Statistics in Psychology II (3)*
- PSYC 7304 Measurement Theory and Psychometrics (3)*
- Note.* * To be completed during first 2 years of residency.

b. Psychology Foundations (15 hrs.)

- PSYC 7000 History and Systems of Psychology (1)
- PSYC 7207 Developmental Psychology (3)
- PSYC 7217 Social Psychology (3)
- PSYC 7701 Behavioral Neuroscience (3)
- PSYC 7407 Cognition and Emotion (3)

c. School Psychology Foundations (27 hrs.)

- PSYC 7800 Ethical, Legal, and Professional Issues in School Psychology (3)*
- PSYC 7803 Psychoeducational Assessment I (3)*
- PSYC 7804 Psychoeducational Assessment II (3)*
- PSYC 7805 Psychological Consultation (3)*
- PSYC 7806 Interventions in School Psychology (3)*
- PSYC 7807 Academic Interventions (3)*

PSYC 7416 Child Psychopathology (3)

PSYC 7434 Clinical Psychotherapies: Appreciating Our Differences (3)*

SPED 7514 Introduction to Applied Behavior Analysis (3)*

Note. * To be completed during first 2 years of residency.

d. Professional Focus (6-9 hrs.)

Two or three courses should be selected (in consultation with the student's major professor) to complete a professional focus area. Specialized practicum experiences and additional courses from other areas of the curriculum can be packaged together to enhance this professional focus. Students often select advanced practicum placements that align with their professional focus. Professional foci have included, but are not limited to, academic school psychology, psychological interventions, pediatric psychology, statistics and measurement, assessment psychology, social justice, and applied behavior analysis.

e. Master's Thesis (3 hrs.)

PSYC 7996 (3)

Students should register for thesis hours under their major professor's name during the semester the thesis is *defended*.

f. Practicum (12hrs) & Internship (0 hrs, noncredit)

PSYC 7614a Assessment Practicum in School Psychology (3)*

PSYC 7614b Consultation and Intervention Practicum in School Psychology (3)*

PSYC 8809 Advanced Practicum in School Psychology (6)

PSYC 8999 Predoctoral Internship (categorized as "EX" for externship with a designated grade of "CR" for 0 credit hours to be taken in fall, spring, and summer of internship year.)

Note. * To be completed during first 2 years of residency.

g. Dissertation (6 to 9 hrs.)

PSYC 9000

Students should register for dissertation hours under their major professor's name. No less than 6 and no more than 9 hours of dissertation credit may count toward degree requirements. Students must be enrolled for at least 1 hour during the semester they defend. Thus, as evident in the typical program of study (Appendix C), students usually enroll for 3 hours of credit during the spring semester before beginning the internship year and then 1 hour of credit during the fall, spring, and summer semesters of their internship year.

3. Enrollment Requirements

Prior to internship, students are expected to pursue graduate work on a full-time basis (at least 9 semester hours each semester) during the fall and spring semesters of study. Enrollment in fewer than 9 hrs, but no less than 6 hrs, is permitted with the approval of the Program Director and Department Chair. Such instances arise when students enter the program with prior relevant graduate training and received transfer credit. During the internship year, students have "Late-Stage Doctoral status" (see p. 19) which allows them to maintain full-time status but enroll in only 1 hour of dissertation credit. Students should plan to graduate in the semester (or summer session) in which the internship officially ends, which is usually the summer semester (assuming the dissertation has been defended by that time).

As an extension of the American Psychological Association's regulations appearing in the *Guidelines and Principles for Accredited Programs*, the program requires a minimum of three full-time academic years of graduate study (or equivalent) and a one-year internship before the Ph.D. is awarded. At least two of the academic training years must be completed at The University of Memphis with the student in full-time residence at the University. This residency requirement has two

primary purposes: student development and socialization, and student assessment. Regarding student development, residency allows students (1) to concentrate on course work, professional training, and scholarship; (2) to work closely with professors, supervisors, and other students; and (3) to acquire the habits, skills, and insights necessary for attaining a doctoral degree in psychology. With regards to student assessment, it allows faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to assess all elements of student competence. Students typically complete the program in 5 years, including the internship. Degrees are awarded after completion of all program requirements, including the internship.

Part III: Program Requirements and Expectations

Coursework

Advising

Advising of first year students is primarily done by the Program Director to determine the schedule of study, transfer credits, assistantship assignments, etc. During initial advisement, a degree plan worksheet (Appendix B) is completed with the student, and copies are retained by the Program Director and the student. An updated degree plan worksheet is submitted by students as part of the annual student evaluation each summer thereafter (see the Annual Review and Portfolio Assessment description, p. 28). Each student is linked to a major professor who is a faculty member of the School Psychology Program as they develop milestone projects (i.e., thesis and dissertation). Beginning in year two, the major professor will maintain ongoing academic and personal advising of the student with the assistance of the Program Director as needed. The major professor serves as the Chair of their advisee's milestone committees and leads the review of their advisee's academic and personal progress during the annual evaluation sessions. Students should meet with their major professor at least once per semester for planning purposes.

Transfer Credit

A maximum of 15 hours of transfer credit for graduate courses taken elsewhere may be accepted toward the doctoral degree. Requests for transfer credit must be approved by the Program Director and include a review of the relevant course syllabi. Transfer credit requests must be submitted for university approval by the end of the first year of doctoral study. The [Transfer Credit Evaluation](#) form must be completed to ensure that transfer credits appear on students' graduate transcripts. Students entering the program with a master's or educational specialist degree tend to finish the program in 4 years (3 years of full-time residency on campus and 1 year on internship).

Permits & Registration

Course registration is done through [myMemphis](#). Detailed directions for how to register and to obtain course permits are provided in the Department's [Graduate Student Handbook](#).

Late-Stage Doctoral Status

Advanced doctoral students are considered "Late-Stage Doctoral status" and are able to be recognized as full-time students even if they register for fewer than 6 credit hours (for up to two years). Students who have completed the Specialty Examination, referred to the Comprehensive Examination by our program, and have submitted the Comprehensive Examination forms to the University are eligible. Under this policy, late-stage doctoral students can request to be considered a full-time student if they: (a) register for at least *one* credit hour and, (b) maintain at least part time work on their Dissertation research. Students who certify that they meet both these requirements are recognized as full-time students and are eligible for department, university, and external funding. Late-Stage status is formally offered when signing at the bottom of the University Comprehensive Examination Form, found on the Graduate School website- under [Forms](#). This can be particularly useful during the internship year, as late-stage status allows students to be considered "full-time" while enrolling in only one hour per semester. This also allows students to continue deferment on student loans until graduation without enrolling in unnecessary hours.

Research Experiences

Research Expectations

Throughout the program students will participate in research as they develop the competencies needed to be consumers and producers of research. Students are typically linked based on research interests and availability to a major professor when they are admitted to the program. Program faculty

regularly hold group and/or individual meetings with lab members, although schedules and formats vary based on preferences and needs. To ensure a clear understanding of the roles and responsibilities of the mentor and mentee, and to foster a positive relationship, a research mentoring agreement may be employed. Here is one example: <https://www.astrowhit.com/graduate-student-research-agreement>.

Primary research expectations across the doctoral program include (a) completing a thesis and a dissertation through the mentoring relationship with their major professor (i.e., their primary mentor) and disseminating the results of these projects, (b) completing research activities associated with their assigned graduate research assistantships (which may vary across years in the program and are depending on student skill development), and (c) participating in and contributing to one research laboratory (associated with their major professor). In addition to these primary research activities, students regularly engage in other collaborative research projects with their fellow students and faculty. Students are encouraged to participate in more than one research laboratory with core program or affiliated faculty as their schedules permit. Students are also invited to co-review with faculty manuscripts submitted for publication.

As students matriculate through the program, they are expected to take an increasingly independent role as producers and consumers of research. Students formulate research questions, design studies, and disseminate results to state and national conference presentations and through peer-reviewed journal publications.

Research Area Colloquium Attendance

Students are expected to attend the *Child, Adolescent, and Family Studies Research Colloquium*, which meets on a monthly basis during the fall and spring semesters. The students often present their research at the colloquium related to their master's thesis and doctoral dissertation as well as other projects with which they may be involved. Furthermore, students are expected to attend and offer presentations at program-level colloquia and attend other departmental and program functions (e.g., faculty candidate job talks and interviews, interview day activities with prospective students).

Master's Thesis

Students are required to complete a quantitative or qualitative research project as part of the M.S. degree. Research topics are chosen in consultation with the student's major professor and may be drawn from areas within psychology and education. This master's thesis should ideally be proposed by the end of the first year of study and completed by the end of the second year; however, the most common schedule is to propose the thesis in the fall of the second year and defend in the fall of the third year. The thesis must be defended by the end of the third year of training, as failure to meet this timeline will cause delays in the completion of other important milestone requirements including the comprehensive examination and application to internship.

Students must register for thesis hours (3) under their major professor's name during the semester in which they plan to defend their thesis. The Department of Psychology's [Graduate Program Handbook](#) provides detailed information regarding the committee composition, announcing the proposal and defense meetings, preparation for the proposal/defense meetings, and procedures related to graduation, and should be reviewed carefully by students.

Forms that need to be completed at the proposal and defense milestone meetings are listed in Appendix M. These forms, along with those required for graduation, are available on the Graduate School website under [Graduate School Forms](#). Students are strongly encouraged to check the deadlines for the semester they intend to graduate listed on the Graduate School website under [Graduation Information](#), and to develop a timeline in conjunction with their major professor. For example, if a student plans to graduate with their Master's in December 2026, then the last day to apply to graduate is September 4. The final copy of the thesis must be uploaded to ProQuest for review along with all required forms by October 31. If two weeks are allowed for potential revisions, the signing of paperwork, and modifying the text formatting for ProQuest, then the thesis must be defended by mid-

October. The thesis is provided to the committee members about two weeks in advance of the defense meeting, so the thesis must be “ready to go” in early October.

A thesis completed as part of a master's degree taken elsewhere must be reviewed and accepted by the program by the end of the first semester of doctoral study. Thesis requirements appear in the Department of Psychology [Graduate Program Handbook](#).

Students who enter the program with an advanced degree relevant to school psychology do not typically earn a second master's degree during their doctoral program, especially if transfer credit is awarded for foundational coursework. If the prior advanced degree (e.g., MA/EdS) did not require an empirical thesis, then a thesis will be completed to meet this program requirement. In such instances, the term “qualifying thesis” rather than “master's thesis” is used to denote that an additional degree was not conferred. The student will still register for 3 hours of thesis course credit during the semester the project is defended. However, the qualifying thesis will not be submitted to ProQuest and the thesis title will not be listed on the transcript.

Dissertation

Students are required to complete a quantitative or qualitative research project for their dissertations. The doctoral dissertation must be proposed by the end of the spring semester of the year preceding the internship; typically, students are encouraged to propose their dissertations during the fall of the fourth year of study. It is preferred that data collection for the dissertation be completed before the internship begins. Research topics are decided upon in consultation with the student's major professor and may be drawn from a wide range of areas within psychology and education.

Students register for dissertation hours under their major professor. Per University guidelines, students must be enrolled for at least 1 hour during the semester they defend the dissertation.

Forms to be completed at the proposal and defense meetings are listed in Appendix M. These forms, along with those required for graduation, are available on the Graduate School website under [Graduate School Forms](#). Students are strongly encouraged to check the Graduate School's deadlines for the semester they intend to graduate, listed under [Graduation Information](#), and to develop a timeline in conjunction with their major professor. The [Graduate Program Handbook](#) provides detailed information regarding the committee composition, announcing the proposal and defense meetings, preparation for the proposal/defense meetings, and procedures related to graduation, and should be reviewed carefully by students.

Clinical Experiences

Professional Experience

The Professional Experience (PE) is a pre-practicum experience completed during the fall semester of the first year of training. Students spend one half-day (or equivalent) per week shadowing a local school psychologist. The primary purpose the PE is to familiarize students with the educational system as a whole and to expose them to alternative roles and functions of school psychologists. This placement transitions into a formal practicum experience during the spring semester, as described below.

Practicum Hour Requirements

Students complete four practica prior to internship. It is expected that students will generate a minimum of 1,000 hours of practicum experiences during predoctoral training. A minimum of 200 hours is required in the first-year assessment practicum, 250 hours in the second-year intervention and consultation practicum, and 550 hours across the two advanced practica completed in years 3 and 4. Approximately 25% of these hours should be direct contact hours. It should be noted that students regularly exceed these minimal thresholds.

Documenting Practicum Hours

Students should employ Time2Track (<https://time2track.com/>) to record practicum hours, clients, and services provided; a subscription is purchased by the Psychology Department for each student. Students are expected to log their clinical hours on a weekly basis. A program-wide meeting is held each fall to review how to appropriately log practicum experiences. The practicum course syllabi describe the required experiences and clinical hours for each year, and the instructor of record is responsible for reviewing student's accrual of clinical hours each semester for progress monitoring purposes. Students will be asked to export a summary of their practicum hours and experiences from time2track to share with their primary supervisor each semester for review and feedback.

Practicum Supervision

Weekly supervision must be provided by a licensed psychologist and health-service provider (HSP). Supervision is provided via in person meetings and may occur through other formats only on a time-limited basis when necessary (e.g., telesupervision to accommodate temporary illness or quarantine requirements, a phone call to address a time-sensitive matter). Supervision activities may include case discussion, didactic instruction, direct observation, review of video or audio recordings, feedback on written documents such as reports, treatment plans, and case notes.

Across the four practica, students receive supervision from the on-site practicum supervisor and from the university-based supervisor, a program faculty member who serves as the instructor of record for the practicum course. A minimum of one hour of supervision per week with the on-site supervisor is required, but more may be necessary for a given practicum experience based on the complexity of the work and developmental level of the student. Licensed allied mental health professionals (i.e., EdS School Psychologists, LPC, LCSW) may provide supplemental supervision as appropriate, but those hours do not count toward to minimum one hour of weekly supervisor with the on-site HSP supervisor. Students also meet regularly for group supervision with the instructor of record for the practicum course (approximately 2-3 hours each week or alternating weeks, depending on the practicum course).

Training Sequence by Year

The first practicum (PSYC 7614a) is taken during the assessment course sequence (PSYC 7803 and 7804) in the first year, and the second practicum (PSYC 7614b) is taken during the intervention and consultation course sequence (PSYC 7805, 7806, and 7807) in the second year. The sequential placement of the practica ensures a connection between psychoeducational assessment and intervention and consultation roles and functions. The first-year practicum requires completion of assessment cases in both The University of Memphis Psychological Services Center and a local school district (e.g., Memphis Shelby County Schools), as well as engagement in benchmarking assessment and progress monitoring. The second-year practicum requires students to complete consultation, therapy, and prevention services in local schools and/or community agencies. The first two years of practica include a strong focus on school-based service delivery.

Two advanced practica (associated with PSYC 8809) are completed during the third and fourth years, allowing students to gain greater breadth and depth in their clinical experiences. Assignments to specific practicum sites are made by the program faculty in consultation with students based on their training needs and professional goals, and in consideration of available sites. Students often complete practicum placements that align with their focus area, and they may use that practicum coursework towards completing that requirement. Common placements for the advanced practicum include The University of Memphis Psychological Services Center, Porter-Leath's Head Start Centers, Irby Psychological Services, St. Jude Children's Research Hospital, Le Bonheur Children's Hospital, the University of Tennessee Health Science Center's Center for Developmental Disabilities, Youth Villages, and local school districts. More information is included in Appendix D.

Students enrolled in the advanced practicum (PSYC 8809) also participate in Doctoral Forum with the instructor of record for that course. These meetings are typically held twice a month throughout the fall and spring semesters. The purpose of the forum is threefold. First, professional

issues and standards of conduct for the practice of school psychology are addressed. Example topics include the scientist–practitioner training model (including the nature of scientific thinking and its role in school psychology), available career paths and long-term goals, current and emerging professional standards for conduct and training, applying for and selection of an APA-accredited internship, requirements for obtaining licensure as a health service psychologist, current and emerging ethical and legal standards and issues, and other professional development issues. Guest speakers and student-lead discussions of selected readings complete the advanced practicum experience by facilitating in-depth discussion of issues related to the practice of school psychology. Second, the forum provides a venue to (a) discuss and monitor students’ progress in advanced practica and (b) plan for future placements. Students regularly discuss redacted cases, allowing students to broaden their clinical experiences by learning from one another’s experiences. These meetings between the instructor and the students also facilitate open communication regarding any challenges related to the practicum experience. Lastly, students develop competency in the provision of supervision. Students gain knowledge of supervision models and practice through direct instruction and facilitated discussions. During spring semesters, students apply this knowledge through live peer supervision of first-year students completing assessment cases in our training clinic and through review of supervision videos. Doctoral Forum also serves as group supervision for students, given the dual emphasis on clinical case presentations and didactics.

Practicum Plan

A practicum plan (also called a practicum contract) between the student and practicum site is required for all practicum placements (see Appendix E for an example). This practicum plan details the roles and expectations of the experience, including a description of the clinical training activities and supervision to be provided. The instructor of record for each practicum course will develop these plans with their respective students and on-site supervisors. For paid clinical placements arranged through our department as graduate assistantships, the Memorandum of Understanding (MOU) may be used in place of the practicum plan with the approval of the instructor of record. These plans are essential to ensuring the adequacy of the supervision provided to students.

Practicum Credits

In order for clinical hours to count toward meeting the program requirements, the training experience must be developed as part of a practicum placement. Students are required to register for at least one practicum (3 hrs.) course per year, but they may take additional credits across semesters as needed. The practicum plan/contract serves to document the nature of the training experience, including start and end dates, which don’t necessarily align with the semester the practicum course is taken. A student may continue working at their practicum site after the end of UofM’s academic semester for a variety of reasons (e.g., the practicum is tied to their year-long graduate assistantship, to complete the hours and activities requirements of the practicum course, or to gain additional experience).

Practicum students are provided grades (S, U, or IP) after the experience has been completed and the final practicum evaluation has been received from the supervisor. Continuation in the program is contingent on an overall satisfactory grade (S) in each practicum. Each semester supervisors provide their feedback using the Practicum Student Evaluation Form (see Appendix F). Students also evaluate and rate their practicum experiences for program evaluation and quality control purposes using the Supervisor Self-Reflection and Supervisor Feedback Survey (see Appendix H). These evaluation tools are described in detailed in the Competency-Based Assessments section (see pp. 25-31). A student may receive a grade of Unsatisfactory for a practicum if (a) the field-based supervisor reports that students are not meeting the expectation for the practicum or internship experience on the Practicum/Internship

Student Evaluation Form or (b) fail to complete the requisite number of hours associated with the experience.

Internship

To prepare students for the practice in health service psychology, they are required to complete a 2,000-hour internship. Students are encouraged to seek internship sites consistent with their professional interests, career objectives, and national standards. For example, students who are interested in becoming a Nationally Certified School Psychologist should complete at least 600 hours in a school setting. School systems, community mental health centers, and hospitals may provide appropriate contexts for internship sites, depending on the interests and objectives of the student. It is expected that students will grow professionally throughout their internship year and that they will refine their competencies in ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

During the fall, spring, and summer semesters of their internship year, students should register for PSYC 8999 which is a noncredit (0 hr) course (see Appendix C) under the Program Director's name. This course is categorized as "EX" for externship and a grade of "IP" is used for the fall and spring to designate the experience is in progress until the internship is completed, then a final grade of "CR" is used to indicate the successful completion of internship or "NC" if the internship is not successfully completed. There are no fees associated with this course number. Students with late-stage doctoral status (see p. 19), allows students to be considered "full-time" while enrolling in only one hour per semester, and to continue deferment on student loans until graduation without enrolling in unnecessary hours.

Students are strongly encouraged to obtain an internship that is part of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Internship Matching Program (<http://www.appic.org>) and accredited by the American Psychological Association (APA; <https://www.apa.org/education-career/grad/internship>). In the event that a student is unable to pursue a non-accredited internship, the internship site must conform to the Council of Directors of School Psychology Programs (CDSPP) guidelines (<https://docs.google.com/viewer?a=v&pid=sites&srcid=Y2RzcHAubmV0fGhvbWV8Z3g6NTY1OGU3MDQ3NTZhMWJkYQ>). If the internship site is non-accredited, a formal plan of internship should be approved by the student, supervisor, and Program Director. In recent years, students have completed these APA-accredited internships in school, hospital, and clinic settings: the Nebraska Internship Consortium in Professional Psychology Munroe-Meyer Institute at the University of Nebraska Medical Center; Florida State University Multidisciplinary Evaluation and Consulting Center; Texas Child Study Center; Cypress Fairbanks Independent School District, Texas; Lewisville Independent School District, Texas; The Children's Center, Salt Lake City, Utah; and Kennedy Krieger Institute/Johns Hopkins University School of Medicine, Baltimore, Maryland.

Students typically apply for internships during the fall of their fourth year (or equivalent) in the program. Students must have completed their comprehensive examination before applying for the internship. Students are encouraged to follow APPIC guidelines in preparing logs of their practicum experiences to prepare for the application process, and during their third year of study, to begin reviewing application requirements described on the APPIC website (<http://www.appic.org>). Program faculty maintain readings on internships and a copy of the *Directory of Internships for Doctoral Students in School Psychology*, prepared by the Joint Committee on Internships (CDSPP, Division 16-APA, NASP). Students should consult *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* by Carol Williams-Nickelson, Mitchell J. Prinstein, and W. Gregory Keilin, which is updated frequently. The student should plan to graduate when internship officially ends, usually in the summer (assuming the dissertation has been completed).

Legal Requirements

Background Checks

Effective July 1, 2007, Tennessee state law requires background checks for all graduate students who are assigned to field and clinical placements where direct interaction with children and adolescents in school and related settings is involved. There is a \$42.00 fee to secure this background check. For inquiries regarding background checks, please call Tennessee Bureau of Investigation at 615-744-4095. Follow these steps to schedule your complete the background check:

Registration and Payment

A. Go to the website www.identogo.com.

1. Select Tennessee as your state.
2. Select online scheduling to make your appointment.
3. After entering your name, you will see a drop-down menu. Select “Non-DCS Child Care/Adoption Providers” from this menu.
4. Next you will select “Child-Related Worker Private” from the second drop down menu.
5. Enter the ORI Number: TNCC79121
6. The next screen will ask you if you want to be fingerprinted for The University of Memphis and you will select “Yes.” If it does not say The University of Memphis, you have entered the wrong ORI Number, select “No” and reenter the correct ORI Number.
7. You will then enter your zip code, select a site, and complete your fingerprinting application.

B. Fingerprinting

1. Bring a valid driver’s license or state issued ID card and the method you selected to pay for your fingerprinting to the site where you scheduled your appointment.
2. Upon completion, your results will be sent directly to the University of Memphis Office of Teacher Education.

Liability Insurance

Students are required to carry student liability insurance. The Psychology Department purchases a group student liability policy that covers all students enrolled in practica in the school psychology program. The Program Director will email documentation regarding this policy to students each fall semester; students should retain a copy of this documentation for their records. Clinical supervisors may require copies of this documentation prior to the initiation of a practicum experience. Students completing their predoctoral internship should obtain a policy recommended by their internship site to ensure adequate coverage.

Competency-Based Assessments

Student and program evaluations are ongoing throughout training. The following are the regular evaluations conducted for student selection, progress monitoring, and program completion. Practica, internship, and follow-up evaluations assure ongoing demonstrations of competence throughout the period of training and into the post-graduate years. Student evaluation methods include activities embedded in courses and practica, course grades, portfolio reviews, milestone committee ratings (i.e., thesis, dissertation, comprehensive examination), ratings by practicum and internship supervisors, and ratings by supervisees. In addition, self-evaluations of program competencies and satisfaction with the program are obtained via self-ratings, interviews, and surveys at scheduled times during program completion and afterward.

Records Retention

The program maintains records of each student's education and training experiences and evaluations for evidence of their progression through the program, as well as for future reference and credentialing purposes. The program maintains copies of admissions files, practicum/internship evaluations and plans, annual evaluation documents, student intervention plans, alumni survey data, and other program-level documents associated with the training experience. Students are provided with copies of these documents and are encouraged to retain them. Records of formal complaints are retained for a period for 10 years and records required for credentialing purposes are retained at minimum across the lifetime of the program graduate. The program uses a secure online storage system provided by the University of Memphis (i.e., OneDrive). The OneDrive system is secured by user authentication and security rights management, and is approved for Family Educational Rights & Privacy Act (FERPA) data storage by the university, and is consistent with the university's [guidelines for storage and transition of electronic data](#). Only school psychology faculty have access to these records. A hard copy of student's milestone forms (i.e., thesis, comprehensive examination, and dissertation) are maintained at the department level by the Graduate Programs Secretary, Cynthia Walker, and are stored in a locked cabinet in her office.

Admission Requirements and Expectations

The first evaluation is the review of applicants for admission. The criteria for admission to the doctoral program appear in The University of Memphis [Graduate Catalog](#) and include quantitative and qualitative measures. Applicants submit a standard form reporting their demographic information, academic training, grade point average; a personal statement; and three letters of recommendation. GRE scores are not required. These materials are reviewed by program faculty with the expectations that applicants (a) have training in psychology and strong interests in the research and practice of school psychology and (b) exceed the minimal expectations for grade point average set forth by the Graduate School. (See [Student Admissions, Outcomes, and Other Data](#) for more information).

The strongest applicants are invited to participate in our program's interview day (held virtually), which provides an overview of the program, interviews with faculty, meetings with current students, and meetings with representatives from student-led affinity groups. Students whose goals for training match well with the program and whose research interests match well with current faculty research are selected. Students from diverse backgrounds and students with disabilities are encouraged to submit applications for admission. The University of Memphis will promote and ensure equal opportunity for all persons without regard to race, color, religion, sex, national origin, sexual orientation, disability status, age, or status as a qualified veteran with a disability or veteran of the Vietnam era, as is described on the [Office of Institutional Equity](#) website. There is a comprehensive program of services and academic accommodations designed to provide access and opportunity is available to qualified students with disabilities through [Disability Resources for Students](#).

Course Assessments

Every course for credit in the program—as well as all practica—have embedded assessments, outcome assessments, or both. These assessments include routine course examinations, case study analyses, research reports, evaluations of readings, in-class presentations, and practicum and internship evaluations. In combination, these assessments provide an ongoing evaluation of students throughout the program.

Grades and Retention

The Program Director reviews student grades at the end of each semester to ensure that these criteria are met. Information about expectations for academic performance, probation, and grade appeals is covered in the Department of Psychology [Graduate Student Handbook](#). University Graduate School policy requires that a GPA of 3.0 be maintained in all graduate work or the student will be

placed on academic probation. Grades of D and F will not apply toward any graduate degree but will be computed in the GPA. Continuation of any type of university or external agency financial support will be contingent upon academic performance above the minimally acceptable 3.0 GPA level. Consistent with goals from the Graduate School, students whose cumulative grade point average drops below 3.0 are placed on probation. Continuation in the program beyond two consecutive semesters on probation can be granted if recommended by the Program Director and Graduate Coordinator and approved by the Arts and Sciences' Director of Graduate Studies and the Dean of the Graduate School. If, in the opinion of the program faculty and the Graduate School, a degree-seeking student is not making satisfactory progress toward degree completion, the student will be dismissed from the program.

Grades of D or F must be repeated if they are to count for graduation. No more than seven hours of C-, C, or C+ grades will be applied toward degree requirements. Grades of C-, C, or C+ may need to be repeated to keep the GPA over 3.0. No course may be taken more than twice. Students may repeat a course to earn a higher grade only if the earned grade was lower than a B. Only the grade earned in the second attempt will be included in the computation of the cumulative GPA. Program policy concerning the repeating of a course to improve a grade is the same as the University policy (see [Academic Regulations](#)).

The minimal level of achievement (MLA) for required courses is a grade of B or “Satisfactory” (S) for PSYC 7614a Assessment Practicum in School Psychology, PSYC 7614b Consultation and Intervention Practicum in School Psychology, PSYC 8809 Advanced Practicum in School Psychology, and PSYC 8999 Predoctoral Internship. In addition, students who receive a grade below a B must complete that course again following a student intervention plan (see the section that follows) developed by the student and faculty (following the APA’s [competency remediation plan](#)).

Practicum and Internship Student Evaluations

Supervisors complete evaluative ratings of students during practica and internship that correspond with the profession-wide competencies (see Appendix F & G for instruments). Evaluations are completed at the end of each semester of practicum (fall, spring, and summer) and at the mid-point and the end of internship. Students are rated by the supervisor on several areas including Professional Values and Attitudes, Work Habits, Communication and Interpersonal Skills, Administrative, Legal, and Ethical Practices, Assessment, Intervention, Consultation, Provision of Supervision, & Research (interns only). The same items are used across both evaluation forms, but the ratings and associated descriptors vary. The Practicum Student evaluation form uses the following ratings: not observed/not applicable (N/A), unsatisfactory for developmental level (1), satisfactory for developmental level (2), and is prepared for internship (3). The Internship Student Evaluation Form uses the following ratings: pre-internship/deficit (1), beginning internship (2), midyear competency minimum (3), yearend competency minimum (4), yearend competent (5), and post-internship/exceptional (6). If a student is completing an APA or APPIC-accredited predoctoral internship, then the evaluation form used by that site may be used instead of the program-required form.

Minimal Level of Achievement: Supervisor Ratings by Year in Program

Year 1	Year 2	Year 3	Year 4 (Midyear)	Year 4 (Yearend)	Internship (Midyear)	Internship (Yearend)
Satisfactory (2)	Satisfactory (2)	Satisfactory (2)	Satisfactory (2)	Prepared for Internship (3)	Midyear Competency Minimum (3)	Yearend Competency Minimum (4)

The practicum/internship course instructor is responsible for soliciting and reviewing the Practicum/ Internship Student Evaluation Forms, and will communicate with on-site supervisors to ensure that students are meeting the expectations for the placement, including the requisite number of hours associated with the experience. If supervisor ratings fall below the minimum level of achievement (MLA, see above) on any items on the evaluation form at any point in the year (fall, winter, spring, or midyear) the practicum/internship course instructor will contact the supervisor and student to collect additional information, and to discuss whether modifications to the experience or additional supports are needed. A student intervention plan (see the section that follows) may be developed in conjunction with the student and supervisor to promote the student's professional development. If a student receives an unsatisfactory grade in a practicum course (grades are based on the final evaluation from the supervisor and review of clinical hours and experiences), they must complete that course again following a student intervention plan developed by the student and faculty (see the section that follows).

Practicum Supervisor Evaluations

Students evaluate the quality of training received using the Supervisor Self-Reflection and Supervisor Feedback Survey (SSFS; Simon & Swerdlick, 2017) (see Appendix H). This survey is based on the Developmental, Ecological, and Problem-Solving (DEP) model of supervision and is composed for four domains: (a) interpersonal process associated with the supervisory relationship, (b) sensitivity to developmental stage of supervisee, (c) attention to ecological, systemic, multicultural, and diversity in professional practice, and (d) application of problem-solving and data-based practices. The program director will review this feedback. Disaggregated data will not be shared with program faculty who serve as primary supervisors, to protect the anonymity of the students.

Doctoral-Student Supervisor Evaluations

Student competencies in the provision of supervision are measured via ratings by faculty and practicum supervisors using a segment of the same rating form used to evaluate students during practica and internship (see Section I: Provision of Supervision in Appendix F and Appendix G) as well as ratings by supervisees. To obtain ratings by supervisees, first year students being supervised by third- and fourth-year students participating in supervision training complete ratings of their student supervisors.

Annual Review and Portfolio Assessment

Each student's progress is reviewed by program faculty at least once per year (i.e., typically late May or early June in addition to progress reviews during advising each semester). The annual review follows the policy for student evaluation, reviewing both academic and professional progress in the program, and provides information on the quality of the program.

The periodic evaluation of students is important to judging their progress and that of the program. Periodic evaluation sessions identify student strengths and weaknesses as they relate to students' success as school psychologists. The evaluations also provide the opportunity to establish short- and long-range goals for continued professional development and to acquire specific career information. In addition, periodic evaluations provide the opportunity to establish short- and long-range goals for program development and delivery. Thus, periodic evaluation is a two-way process that provides information related to both student and program development.

The general format of the review is guided by the Student Evaluation and Performance Portfolio Summary (SEPPS), which reviews progress toward the profession-wide competencies. The SEPPS is included with the student's electronic portfolio at the time of the session and is subsequently rated by the faculty. As part of this review, students submit an updated curriculum vitae (CV), the SEPPS form (see Appendix I), and an updated Degree Plan Worksheet (see Appendix B) which should

include prior course grades and projected activities for the upcoming year, and a digital portfolio supporting content included in the SEPPS form.

Each student maintains an electronic portfolio throughout the program. The portfolio is organized according to the profession-wide competencies and is reviewed as part of the annual evaluation. To facilitate the review process, the Program Director creates a shared OneDrive folder (FERPA compliant) for each student's annual materials, which is accessible only the program faculty and the individual student. As part of the annual evaluation, the portfolio, including the SEPPS form, must be submitted at least one week in advance of the student's annual evaluation session. In completing the SEPPS form, students are encouraged to provide responses that are keyed to specific documents in the portfolio that provide evidence for the program competencies. The Program Director will meet with the first-year students in the spring term to review this process and address questions. First-year students are encouraged to seek the assistance of their student mentor in organizing their portfolios.

Based on the SEPPS form, the portfolio, and any other assessments that relate to the competencies of the program, the major professor in consultation with other program faculty will rate students' progress using the Annual Evaluation Rubric form (see Appendix J). Following the review session, the form is provided to the student and a copy is maintained by the Program Director. Students who receive a rating in any competency area that are below the minimal level of achievement (see below), a student intervention plan (see p.31) to use as a guide. the section that follows) will be developed by the student and faculty (following the APA's [competency remediation plan](#)). Interns are evaluated at their site through separate procedures at mid-year and at the end of the internship.

Minimal Level of Achievement: Annual Evaluation Rubric by Year in Program

Profession-Wide Competency	Year 1	Year 2	Year 3	Year 4
Research	2	2	3	4
Individual & Cultural Diversity	2	3	3	4
Assessment	2	3	3	4
Intervention	2	3	3	4
Supervision	1	1	3	4
Consultation	2	3	3	4
Interprofessional/Interdisciplinary Skills				
Legal and Ethical Standards	2	3	3	4
Professional Values, Attitudes, & Behaviors	2	3	3	4
Communication & Interpersonal Skills	2	3	3	4

Note. 1 = not yet learned; 2 = some exposure; 3 = emerging competency; 4 = prepared for internship.

Comprehensive Examination

Consistent with the Department of Psychology's [Graduate Program Handbook](#), students are required to pass a comprehensive examination. The comprehensive examination serves as the *specialty examination* or *qualifying examination*; these terms are sometimes used interchangeably in the Graduate Program Handbook. There shall be no required major area paper, nor may a major area paper or other second milestone project substitute for the comprehensive examination. The comprehensive examination is to be completed by the end of the summer of the third year of study. The successful completion of the comprehensive examination precedes work toward completion of the dissertation and application to internship (typically during fall of year 4).

Structure of the Examination. The school psychology program employs the comprehensive examination to evaluate students' development in five of the profession-wide competency areas including: Ethical and Legal Standards, Individual and Cultural Diversity, Assessment, Intervention, and Consultation (for a detailed description of each competency see pp. 12-15).

Consistent with this intent, the written portion of the examination includes five items and lasts a maximum of 6 hours. The examination includes 2 hours and two examination items devoted to ethical and legal standards in service to children, families, and others. At least 1 hour (and one examination item) should be devoted to each of these competency areas: assessment, consultation, and intervention practices. In addition, one of the items should explicitly address how individual and cultural diversity may affect assessment, consultation, or intervention practices, and an additional hour will be allotted for that item. Examinations will typically have the following structure as their base, with one item extended to 2 hours as described above for a total of 6 hours.

- Ethical and legal standards (2 items, 2 hours)
- Assessment (1 item, 1 hour)
- Consultation (1 item, 1 hour)
- Intervention (1 item, 1 hour)

Committee Composition and Examination Processes. The comprehensive examination committee shall consist of the student's major professor (who will chair the committee), the Program Director, and one other psychology faculty member outside of the school psychology area. The chairperson must be a full member of the Graduate Faculty. Other committee members may be full, associate, or adjunct members of the Graduate Faculty.

The chairperson will shall convene an organizational meeting (also referred to as the proposal meeting for the second or mid-point milestone in the Graduate Program Handbook) with the student and committee members to discuss the examination process, to review resources available to the student (see Appendix K), and to establish dates for the written and oral portion of the examination. The chairperson will coordinate with the other committee members to generate the examination items. The written examination is not to be administered sooner than 6 weeks following the organizational meeting. The dates of the written and oral portions of the examination will be announced publicly at least 1 week in advance.

Responses to the written portion of the examination are to be typed by the student and completed in the Psychology Building over no more than a 2-day period (e.g., 3 hours per day). No instructional materials are to be available to the student during the examination. The committee chair distributes the entire completed examination for evaluation by committee members. Students will retain a copy of the items and their responses to aid in the preparation of the oral examination. Students are not permitted to share the specific examination items with other students.

The oral portion of the examination (also referred to as the defense meeting for the second or mid-point milestone in the Graduate Program Handbook) shall be conducted at a designated time following the written examination (ordinarily, within 2 weeks following the examination). The oral portion of the examination reviews areas of the written examination. The student will be asked to comment on their written response to each examination item, and then respond to committee members' questions about that item. Therefore, students should be prepared to correct any errors, fill gaps, or refine their written response during the oral defense. Students may bring any reference materials or notes they find useful to the oral portion of the exam. However, no formal presentation (e.g., supported by slides) or written documents are required of the student.

Evaluation of Competencies. At the culmination of the oral portion of the examination, each committee member will independently complete a rating form to evaluate the whole of the student's responses (see Appendix L). The items on the rating form address the five program competencies outlined previously, and each item is rated on a 3-point scale: *unsatisfactory*, *satisfactory*, and *excellent*. Although the written and oral responses are rated separately, the final ratings for each competency area are used to determine whether the minimum level of achievement was met. Items rated by at least half of the committee members as unsatisfactory (e.g., 2 of 4 or 2 of 3 members) will

necessitate that the student complete a reexamination focusing on the competency domains that were deemed not to be addressed in a satisfactory manner.

When a reexamination is required for one or more competency areas, a student intervention plan will be developed (see the section that follows) which will include a remedial program of study to assist in preparing for reexamination. The reexamination shall not occur fewer than 6 weeks following the initial oral portion of the examination. Only one reexamination is permitted. Failure to perform satisfactorily across competency areas on the second examination will result in a recommendation to the department chairperson that the student be terminated from the program.

The committee chairperson is responsible for providing a copy of the written examination and the student's responses to the Program Director who will place them in the student's permanent program file. Forms to be completed at the proposal and defense stages are listed in Appendix M.

Student Intervention Plan

If a student is not meeting the grade-point-average criterion, the individual-course-grade criteria, milestone project completion deadline (i.e., defend thesis by end of spring term of year three), completing their practicum in a satisfactory manner based on supervisor ratings and hours, faculty ratings on the annual evaluation fall below the minimal level of achievement criteria, or fail an item on the comprehensive examination, then a student intervention plan is developed. Other concerns, including violations of ethical or legal standards, violations of program or university policies, academic misconduct, misuse of AI, or concerns about fitness to practice raised by faculty, supervisors, or field-based partners, may also result in the development of a student intervention plan. However, repeated or serious violations of this nature could result in the suspension of clinical duties at practicum or internship site or recommendation for dismissal from the program without an intervention plan. Examples include, but are not limited to:

- Breaches of confidentiality involving client information.
- Falsification of academic, clinical, or research records.
- Harassment, discrimination, or other violations of university conduct policies.
- Behavior that places clients, peers, or supervisors at risk of harm.

The decision to initiate a SIP will be made by the Program Director in consultation with core faculty and/or the student's practicum/internship supervisor. The Program Director, relevant faculty, and practicum/internship supervisors, when appropriate, will confer and meet with the student to discuss the student's progress, prescribe remedial activities to be completed (which typically means repeating a course or practicum), develop goals, select assessment methods, and determine a timeline for completion. The student is provided a document with written feedback from that meeting in the form of a student intervention plan (following the APA's [competency remediation plan](#)). The student, Program Director, relevant faculty and practicum supervisors, and the Department Chair will review and sign the plan. At an agreed-upon date, attainment of these goals is evaluated, and a letter of completion or a new student intervention plan is developed. Consistent with the university [policy on termination](#), failure to successfully complete a student intervention plan may result in recommendation for dismissal from the program.

Alumni Survey

Within 2 years and 5 years of completion of the program, graduates complete an evaluation of the program. This survey focuses on training needs, employment, and licensure for independent practice as a psychologist and health services provider.

Professional Identity, Legal, and Ethical Behavior

First-Year Research Practicum

During the first year of their training in the Department of Psychology, students must attend the weekly First-Year Research Practicum series. This meeting is held on Friday afternoons during the fall semester and covers a breadth of topics germane to student success (e.g., professional issues, ethics, diversity, responsible conduct of research). Additionally, students are required to review the department handbook.

Legal and Ethical Standards

Students are held to the highest professional standards, and professional behavior is a very important part of completing the school psychology program. Students are expected to demonstrate ethical behaviors throughout their training and practice activities. The University's [Academic Integrity Policy](#) and resources for maintaining [high integrity](#) should be reviewed carefully.

The Psychology Department and the School Psychology program take all matters involving academic dishonesty very seriously, and students are responsible for following proper guidelines. Plagiarism, cheating, and other forms of academic dishonesty (e.g., falsifying data for a publication) are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the course instructor and program faculty in addition to other possible disciplinary sanctions that may be imposed through the regular institutional disciplinary procedures. Academic misconduct may result in the development of a student intervention plan or, in severe instances, recommendation for dismissal from the program (see the section that follows). If academic misconduct is detected as part of completion of a course, instructors must follow these three steps:

1. Notify the student in writing (most likely via email) of the misconduct and allow the student five business days to respond to the allegation.
2. Schedule a meeting with the student to discuss the evidence of misconduct.
After meeting with the student (or if the student fails to attend the meeting), (a) make a decision regarding appropriate action (called a *summary judgment*) or (b) refer the matter to the Academic Integrity Committee, as described in more detail here:
 - a. If instructors find sufficient evidence exists to conclude that a violation did occur, they may make a decision regarding the appropriate penalty (e.g., a failing or diminished grade for the assignment, examination, or course in question), as explicitly indicated in the syllabus. The instructor then communicates their summary judgment to the chair of the department within five business days of meeting with the student. After receiving notice of the action taken, the chair will then notify the student of this summary judgment within five business days.
 - b. Rather than making a summary judgment on their own, instructors may instead defer disciplinary action to the Academic Integrity Committee and provide the evidence of academic misconduct.
 - c. The student appeals process is detailed here:

https://www.memphis.edu/gradschool/pdfs/forms/gradeappeal_form.pdf

From a broader perspective, the [Ethical Principles of Psychologists and Code of Conduct](#) of the American Psychological Association and NASP [Principles for Professional Ethics](#) should guide professional conduct. In order to receive the Program Director's endorsement and faculty recommendations for applications for internships, licensure, credentialing, or employment, it is not sufficient to have merely completed the academic requirements. All students are to have additionally demonstrated their knowledge of and conformity with ethics, laws, and other professional standards and guidelines throughout all stages of the program. Furthermore, repeated or serious violations of

ethical or legal standards may result in the development of a student intervention plan (see p. 31), removal from practicum or internship, or recommendation for dismissal from the program.

Artificial Intelligence (AI) Policy

This policy outlines expectations for the ethical, appropriate, and legally compliant use of artificial intelligence (AI) tools by students in the MS/PhD program. These expectations apply across all domains of training, including academic work, clinical practice, and research. While the program recognizes the educational potential of AI tools—particularly large language models (LLMs) such as ChatGPT, Claude, or Gemini—student use must reflect the professional values of school psychology and comply with ethical and legal standards, particularly those related to client confidentiality and academic integrity.

Students are responsible for the content of all academic, clinical, and research work they submit, regardless of whether AI tools were used. Any work supported by AI must be critically reviewed, edited, and appropriately attributed. AI tools must not replace the student's own academic writing, clinical reasoning, or research decision-making. Students are encouraged to consult with faculty or supervisors before using AI tools in any new or uncertain context.

Confidentiality and Client Information. Under no circumstances should students enter information about real clients into AI tools that are not institutionally approved. This includes both identified and de-identified clinical material. Most publicly available AI tools (e.g., ChatGPT) are not HIPAA- or FERPA-compliant, and their use to process clinical information constitutes a serious breach of ethical and legal standards. Students may not use AI tools to draft psychological reports, treatment plans, clinical notes, or emails involving client material.

Academic Use. AI tools may be used in coursework with instructor permission and within the following guidelines:

- Permitted uses include outlining, grammar checking, brainstorming, or reviewing APA formatting.
- Students may not submit AI-generated content as their own.
- When AI tools are used to assist with academic work, students must include a brief note of disclosure indicating when and how the tools were used. For example:

"Portions of this paper were assisted using ChatGPT on July 7, 2025 for outlining and grammar checking. All written content reflects the student's own original work."
- Use of AI tools during in-class assessments or exams is not permitted unless explicitly approved by the instructor.

Clinical Use. Given the ethical and legal responsibilities associated with practicum and internship placements, students may not use AI tools to support clinical casework. Specifically:

- Students may not input clinical, client-related, or school-based case material into AI tools.
- AI tools may not be used to write, revise, or summarize psychological reports or clinical notes.
- AI tools may not be used to simulate counseling, create behavior management plans, or generate diagnostic impressions, even hypothetically, unless part of a structured educational activity involving no real client data.

Students may use AI tools to explore academic content related to school psychology (e.g., reviewing intervention strategies or theoretical frameworks), provided that no client information is included. Students may also use AI to help them improve templates or to generate suggestions related to a general referral concern (e.g., identifying evidence-based reading fluency interventions), but they must not include specific case details.

Research Use. With the approval of the faculty member overseeing their work, students may use AI tools in research for specific, transparent purposes within the following guidelines:

- Appropriate uses include summarizing existing literature, checking grammar, outlining ideas, or assisting with coding tasks after human review.
- Students should not replace their own critical thinking processes, including integrating content, with AI.
- AI tools must not be used to fabricate, manipulate, or analyze data.
- Students may not enter identifiable or sensitive data into AI systems.
- When AI tools are used to assist theses/dissertations, manuscripts, posters, or presentations, students must include a brief note of disclosure indicating when and how the tools were used. For example: “AI Usage Disclosure: The code for the analysis in this manuscript was refined and cleaned with assistance from AI tools. The code was edited and run by the author prior to usage. Additionally, AI tools were also used in creating the templates for several of the tables and graphs in the manuscript.”

Violations. Misuse of AI tools may result in the development of a student intervention plan (see p. 31), academic discipline (see above), or removal from practicum or internship settings, depending on the severity and context of the situation. Repeated or serious violations may lead to dismissal from the program.

Diversity Standards

Students are expected to demonstrate respect for diversity. Diversity means the fair representation of all groups of individuals and the appreciation of different cultural and socioeconomic group practices. The University of Memphis, the Department of Psychology, and the School Psychology program aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. In addition, the American Psychological Association (APA) has explicit policies regarding the issues of and writing about race, gender, class, sexual orientation, disability, ethnicity, and religion. These standards can be found in the *Publication Manual of the APA* or at the APA’s website for the [Ethnicity, Race, and Cultural Affairs](#). Overall, the program is committed to providing training that will prepare all students to work with client populations that are diverse with respect to a variety of characteristics, and students should treat clients and research participants with respect and dignity regardless of their race, gender, class, sexual orientation, disability, ethnicity, religion (or absence of religion). Students completing practica and internships are required to provide services to all clients deemed appropriate by their supervisors.

There are a variety of events hosted by the [Benjamin L. Hooks Institute for Social Change](#). Students may also participate in the [ALANA](#) (African American, Latino/Latina, Asian American, Native American) Group, which is frequently under the leadership of school psychology doctoral students. Students may also participate in a department-sponsored affinity group for students who identify as LGBTQ+, the [LGBTQ+ Task Force](#).

Students are made aware that The University of Memphis offers a number of services and organizations to facilitate a better understanding and acceptance of individuals of all types. They include the following:

- The [Office for Civil Rights Compliance and Title IX](#) monitors the University's policy on equal opportunity in employment and education and provides relevant training resources.
- [International Students Office](#) supports the international population at The University of Memphis by providing advice on immigration matters, employment, taxation, cultural adjustment, and other practical issues. The office conducts an international student orientation each semester, coordinates insurance information, and assists student groups.

- [Disability Resources for Students](#) helps ensure equal access to all university programs and activities for students with disabilities, helps all members of the university community understand and accommodate their needs, and promotes the independence of such students.
- The [Benjamin L. Hooks Institute for Social Change](#) promotes its mission of teaching, studying and promoting civil rights and social change primarily through teaching, research, innovative campaigns, and community engagement. For more than twenty years, the Hooks Institute has developed an impressive track record of educating, engaging, and empowering the community.
- The [Center for Research on Women](#) conducts, promotes, and disseminates scholarship on women and social inequality, with particular emphasis on the relationships among race, class, gender and sexuality in the experience of Southern women. It supports a variety of events in the university and community to highlight the contributions and achievements of women including films, lectures, performances and awards.
- The [Stonewall Tigers](#) is a student organization that aims to create an inclusive space on campus to students, staff, faculty, and members of the Memphis community as a whole to share a common ground and take from us whatever they need. They actively promote LGBTQ+ education, safe sex education, and activism education while keeping the spaces we inhabit safe, open, free, and welcoming to people of all backgrounds.
- The [Pride and Equity Alliance](#) is comprised of faculty and staff (members and non-members of the LGBTQ+ community) who are working to raise awareness of the LGBTQ+ community's needs, identify and correct shortcomings at the university, combat macro and micro aggressions, review processes to ensure inclusion and fairness, and educate The University of Memphis community. The alliance mentors the LGBTQ+ student population at The University of Memphis and reviews student life to support the best student experience possible for the LGBTQ+ populations.
- The [ALANA](#) (**African American, Latino/Latina, Asian American, Native American**) **Group** is a registered student organization that provides a safe space and additional supports for graduate students of color around experiences unique to students of color and ethnic minority students such as unconscious biases, stereotype threat, coping with inequity, and first-generation student status. The goals of this group are to provide professional development, community service, promote research on racial and ethnic minority issues and offer a nurturing and supportive environment for graduate students of color and ethnic minorities.
- The [LGBTQ+ Task Force](#) is a committee of faculty and students dedicated to promoting a safe, inclusive environment within the Department of Psychology by facilitating necessary changes in policy, practice, and departmental climate. The mission of this group is to disseminate information regarding resources, best practice, and current events related to sexual and gender minority identities, collaborate with university stakeholders to promote equity for students who identify as sexual and/or gender minorities, and partner with campus and community-based groups and organizations serving the local LGBTQ+ community.
- Psychology's **LGBTQ+ affinity group** provides a safe space and additional supports for graduate students of who identify as LGBTQ+ as well as allies to the community. To uphold the privacy of group members, students interested in participate should email group's faculty sponsor, Dr. Rane Ankney rlankney@memphis.edu. The goals of this group are to provide professional development, community service, promote research on LGBTQ+ issues and offer a nurturing and supportive environment.

Professional Associations

Resources are also available to school psychology graduate students through professional associations external to the University of Memphis.

- **[Student Affiliates of School Psychology \(SASP\)](#)** is a student organization formed under the auspices of the American Psychological Association's Division 16 Executive Committee. The mission of SAP is to (1) build a student community that is ready to take on the future challenges of the field, (2) advocate for strong training, (3) commit to social justice and anti-racist work, and (4) foster collaboration with students and faculty across school psychology programs and their respective institutions. To actualize these goals, we have several key objectives. SASP provides outreach to student chapters on varying topics and resources, and supports a student of color listserv to share resources, access supportive feedback, and connect with other students of color pursuing school psychology.
- **Graduate Student Committee** serves as a liaison between National Association of School Psychology (NASP) leadership and graduate students in the profession and conducts activities such as webinars and convention sessions to connect students to each other and to NASP. A variety of recommended resources may be found on their website- under [Graduate Students](#).
- **[School Psych Sistahs](#)** is a non-profit organization that supports the enrichment, advancement, and retention of women of color in the field of School Psychology. The specific objectives and purpose are to (1) provide a community for case consultation and networking among School Psychology women of color with similar experiences and interests, (2) aid in the dissemination of information about professional development opportunities related to educational social justice research and culturally competent assessment, interventions, and programs, and (3) sponsor, host and participate in events and activities that promote diversity in the field of School Psychology. Their podcasts are available on Apple and Spotify. Follow on Twitter: @SchoolPsychSis or Instagram: @schoolpsychsistahs

Ethical and Legal Standards Tutorials

Students must maintain, on file, evidence of their completion of the following three online tutorials addressing ethical behavior: the CITI: Research Ethics, Family Educational Rights and Privacy Act (FERPA), and the Sexual Assault Prevention Training. Certification of completion should be submitted at 2-year or shorter intervals in their electronic portfolio materials as part of the annual review (see pp. 28-29). Instructions to access these tutorials follow.

CITI: Research Ethics. The following are basic instructions to access your Collaborative Institutional Training Initiative (CITI) account.

New Users

1. Go to www.citiprogram.org.
2. Click on "Create an Account" in the bottom right-hand corner of the page.
3. On the Learner Registration Page, find "Select Your Institution or Organization" and enter University of Memphis under "Search for organization: Enter full or partial name." Hit "Continue to Step 2" button.
4. Enter first name, last name, and email addresses under "Personal Information." Hit "Continue to Step 3" button.
5. Create a username and password, and answer security questions. Hit "Continue to Step 4" button.
6. Enter information about your gender, ethnicity, and race. Hit "Continue to Step 5" button.
7. Report that you would not like to receive CUE credits (selecting "No") and answer the question about participation in research surveys. Hit "Continue to Step 6" button.

8. Enter information in required fields: your email address, department (“Psychology”), and role in research (probably “Student Researcher - Graduate level”). Hit “Continue to Step 7” button.
9. Select the curriculum.
10. Conflicts of Interest: “No”
11. Human Subjects Research: “Social & Behavioral Research Investigator.” (Do not select “Students conducting no more than minimal risk research.”).
12. Health Information Privacy and Security (HIPS): “Not at this time.”
13. CITI US Export Control Regulations course: “Not at this time.”
14. Hit “Complete Registration” button.
15. Hit “Finalize Registration” button.
16. Select University of Memphis Course: “Social & Behavioral Research - Basic/Refresher.”
17. Complete the Integrity Assurance Statement before beginning the course.
18. For the Basic Course, complete all 17 required modules and achieve an average score of 80% on all quizzes following these modules. Remember that quizzes can be taken more than once to achieve the desired scores.
19. Print the Completion Report and save a pdf for your records.

Returning Users

1. Log in at www.citiprogram.org.
2. Complete the Refresher Course. Complete all refresher modules and achieve an average score of 80% on all quizzes following these modules. Remember that quizzes can be taken more than once to achieve the desired scores.
3. Print the Completion Report and save to a pdf.

Family Educational Rights and Privacy Act (FERPA).

1. Go to <https://my.memphis.edu/> and log in.
2. On your homepage, look for a Graduate Assistant tab (if you have such an assistantship)—or perhaps an Employee tab. Select it and look for the FERPA channel on the page that opens. The channel is a box on the right-hand side of the page in many cases. If you do not have a Graduate Assistant tab or Employee tab that leads to the page with the FERPA channel on it, you will have to add the channel to one of your existing tabs before you can begin:
 - a. Click the “Content/Layout” link that appears above your row of portal tabs.
 - b. The portal's "Manage Content/Layout" page appears.
 - c. Highlight the tab to which you would like to add the FERPA channel.
 - d. Determine which column you want the channel in; click the [Add Channel] button in that column.
 - e. When prompted, "1. Select category," highlight "Select all" and click [go].
 - f. When prompted, "2. Select a channel," highlight "FERPA" and click the [Add Channel] button (step 3).
 - g. Click the "back to Home tab" link under the portal logo.
 - h. Also see <https://www.memphis.edu/registrar/faculty/ferpa/tutorial.php>
3. If you have not completed the FERPA tutorial during the past 2 years, select “FERPA Tutorial” and complete it. You will receive an e-mail confirming the fact that you have completed the tutorial. Save it to pdf. If you have completed the tutorial during the past 2 years, select “FERPA completion status look-up,” enter your UUID to verify FERPA completion status and print (or save to pdf) the information on the following page (e.g., “name completed the FERPA tutorial on 08/19/2014. This tutorial was completed online”).

Sexual Assault Prevention Training.

1. Complete the Preventing Sexual Harassment tutorial at
<https://www.memphis.edu/titleix/students/onlinepreventioncourse.php>
2. Obtain a score of 80% or higher (or complete the tutorial again) and print and sign the Certificate of Completion.
Save the Certificate of Completion as a pdf.

Part IV: Student Resources, Rights, and Administrative Procedures

Student Resources

The University and Department provides a comprehensive array of services to support graduate students with academic, financial, health, and personal issues and thereby facilitate student progress through the program. Information on these support mechanisms is disseminated by during registration, broadcast emails, posted notices, and on the website.

Financial Resources

Students are provided graduate assistantships of 20 hours per week throughout the duration of their on-campus residency (typically 4 years) as long as they remain in good standing. Students serve as research assistants, teaching assistants, or clinical placement students. Exceptions are made, in very rare occasions, to this provision of an assistantship when students have previously secured an assistantship elsewhere on campus or through funding by relevant agencies. These assistantships are 1 year in duration. With very few exceptions, we do not expect students on assistantships to have additional employment activities. If such employment opportunities arise, especially if the work involves the provision of clinical services, students should discuss them with their major professor and Program Director.

Students completing graduate assistantships earn a stipend of \$18,000 per year before earning a master's degree (with a thesis) and a stipend of \$19,000 per year afterward. Tuition and online fees are covered by the Psychology Department during the fall and spring semesters for a maximum of 12 hours a semester. Consistent with the policy that students are not expected to complete courses during the summer, tuition is not covered for summer courses (or thesis or dissertation hours). Students who wish to graduate with a master's degree in August and need to defend a thesis project during the summer months will be required to pay for the thesis credit hours during a summer session.

Students who enroll in dissertation credit hours following the end their graduate assistantships (for example, during the internship year) pay full tuition costs for these credits (a minimum of 6 dissertation credit hours are required). Students usually enroll in 3 hours during the spring semester of year 4 (i.e., the final spring semester prior to internship) while they are still under a GA contract with tuition waiver, and then enroll in the 3 remaining hours during their internship year. Students do not pay for internship credit hours as they are considered noncredit "NC". However, students are responsible for paying for any dissertation hours completed during the internship year, which is usually 1 hour for the fall, spring, and summer terms. Tuition estimates can be calculated [here](#).

A variety of additional options for financial support and awards are provided throughout the university (https://www.memphis.edu/gradschool/current_students/fellowships-awards.php) including:

- Options for financial assistance (e.g., student loans) may be explored through the University of Memphis [Office of Student Financial Aid](#). This well-designed website gives information on student loans, scholarships, and student employment. Other helpful information for students is provided on at the [Division of Student Academic Success](#).
- The University of Memphis has numerous scholarship programs, the most prestigious of which is the [Van Vleet Memorial Fellowship](#). Van Vleet scholars receive full tuition waiver and \$16,000 in each of the four years of study. Two awards are given per year to graduate students entering the University.
- The [First-Generation Ph.D. Fellowship](#) provides financial assistance to graduate students from Tennessee who will be the first person in their immediate family to earn a doctorate and who are underrepresented in their disciplines. The award offers a \$6,000 stipend plus a tuition waiver.
- The [Predoctoral Diversity Awards](#) may be offered by at least two departments each year. The amount of the awards varies by discipline and is renewable for up to 5 years. All include a

tuition scholarship. Each year departments compete based on their record of recruiting and graduating minority students.

- The University of Memphis [Society Doctoral Fellowship](#) is awarded each year to a full-time doctoral student based on academic achievement. The award includes a \$2,500 prize.
- The [Morton Thesis/Dissertation Awards](#) honor outstanding master's degree and doctoral students whose thesis or dissertation prospectus has been approved by their committee. The awards amount to \$500 for a thesis and \$750 for dissertations.
- The School Psychology Program Director's Award is issued to the student who demonstrates outstanding performance in and service to the school psychology program. The award carries a \$500 to \$1000 prize.
- A number of travel fund awards are offered by the [Psychology Graduate Student Association](#), the [Student Government Association](#), and the [College of Arts and Sciences Travel Enrichment Fund](#). The Psychology Department chair has made available \$40,000 each year to support travel for psychology graduate students through the Psychology Graduate Student Association.

Academic Resources

The university and department provide an array of academic resources to facilitate progress through the program, including:

- [Disability Resources for Students](#) offers a comprehensive program of services and academic accommodations designed to provide access and opportunity is available to students with disabilities. Students should contact Disability Resources for Students (DRS), 110 Wilder Tower, 678-2880. They should also notify the Program Director within the first semester of enrollment as well as provide instructors of each course for which accommodations will be requested with the memo from DRS. Instructors are required to accommodate only students who have a disability recognized by DRS.
- The [Center for Writing and Communication](#) offers free, one-on-one consultations on their writing and speaking assignments, including editing and proofreading services.
- [Information Technology Services](#) staff members are available to provide services, training, applications, and infrastructure to support graduate student needs as students, teachers, and researchers. The University of Memphis provides state-of-the-art computing facilities for student and faculty use, including a 24-hour TigerLAN lab. Thirty-five additional labs with more than 700 PC and Apple workstations and "smart" classrooms complement teaching and research. Requests for support can be entered at <https://umhelpdesk.memphis.edu/>.
- The university's [Ned R. McWherter Library](#) provides one of the most electronically up-to-date information repositories within hundreds of miles. Library collections contain more than 13 million items, which include monographs, periodical volumes, federal and state documents, maps, and manuscripts. Holdings include nearly 3.1 million microformat materials and more than a million bound volumes. The library also has an extensive collection of videos on psychotherapy available for free streaming from the library website (<http://bibliotech.memphis.edu/record=e1000867~S4>).
- All graduate students are assigned an office in the Psychology Building. They may use personal computers in their offices, supported by Wi-Fi.
- Students have access to desktop computers and printers through research labs and computer labs in the Psychology Building (Room 102 for PC lab and Room 103 for Mac Lab) and elsewhere on campus.

- The [Subject Pool](https://www.memphis.edu/psychology/resources/index.php) in the Psychology Department at the University of Memphis (<https://www.memphis.edu/psychology/resources/index.php>) is a resource available to students who are conducting research with participants who are more accessible than the general public.

Wellness and Personal Health Resources

A variety of wellness and personal health resources are offered by the university to promote mental, physical, and emotional health for graduate students with and without families. These services include:

- A variety of [Wellness Resources](#) are available including nutrition services, massage therapy, yoga, and fitness programs. A state-of-the art center for [Campus Recreation](#) was recently built on campus, which offers a numerous recreational and fitness opportunities.
- The [Student Health Center](#) is a clinic on campus that offers services to students free of charge. This clinic emphasizes campus-wide health promotion, disease prevention, and acute episodic outpatient medical care. The facility is staffed with a physician, nurse practitioners, registered nurses, licensed practical nurses, laboratory and x-ray technologists, and a health educator. Short-term, acute illnesses and injuries can be treated, and a number of specialty clinics (e.g., family planning, wellness clinics) are available.
- Services provided by the Health Center to students to support their reproductive and sexual health include: Family planning clinic at health center 3 days a week (provided by Shelby County Health Department), birth control information, contraceptive devices & medications, plan B, and examinations. Health center does provide pregnancy testing, STDs/STIs testing, treatment, and information on sexual health, but since the lab needs to be sent out, STDs/STIs testing at health center can be cost prohibitive (\$25-\$46). We will refer students to the emergency fund for support regarding these services. Methodist LeBonheur provides free HIV testing on campus usually twice a month during fall and spring semester. Sexual health workshops throughout the semester and at request. Free condoms available at health and counseling services. Other referral local resources include A Step Ahead, Planned Parenthood, Poplar Avenue Clinic.
- Student health insurance is now available for all full-time graduate assistants. The University is covering 100% of the premium for the 2025-2026 year. Please see the link for [Graduate Assistantship Health Benefits](#) on the Graduate school website for more detail.
- The [Counseling Center](#) provides free counseling, wellness, and psychiatric services for University of Memphis students. Its goal is to help students thrive in academic pursuits by helping them manage emotional, psychological, and interpersonal problems.
- [Parenting Student Resources](#) related to on-campus and off-campus childcare are available.
- Several [Lactation Rooms](#) are currently available on campus for lactating students.

[Memphis Area Legal Services](#) offers free legal assistance in civil cases, and the University of Memphis Law School's [Legal Clinic](#) collaborates with this process.

Student Representation

Graduate students in all programs are represented in departmental governance by the Psychology Graduate Student Association (PGSA) composed of representatives from each of the programs (see <https://www.memphis.edu/psychology/graduate/aboutpgsa.php>). The 10 student representatives (one from School Psychology program) have three votes in most departmental matters and participate in several activities; the PGSA representatives do not vote on matters reserved for the Tenure and Promotion Committee and matters related to other students. Students are encouraged to actively participate in the PGSA.

School psychology students also belong to the School Psychology Association (SPA) and are expected to participate in this group. In addition to holding regular meetings and in-service programs, the SPA members serve as mentors to new students. Elections for PGSA and SPA positions are held once per year.

Student Rights and Administrative Procedures

School psychology students are expected to behave in accordance with the University's [Code of Student Rights and Responsibilities](#). Procedures for taking a leave of absence, reporting harassment/discrimination, and pursuing a grievance are covered in the Department of Psychology [Graduate Student Handbook](#). These policies are consistent with those at the university as described in [Academic Regulations](#) sections of the Graduate Catalog.

Leave of Absence

All School Psychology students, consistent with department and university policy, are expected to maintain continuous enrollment during the fall and spring semesters. A student who plans not to enroll for a semester or more must request a leave of absence in writing. The Leave of Absence Request Form (Appendix B in the Department of Psychology Graduate Student Handbook) must indicate the general reason for the request and specify the anticipated date of return. Submission of this form will be taken as confirmation that the student understands that department funding, upon return to the program, will be based on the conditions approved by the program at the time the leave is granted, contingent on budget availability. This request must be approved by the director of training, the graduate coordinator, and the department chair. The student should be aware that the University may require submission of an application for readmission to the University. Any extensions beyond the period initially requested must be justified and reapproved by all parties. Students who fail to return to the program at the end of their approved leave without notification to the program may be considered for termination from the graduate program.

Harassment and Discrimination Grievance Procedures

The University of Memphis, Department of Psychology, and School Psychology program does not tolerate sexual or racial harassment or discrimination. Please see the University procedures available through the Office for Institutional Equity- under [Harassment and Discrimination](#). Harassment is conduct that is based on a person's race, color, religion, creed, ethic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, or any other category protected by federal or state civil rights law that (a) adversely affects a term or condition of an individual's employment, education, participation in an institution's activities or living environment; (b) as the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, hostile, offensive or abusive environment for the individual; or (c) is used as a basis for or a factor in decisions that tangibly affect an individual's employment, education, and/or participation in an institution's activities or living environment. Examples of such conduct include, but are not limited to (a) verbal or physical conduct relating to a student's national origin, race, surname, skin color or accent, offensive or derogatory jokes based on a protected category; racial or ethnic slurs; (b) pressure for dates or sexual favors or other unwanted sexual advances; (c) unwelcome comments about a person's religion or religious garments; (d) offensive graffiti, cartoons, or pictures; or (e) offensive remarks about a person's age.

Discrimination is treating someone less favorably because of that person's race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, or any other category protected by federal or state civil rights law. Discrimination may also result from having a policy or practice that has a disproportionately adverse impact on protected class members. Examples of conduct that fall into the

definition of discrimination include, but are not limited to, (a) disparity of treatment in educational programs and related support services on the basis of membership in a protected class, and (b) retaliation for asserting protected antidiscrimination rights, filing complaints or protesting practices which are prohibited under this policy.

As Department of Psychology administration and faculty (including School Psychology faculty) have a responsibility for ensuring that discrimination, harassment, or inappropriate conduct is immediately reported so that a prompt investigation can occur, they deal expeditiously and fairly with allegations of harassment or discrimination. All complaints or concerns of alleged or possible harassment or discrimination are taken seriously and reported to the Director and Institutional Equity & Chief Compliance Officer: Tiffany Baker Cox; The University of Memphis; 156 Administration Building; Memphis, TN 38152-3370; Tel: (901) 678-2713; tbaker1@memphis.edu.

Students and faculty can file a complaint of discrimination, harassment, sexual misconduct or retaliation may contact the office by

- Sending an email to oie@memphis.edu,
- Calling 901-678-2713, or
- Completing the online [Compliant Form](#)

Anyone occupying a management or supervisory role who knowingly allows or tolerates discrimination, harassment, or retaliation, including the failure to immediately report such misconduct is in violation of this policy and subject to discipline.

Grade Disputes

If you want to dispute a grade, you should talk with the instructor first in an effort to work out the dispute. If you are not satisfied with the resolution, you may consult with the Department Chair, Associate Chair, our Program Director, or Graduate Coordinator. Or you may submit a grade appeal to the Graduate School as described [here](#).

Other Grievances

In other cases of problems, students should communicate with the person with whom they have a complaint and try to come to a resolution. They should also feel free to consult informally with faculty and peers, including PGSA officers, and discuss the issue confidentially. They may elect to have a PGSA officer meet with a department administrator to discuss ways to resolve the problem. They may also contact the PGSA officers by email or put a written complaint into the PGSA mailbox. If they are unsatisfied or remain concerned about the problem after consulting informally with the faculty member or other students, they may directly go to the school psychology program director, any other graduate program director, the graduate coordinator, the department associate chair, or the department chair to address the problem. They may email them or put a written complaint into their mailboxes. With the exception of harassment and discrimination complaints (see above), the nature of these conversations can be kept confidential. Finally, they may take a more formal step and form a Grievance Committee. A full description of this procedure may be found in Appendix A of the Department of [Psychology Graduate Student Handbook](#).

Appeals Procedures

The appeals process for students who are terminated from a graduate program due to academic performance concerns or academic misconduct are described in [Academic Regulations](#) sections of the Graduate Catalog.

Appendix A

Policies and Procedures for the Establishment, Operation, and Maintenance of the School Psychology Program Committee

The School Psychology Coordinating Committee (SPCC) was originally established in 1975 by the Vice President for Academic Affairs to develop policy and curriculum for a jointly sponsored School Psychology graduate program. The committee had representation from both the Department of Psychology (College of Arts and Sciences) and the College of Education. The original committee was appointed jointly by the Chair of the Psychology Department and by the Dean of the College of Education. The Chair and the Dean were granted joint overall authority for the School Psychology Program. Originally charged with the task of developing a program approval proposal to be submitted to the Tennessee State Department of Education, the committee's efforts resulted in the development of the present program. At a meeting of July 7, 2015, it was recommended that the SPCC be reconstituted and that the MA/EdS program be brought into the governance of the Department of Psychology with the support of the College of Education via a revised committee structure. The original SPCC, composed of four persons from the Psychology Department, four persons from the COE, with one person from each administrative unit designated as co-director of the program, and student representation will cease to exist, effective at the beginning of the fall semester, 2015.

The new governing committee will be titled The School Psychology Program Committee (SPPC). The committee will govern the MA/EdS and the MS/PhD degree programs. The MA/EdS program will no longer be considered as jointly sponsored but rather will include curricula and policies that are developed by the core School Psychology faculty and a Dean's Office level representative of the College of Education. As such, the SPPC will include Dr. Beth Meisinger (Director of the PhD Program), Dr. Ryan Farmer (Director of the MA/EdS Program), Dr. Randy Floyd, Dr. Emily Srisarajivakul, and Dr. Michelle Washington from the Department of Psychology, and Dr. Stephen Zanskas, Associate Dean, College of Education. In addition, student members will be asked to participate on the SPPC, as needed.

Like the former SPCC's authority over the MA/EdS degree program, the SPPC has policy authority over the MA/EdS and the MS/PhD degree programs. The committee ensures that its policies are consistent with the policies of the Department of Psychology while maintaining the necessary adaptations enacted in the past for the EdS degree governed by the College of Education (e.g., 30 semester hours beyond the MA degree including the internship and requirements of the overall sequence as approved by the SPPC). The following policies apply to the committee:

A. Establishment of the SPPC

1. The SPPC shall consist of the following persons:
 - a. The core faculty of the School Psychology program from the Department of Psychology, to include faculty whose primary assignment is to the MA/EdS and the PhD programs; in effect, all members of the School Psychology core faculty (currently five persons).
 - b. A representative from the College of Education's administration selected by the Dean of the COE and approved by the core school psychology faculty. This is usually a Dean's Office level person with broad understanding of the COE. At the discretion of the Dean, this person may be drawn from the areas of special education, educational psychology, or counseling.
 - c. Students (e.g., from the MA/EdS level and the PhD levels of the program) may be asked to participate in the SPPC governance. The students will serve as ad hoc members, called upon as needed by the SPPC.
 - d. Faculty member vacancies are replaced in a timely fashion through the same process as the original selection procedure (see A-1-a & b, and A-2).

- e. One or more practicing school psychologists may be asked to participate in the SPPC governance. These professionals will serve as ad hoc members, called upon as needed by the SPPC.
2. The SPPC requires a continuity of membership from year to year. Faculty selected to serve on the SPPC shall be expected to serve throughout their terms of appointment by the Department of Psychology or the College of Education. A core school psychology faculty member may choose not to serve for reasons acceptable to the SPPC and at the discretion of the SPPC a faculty member from another area of the Department of Psychology or the College of Education may be chosen to serve in that person's stead.
3. The SPPC Chair shall rotate annually between the MA/EdS and PhD program directors, beginning with the MA/EdS director for the period September 2015-August 2016.

B. Operating Procedures

1. Meeting Times and Minutes
 - a. The SPPC shall meet at least once during each academic semester, excluding summer sessions. The meetings may be conducted through email or other electronic means.
 - b. Meeting times and dates are established by the SPPC Chair in consultation with the members of the SPPC.
 - c. Meeting locations will usually be in the Department of Psychology but may be held in the COE at the discretion of the committee.
 - d. The SPPC Chair shall announce the meeting, establish the agenda, and conduct the meeting.
 - e. Minutes of meetings are recorded by the SPPC Chair (or by a designated committee member).
 - f. Minutes are disseminated and maintained by the SPPC Chair.
2. Business Topics: The following represent the type of business that may be brought before the committee, though the committee is not limited to these examples:
 - a. program admission policies or decisions
 - b. retention or dismissal of students
 - c. special appeals or petitions prepared by students
 - d. curriculum policy decisions such as course additions, deletions, and substitutions (not to include day-to-day matters such as waivers)
 - e. selection of subcommittee members (e.g., admissions)
 - f. policies of the SPPC
 - g. accreditation
 - h. responsibilities of program faculty

C. Decision-Making Policies

1. The presence of any three members, including the Chair and two faculty shall constitute a quorum.
2. The committee attempts to reach decisions by consensus, avoiding the necessity of formal votes. In situations where clear consensus cannot be reached, a vote may be requested by any committee member. A simple majority of the voting members of the committee present at the meeting shall determine the decision.
3. Each faculty member of the SPPC has equal voting power (1 vote).
4. Student ad hoc members shall neither be present nor vote on deliberations related to fellow students currently enrolled in the program (e.g., examination results, appeals, and retention decisions).

5. Ultimate responsibility for the operation of the program rests with the Chair of the Department of Psychology and policy decisions regarding the program are subject to such review.

D. Subcommittees

1. A Subcommittee on Admissions shall be established each year as per the policy on admissions.
2. If needed, a Subcommittee on Examinations shall be established as per the policy on examinations.
3. Additional subcommittees shall be established as judged appropriate by the SPPC.

E. Changes to these policies

This governance document is reviewed annually to ensure that new policies and amendments to the document have been included. These policies may be temporarily suspended by the proper motion, second, and affirmative vote of two-thirds of a quorum present at a SPPC meeting; or the policies may be permanently changed by the proper motion, second, and affirmative vote of two-thirds of the SPPC's eligible voting members.

Appendix B

DEGREE PLAN WORKSHEET PH.D. CONCENTRATION IN SCHOOL PSYCHOLOGY

Name: _____

Major Professor: _____

Due to Graduate School requirements, students should enroll in 7000-level courses before completing a master's degree (or reaching 30 credit hours) and 8000-level courses after completing a master's degree.

Research and Quantitative Foundations (12 hrs):

Grade	Year	
		PSYC 7301 Research Design and Methodology (3)*
		PSYC 7302 Advanced Statistics in Psychology I (3)*
		PSYC 7303 Advanced Statistics in Psychology II (3)*
		PSYC 7304 Measurement Theory and Psychometrics (3)*

Note. * To be completed in first 2 years.

Comments: _____

Psychology Foundations (13 hrs):

Grade	Year	
		PSYC 7000 History and Systems of Psychology (1)
		PSYC 7207 Developmental Psychology (3)
		PSYC 7217 Social Psychology (3)
		PSYC 7701 Behavioral Neuroscience (3)
		PSYC 7407 Cognition and Emotion (3)

Note. PSYC 7207, & 7701 are offered in fall; PSYC 7217 is offered in spring; PSYC 7000 & 7407 are offered in fall and spring.

Comments: _____

School Psychology Foundations (27 hrs)

Grade	Year	
		PSYC 7800 Ethical, Legal, and Professional Issues in School Psychology (3)*
		PSYC 7803 Psychoeducational Assessment I (3)*
		PSYC 7804 Psychoeducational Assessment II (3)*
		PSYC 7805 Psychological Consultation (3)*
		PSYC 7806 Interventions in School Psychology (3)*
		PSYC 7807 Academic Interventions (3)*
		PSYC 7416 Child Psychopathology (3)
		PSYC 7434 Clinical Psychotherapies: Appreciating Our Differences (3)*
		SPED 7514 Introduction to Applied Behavior Analysis (3)*

Note. * To be completed in first 2 years; PSYC 7416 is offered every other fall; PSYC 7434 is offered each spring.

Comments: _____

Professional Focus (6-9 hrs):

A two or three courses should be selected (in consultation with the student's major professor) to complete a focus. Specialized practicum experiences and additional courses from other areas of the curriculum can be packaged together to enhance this professional focus.

Focus area: _____

Grade	Year	Course

Comments: _____

Master's Thesis (3 hrs):

Title: _____

Chair: _____

_____ Date proposal accepted

_____ Date defended

Grade	Year	
		PSYC 7996 (3)

Comments: _____

Comprehensive Examination:

Chair: _____

_____ Date proposal accepted

_____ Date written examination defended

_____ Date oral examination defended

Comments: _____

Practicum (12 hrs):

Year 1 Practicum

Grade	Year	
		PSYC 7614a Assessment Practicum in School Psychology (3)*

Site: _____

Supervisor: _____

Comments: _____

Year 2 Practicum

Grade	Year	
		PSYC 7614b Consultation and Intervention Practicum in School Psychology (3)*

Site: _____

Supervisor: _____

Comments: _____

Year 3 Practicum

Grade	Year	
		PSYC 8809a Advanced Practicum in School Psychology (3)

Site: _____

Supervisor: _____

Comments: _____

Year 4 Practicum

Grade	Year	
		PSYC 8809a Advanced Practicum in School Psychology (3)

Site: _____

Supervisor: _____

Comments: _____

Internship (noncredit course):

Grade	Year	
		PSYC 8999 Internship (0)

Note. Taken in fall, spring, and summer term of internship year.

Site: _____

Supervisor: _____

Comments: _____

Dissertation (6-9 hrs):

Title: _____

Chair: _____

_____ Date proposal accepted

_____ Date defended

Grade	Year	
		PSYC 9000 (6-9)

Note. Ex. 3 hrs in spring year 4, and 1 hr in fall, spring, and summer of year 5 for 6 hrs total.

Comments: _____

All Degree Requirements Completed

Date: _____

Total hours: _____

Appendix C

TYPICAL PROGRAM OF STUDY

Students who enter the program with an advanced degree (e.g., master's degree) in a related field will have an altered program of study, depending on the number of courses accepted from prior graduate coursework.

First Year

Fall

PSYC 7800 Ethical, Legal, and Professional Issues in School Psychology (3) *
 PSYC 7803 Psychoeducational Assessment I (3) *
 PSYC 7302 Advanced Statistics in Psychology I (3) *
 SPED 7514 Introduction to Applied Behavior Analysis (3) *

Spring

PSYC 7804 Psychoeducational Assessment II (3) *
 PSYC 7807 Academic Interventions * (3)
 PSYC 7301 Research Design and Methodology (3) *
 PSYC 7614a Assessment Practicum in School Psychology (3) *

Second Year

Fall

PSYC 7805 Psychological Consultation (3) *
 PSYC 7806 Interventions in School Psychology (3) *
 PSYC 7303 Advanced Statistics in Psychology II (3) *
 PSYC 7416 Child Psychopathology (3)

Spring

PSYC 7434 Clinical Psychotherapies: Appreciating Our Differences (3) *
 PSYC 7304 Measurement Theory and Psychometrics (3) *
 PSYC 7614b Consultation and Intervention Practicum in School Psychology (3) *
Propose thesis during second year.

Third Year

Fall

Two of the following: PSYC 7701 Behavioral Neuroscience (3), PSYC 7207 Developmental Psychology, or a Professional Focus course

One of the following: PSYC 7996 Thesis (3) **or** PSYC 8809a Advanced Practicum in School Psychology (3)

Spring

Two of the following: PSYC 7407 Cognition and Emotion (3), PSYC 7217 Social Psychology (3), or Professional Focus (3) course

One of the following: PSYC 7996 Thesis** (3) **or** PSYC 8809a Advanced Practicum in School Psychology (3)

** *Defend thesis by the end of spring; complete the comprehensive examination during the summer.*

Fourth Year

Fall

One of the following: PSYC 7701 Behavioral Neuroscience (3), PSYC 7207 Developmental Psychology, or Professional Focus course

PSYC 8809b Advanced Practicum in School Psychology (3)

Apply for internship through APPIC in fall.

Spring

One of the following:, PSYC 7407 Cognition and Emotion (3), PSYC 7217 Social Psychology (3), or Professional Focus (3) course

PSYC 7000 History and Systems of Psychology (1)

PSYC 9000 Dissertation (3)

Propose dissertation by end of spring semester.

Fifth Year

Fall

PSYC 8999 Professional Internship in Psychology (0)*

PSYC 9000 Dissertation (1)

Spring

PSYC 8999 Professional Internship in Psychology (0)*

PSYC 9000 Dissertation (1)

Summer

PSYC 8999 Professional Internship in Psychology (0)*

PSYC 9000 Dissertation (1)

Defend dissertation by end of June and graduate in August.

Note. *Must be taken during semesters indicated.

Appendix D

Common Practicum Placements

Listed below are common placements for advanced practica.

Psychological Services Center, The University of Memphis

Director: Ryan Farmer, Ph.D., r.farmer@memphis.edu

Psychologist supervisors: Ryan Farmer, Ph.D.; Jennifer Geter, Ph.D.; Michelle Washington, Ph.D., & Dr. Emily Srisarajivakul, Ph.D.

Description: A university-based, outpatient psychology clinic serving child, adolescent, and adult populations. Training experiences include providing comprehensive psychoeducational assessments; individual, group, and family therapy; parent consultation; academic interventions; coordinating the assignment of assessment cases referred; attending weekly didactic group supervision meetings with other clinic staff and the clinic director; attending weekly individual supervision meetings with case supervisors; and supervising other students conducting psychoeducational assessments.

Mental Health Center, Memphis Shelby County Schools

Senior Manager: Donna Goings, L.C.S.W., GOINGSDV@scsk12.org

Primary contact: Michelle Robinson Jones, Ph.D., ROBINSONMR4@scsk12.org

Psychologist supervisors: Jennifer Geeter, Ph.D., geeterjl@scsk12.org

Description: Provides psychological services to children, adolescents, and their families in the Memphis Shelby County Schools. Training experiences include conducting classroom behavioral observations, teacher consultation, and individual and group therapy; crisis response; providing and attending in-service trainings; participating in IEP and student support team meetings; and weekly individual supervision.

School-Based Substance Treatment, Mental Health Center, Memphis Shelby County Schools

Psychologist Supervisor: Meghan McDevitt-Murphy, Ph.D., mmcdvttm@memphis.edu

Description: Students in this placement are supported by grant from Health Resources and Services Administration (HRSA) Graduate Psychology Education (GPE) program, in collaboration with the MSCS Mental Health Center. Training experiences include providing services for the prevention or treatment of substance use disorders to students in schools throughout the MSCS district. Participation in weekly on-site supervision and in weekly didactic and supervision meetings, to be held in the psychology building and taught by UM Psychology faculty as well as outside speakers, is expected.

Porter-Leath/ Head Start Centers

Health Services Manager: Stephanie Jones

Contact information: sjones@porterleath.org , (901) 577-2500

Psychologist supervisors: Phil Norfolk, Ph.D., philip@irbypsychservices.net

Description: This site serves preschool children, their teachers, and their families. Training experiences include facilitating intensive, one-on-one interventions to address emotional and behavioral difficulties in the classroom setting; providing teacher and parent consultation; enhancing parent education; and conducting psychoeducational assessments.

Center on Developmental Disabilities, The University of Tennessee Health Science Center (formerly The UTHSC Boling Center)

Director: Bruce Keisling, Ph.D. & Toni Whitaker, Ph.D.

Contact information: bkeislin@uthsc.edu; twhitak1@uthsc.edu

Psychologist supervisor: Leah Goldstein, Ph.D., lmille62@uthsc.edu

Description: A psychology clinic serving primarily children aged 2-10 and focusing on children 3-7 years of age. Most children and families seek to rule out autism, ADHD, or intellectual disability. Training experiences include psychological assessment; applied behavioral analysis (ABA); interdisciplinary team staffing; applied research on assessment and evidence-based therapies; attending weekly didactic group supervision meetings with other clinic staff and the clinic director; and attending weekly individual supervision meetings with case supervisors.

Department of Psychology & Behavioral Sciences, St. Jude Children's Research Hospital

Psychologist supervisors: Jennifer Harman, Ph.D., Jennifer.Harman@stjude.org & Tara Brinkman, Ph.D., Tara.Brinkman@STJUDE.ORG

Description: Responsibilities vary based on whether the position is focused on research or clinical practice. Research responsibilities will be to assist with manuscript preparation, including conducting literature reviews, data analysis, writing up the methods and results. Student may observe and/or participate in the following: Early Childhood Clinic rounds, Willard lab meetings, and the Behavioral Emergency Response Team Quarterly Quality Improvement Advisory Council meetings. Chart review, data collection using standardized neuropsychological tests, scoring of neuropsychological tests using normative data, data entry, clinical-research report writing, and cognitive behavioral therapy.

Youth Villages, Dogwood Campus

Supervising Psychologist: Lindsey Pate, Ph.D., Lindsay.Pate@YouthVillages.org

Description: Practicum students may administer questionnaires, conduct interviews, write summary reports and recommendations, provide in individual, group, and family therapy, participate in staffings, and observe organizational level procedures. Participation in trainings and didactics and participation in weekly supervision is also expected.

Neuroscience Institute, Le Bonheur Children's Hospital

Supervising Psychologist: Gwen Beard, Ph.D., gbeard3@uthsc.edu

Description: Practicum students work in both inpatient and outpatient settings that are served by the Neuropsychology service at Le Bonheur Children's Hospital. Clinical responsibilities include test selection, test administration and scoring, preparation and participation in weekly supervision, report writing, and participation in journal club/didactics as scheduled.

Department of Pediatrics, Division of Endocrinology, Le Bonheur Children's Hospital

Supervising Psychologist: Kris Berlin, Ph.D., ksberlin@memphis.edu

Description: Students will provide behavioral health services under the supervision of a licensed psychologist with children, adolescents, and families receiving interprofessional treatment through the division of pediatric endocrinology, Le Bonheur Children's Hospital.

Appendix E

Sample Practicum Plan University of Memphis School Psychology Program & Youth Villages

It is agreed that the on-site supervisor, Dr. Lindesay Pate, will oversee the activities of the school psychology student, Kelsey Walker, for approximately 10-15 hours per week. Days and times of the practicum will be agreed upon by the student and supervisor. The on-site supervisor must be a duly credentialed clinician (licensed psychologist with the health services provider designation). The on-site supervisor agrees to provide approximately two hours of supervision each week, depending on the complexity of the work. Supervision activities may include case discussion, didactic instruction, direct observation, review of video or audio recordings, feedback on written documents such as reports, treatment plans, and case notes, and opportunities to observe the supervisor providing services.

The practicum student will engage in a variety of clinical activities at the Youth Villages Dogwood Campus. As part of the experience, the student may administer questionnaires, conduct interviews, write summary reports and recommendations, provide individual, group, and family therapy, participate in staffings, and observe organizational level procedures. Participation in trainings and didactics and participation in weekly supervision is also expected. The practicum experience will begin September 1, 202X & and continue through August 31, 202X.

All parties involved agree to abide by the code of ethics of the American Psychological Association (APA) and/or that of the National Association of School Psychologists (NASP). Should any concerns arise during the practicum experience, the student or the supervisor should contact the UM School Psychology supervisor, Dr. Beth Meisinger, to further address the concerns or resolve the issues.

The supervisor agrees to complete the practicum evaluation form at the end of each semester and to review this important feedback with the student. The student will complete a log of their activities and the supervisor will review and sign a copy of the student's log at the end of each semester. This information will become part of the student's portfolio record and will be used to inform future practicum assignments.

Weekly Clinical Work Schedule:

Weekly Supervision Schedule:

Practicum Student Signature	Email	Phone
On-site Supervisor Signature	Email	Phone
UM Supervisor Signature	Email	Phone

Date Completed:

Appendix F

Practicum Student Evaluation Form School Psychology Doctoral Program The University of Memphis Memphis, TN 38152-6400

Student:

Site:

Supervisor(s):

Approximate dates of practicum experience: From _____ **to** _____

Description of responsibilities:

Please evaluate the student under your supervision using the following rating scale:

- N** Is ***not observed*** or is not applicable.
- 1** Is ***unsatisfactory***, does not meet expectations, requires very close supervision, and needs substantial additional training.
- 2** Is ***satisfactory for developmental level***, meets expectations and requires the typical amount of supervision.
- 3** Is ***prepared for internship***, demonstrates readiness for predoctoral internship experience.

A. Professional Values and Attitudes

- ___ 1. Demonstrates professional conduct across settings and situations.
- ___ 2. Demonstrates concern for the welfare of others and effectively translates it into clinical practice.
- ___ 3. Monitors and resolves situations that require integrity, honesty, personal responsibility, and accountability.
- ___ 4. Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.
- ___ 5. Self-monitors issues related to self-care and promptly intervenes when disruptions occur.
- ___ 6. Regulates affect during unexpected or intense situations; seeks supervision and uses available resources to effectively manage the situation.
- ___ 7. Demonstrates self-awareness and self-direction, related to professional behaviors, and to seek related supervision as appropriate.
- ___ 8. Is prepared for supervision and demonstrates openness to feedback within supervision.
- ___ 9. Applies supervisor's recommendations addressing professional growth and clinical practices.
- ___ 10. Demonstrates awareness of their own bounds of competence and actively seek guidance, coaching, and/or feedback from their supervisor.

Comments:

B. General Work Habits

- ___ 1. Abides by expectations for clothing and grooming.
- ___ 2. Keeps appointments and arrives on time.
- ___ 3. Manages time effectively and completes tasks on time.

- ___ 4. Makes arrangements for planned absences.
- ___ 5. Completes required number of days and hours at site.

Comments:

C. Communication and Interpersonal Skills

- ___ 1. Demonstrates the ability to establish and maintain rapport with stakeholders:
 - ___ a. children, adolescents, and families
 - ___ b. supervisors
 - ___ c. colleagues including teachers and administrators
- ___ 2. Demonstrates a thorough grasp of professional language and concepts.
- ___ 3. Produces, comprehends, and engages in communications (oral, nonverbal, and written) that are informative and well-integrated.
- ___ 4. Demonstrates strategies to recognize, articulate, and resolve interpersonal conflicts or differences.

Comments:

D. Administrative, Legal, and Ethical Practices

- ___ 1. Demonstrates knowledge of and complies with administrative regulations and procedures.
- ___ 2. Demonstrates knowledge of and complies with legal aspects of the profession.
- ___ 3. Demonstrates knowledge of and complies with ethical guidelines of the profession.
- ___ 4. Consults with others about ethical issues as necessary.

Comments:

E. Sensitivity to Diversity and Individual Differences

- ___ 1. Demonstrates awareness of own culture, values, and experiences and their effects on professional and interpersonal interactions.
- ___ 2. Considers the influence of race/ethnicity, culture, values, and experiences and other individual differences when conceptualizing cases.
- ___ 3. Applies knowledge of developmental processes when conceptualizing cases.
- ___ 4. Demonstrates sensitivity to the effects of culture, values, and experiences during assessment activities.
- ___ 5. Demonstrates sensitivity to the effects of culture, values, and experiences during intervention activities.
- ___ 6. Demonstrates sensitivity to the effects of culture, values, and experiences during consultation and collaboration activities.

Comments:

F. Psychoeducational and Diagnostic Assessment

- ___ 1. Demonstrates understanding of psychometric measurement properties and applies relevant standards of practice.
- ___ 2. Selects appropriate assessment instruments to address referral concerns.
- ___ 3. Motivates clients and manages problem behaviors during testing.
- ___ 4. Administers and scores assessment instruments accurately.
- ___ 5. Integrates information from multiple methods (e.g., tests, records review, interviews, and observations) and informants (e.g., parents and teachers) during interpretation.
- ___ 6. Conceptualizes the meaning of assessment results based on required eligibility and diagnostic frameworks and goals of the assessment.
- ___ 7. Writes reports that accurately and clearly describe assessment results.
- ___ 8. Orally presents assessment results and associated recommendations to others.

Comments:

G. Interventions

- ___ 1. Appropriately links assessment results to the development of interventions.
- ___ 2. Demonstrates broad knowledge of social, emotional, and behavioral interventions.
- ___ 3. Demonstrates broad knowledge of academic interventions.
- ___ 4. Identifies and employs evidence-based interventions.
- ___ 5. Considers client characteristics and environmental supports when designing and implementing interventions.
- ___ 6. Considers the acceptability of the treatment to the client when designing and implementing interventions.
- ___ 7. Implements individualized interventions.
- ___ 8. Implements group-based interventions.
- ___ 9. Engages in school crisis management.
- ___ 10. Writes reports that accurately and clearly describe intervention information.
- ___ 11. Orally presents intervention information to others.
- ___ 12. Systematically monitors and evaluates client response to interventions.

Comments:

H. Consultation

- ___ 1. Demonstrates communication and interpersonal skills required for effective consultation with others.
- ___ 2. Supports others in properly implementing interventions.
- ___ 3. Supports others in systematically monitoring and evaluating client response to interventions.
- ___ 4. Facilitates collaboration among teams of school personnel, families, community professionals, and others.
- ___ 5. Provides consultation at the systems-level to promote broad-based organizational change.

Comments:

I. Provision of Supervision

- ___ 1. Provides informal mentoring to others in training.
- ___ 2. Provides regularly scheduled supervision to others in training.
- ___ 3. Demonstrates communication and interpersonal skills required for effective supervision.
- ___ 4. Demonstrates the advanced knowledge of assessment, intervention, or consultation required for effective supervision.
- ___ 5. Promotes evidence-based practice during provision of supervision.
- ___ 6. Provides affirming and constructive critical feedback to supervisee.
- ___ 7. Considers the level of professional development of the supervisee when providing feedback and recommendations.

Comments:

Direct Observation

This evaluation was based on at least one direct observation (such as a live observation or audio or video recording) of the student's provision of services during practicum, per the new APA Standards of Accreditation.

YES ☐ NO ☐

Overall Evaluation

The student meets expectations for the practicum experience.

YES ☐ NO ☐

Recommendations for the student's development:

Recommendations for the university's training program:

Recommendations for improving the quality of the practicum experience:

Name of evaluator:

Date:

Signature:

Appendix G

Internship Student Evaluation Form School Psychology Doctoral Program The University of Memphis Memphis, TN 38152-6400

Student:

Site:

Supervisor(s):

Approximate dates of internship experience: From _____ **to** _____

Description of responsibilities:

Please evaluate the student under your supervision using the following rating 1-6 scale:

- | | |
|--------------------------------|---------------------------------|
| 1 = Pre-internship/Deficit | 4 = Yearend Competency Minimum |
| 2 = Beginning Internship | 5 = Yearend Competent |
| 3 = Midyear Competency Minimum | 6 = Post-internship/Exceptional |

The competency scale is intended to represent the typical range and developmental course across the internship year. For most interns, it is expected that ratings will be 2-3 at the beginning of the internship, 3-4 at midyear, and 4-5 by the end of the internship experience. Any ratings that fall in the 1-2 Pre-internship/Deficit and 4-5 Post-internship/exceptional range should be explained in the comments. As indicated by the scale, all students need to average 4 or above in each competency area summary at the conclusion of the internship year to successfully complete internship.

A. Professional Values and Attitudes

- ___ 1. Demonstrates professional conduct across settings and situations.
- ___ 2. Demonstrates concern for the welfare of others and effectively translates it into clinical practice.
- ___ 3. Monitors and resolves situations that require integrity, honesty, personal responsibility, and accountability.
- ___ 4. Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.
- ___ 5. Self-monitors issues related to self-care and promptly intervenes when disruptions occur.
- ___ 6. Regulates affect during unexpected or intense situations; seeks supervision and uses available resources to effectively manage the situation.
- ___ 7. Demonstrates self-awareness and self-direction, related to professional behaviors, and to seek related supervision as appropriate.
- ___ 8. Is prepared for supervision and demonstrates openness to feedback within supervision.
- ___ 9. Applies supervisor's recommendations addressing professional growth and clinical practices.
- ___ 10. Demonstrates awareness of their own bounds of competence and actively seek guidance, coaching, and/or feedback from their supervisor.

Comments:

B. General Work Habits

- ___ 1. Abides by expectations for clothing and grooming.
- ___ 2. Keeps appointments and arrives on time.
- ___ 3. Manages time effectively and completes tasks on time.
- ___ 4. Makes arrangements for planned absences.
- ___ 5. Completes required number of days and hours at site.

Comments:

C. Communication and Interpersonal Skills

- ___ 1. Demonstrates the ability to establish and maintain rapport with stakeholders:
 - ___ a. children, adolescents, and families
 - ___ b. supervisors
 - ___ c. colleagues including teachers and administrators
- ___ 2. Demonstrates a thorough grasp of professional language and concepts.
- ___ 3. Produces, comprehends, and engages in communications (oral, nonverbal, and written) that are informative and well-integrated.
- ___ 4. Demonstrates strategies to recognize, articulate, and resolve interpersonal conflicts or differences.

Comments:

D. Administrative, Legal, and Ethical Practices

- ___ 1. Demonstrates knowledge of and complies with administrative regulations and procedures.
- ___ 2. Demonstrates knowledge of and complies with legal aspects of the profession.
- ___ 3. Demonstrates knowledge of and complies with ethical guidelines of the profession.
- ___ 4. Consults with others about ethical issues as necessary.

Comments:

E. Sensitivity to Diversity and Individual Differences

- ___ 1. Demonstrates awareness of own culture, values, and experiences and their effects on professional and interpersonal interactions.
- ___ 2. Considers the influence of race/ethnicity, culture, values, and experiences and other individual differences when conceptualizing cases.
- ___ 3. Applies knowledge of developmental processes when conceptualizing cases.
- ___ 4. Demonstrates sensitivity to the effects of culture, values, and experiences during assessment activities.
- ___ 5. Demonstrates sensitivity to the effects of culture, values, and experiences during intervention activities.
- ___ 6. Demonstrates sensitivity to the effects of culture, values, and experiences during consultation and collaboration activities.

Comments:

F. Psychoeducational and Diagnostic Assessment

- ___ 1. Demonstrates understanding of psychometric measurement properties and applies relevant standards of practice.
- ___ 2. Selects appropriate assessment instruments to address referral concerns.
- ___ 3. Motivates clients and manages problem behaviors during testing.
- ___ 4. Administers and scores assessment instruments accurately.
- ___ 5. Integrates information from multiple methods (e.g., tests, records review, interviews, and observations) and informants (e.g., parents and teachers) during interpretation.

- ___ 6. Conceptualizes the meaning of assessment results based on required eligibility and diagnostic frameworks and goals of the assessment.
- ___ 7. Writes reports that accurately and clearly describe assessment results.
- ___ 8. Orally presents assessment results and associated recommendations to others.

Comments:

G. Interventions

- ___ 1. Appropriately links assessment results to the development of interventions.
- ___ 2. Demonstrates broad knowledge of social, emotional, and behavioral interventions.
- ___ 3. Demonstrates broad knowledge of academic interventions.
- ___ 4. Identifies and employs evidence-based interventions.
- ___ 5. Considers client characteristics and environmental supports when designing and implementing interventions.
- ___ 6. Considers the acceptability of the treatment to the client when designing and implementing interventions.
- ___ 7. Implements individualized interventions.
- ___ 8. Implements group-based interventions.
- ___ 9. Engages in school crisis management.
- ___ 10. Writes reports that accurately and clearly describe intervention information.
- ___ 11. Orally presents intervention information to others.
- ___ 12. Systematically monitors and evaluates client response to interventions.

Comments:

H. Consultation

- ___ 1. Demonstrates communication and interpersonal skills required for effective consultation with others.
- ___ 2. Supports others in properly implementing interventions.
- ___ 3. Supports others in systematically monitoring and evaluating client response to interventions.
- ___ 4. Facilitates collaboration among teams of school personnel, families, community professionals, and others.
- ___ 5. Provides consultation at the systems-level to promote broad-based organizational change.

Comments:

I. Provision of Supervision

- ___ 1. Provides informal mentoring to others in training.
- ___ 2. Provides regularly scheduled supervision to others in training.
- ___ 3. Demonstrates communication and interpersonal skills required for effective supervision.
- ___ 4. Demonstrates the advanced knowledge of assessment, intervention, or consultation required for effective supervision.
- ___ 5. Promotes evidence-based practice during provision of supervision.
- ___ 6. Provides affirming and constructive critical feedback to supervisee.
- ___ 7. Considers the level of professional development of the supervisee when providing feedback and recommendations.

Comments:

J. Research

- ___ 1. Demonstrates independent ability to critically evaluate research.
- ___ 2. Demonstrates independent ability to disseminate research or other scholarly activities (e.g., case conference, presentation, at local, regional, or national level, and publications).

Comments:

Direct Observation

This evaluation was based on at least one direct observation (such as a live observation or audio or video recording) of the student's provision of services during internship, per the new APA Standards of Accreditation.

YES ☐ NO ☐

Overall Evaluation

The student meets expectations for the internship experience.

YES ☐ NO ☐

Recommendations for the intern's development:

Recommendations for the university's training program:

Recommendations for improving the quality of the internship experience:

Name of evaluator:

Date:

Signature:

Appendix H

DEP Supervisor Self-reflection and Supervisor Feedback Survey (DEP-SSFS) Adopted from Simon & Swerdlick, 2017

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply

The Supervisory Relationship: Interpersonal Process

The professional literature has identified the main characteristics of an effective supervisor and supervisory relationship and the supervisory process that fosters a positive relationship.

My Supervisor:

1. ____ Spends time in rapport building to establish a personal foundation for our relationship
2. ____ Is empathetic
3. ____ Is genuine/nonjudgmental
4. ____ Is respectful towards me
5. ____ Creates a safe learning environment
6. ____ Is flexible
7. ____ Is accessible
8. ____ Sets high goals
9. ____ Notes and integrates my strengths into supervision
10. ____ Is open to feedback
11. ____ Maintains professional boundaries
12. ____ Demonstrates awareness of what else is occurring in my life and supports self-care
13. ____ Only addresses personal issues that are relevant to clinical and professional development and does so in a respectful and emotionally supportive manner
14. ____ Appropriately utilizes self-disclosure during supervision
15. ____ Is attuned to diversity issues in the supervisory relationship, open, supportive, and respectful in acknowledging the potential impact of differences
16. ____ Models respect and professionalism toward me and others
17. ____ Advocates for my needs
18. ____ Maintains regular “protected” time for supervision
19. ____ Specifies how to handle requests for additional supervision
20. ____ If I had more than one supervisor, my primary supervisor communicates with other supervisors for purposes of evaluation, monitoring my progress, and managing workload

Developmental Domain

Supervision requires attention to the Developmental stages of intern growth, providing as much structure as necessary, assessing training goals and needs, providing effective formative feedback and summative evaluation, deploying multiple methods of supervision, and guiding the supervisee toward independent practice.

My Supervisor:

21. ____ Employs a Socratic approach consistent with my developmental level (does not just tell me the answers)
22. ____ Clearly defined roles, responsibilities, and expectations at the outset of supervision through utilization of a written contract and/or focused discussion of the nature of our supervisory relationship
 - a. (indicate if a written contract was utilized as part of your supervisory relationship: *yes or no*)

23. ____ Requires and models appropriate planning for supervision including advance agenda planning
 - a. (indicate if the “*Intern’s Supervision Session Planner*” was utilized: *yes or no*)
24. ____ Requires and models appropriate planning for psychological consultation, problem-solving, and intervention activities including review and recommendations prior to engaging in these activities.
 - a. (indicate if “*Intern’s Client/Activity Session Planner*” was utilized: *yes or no*)
25. ____ Models and requires appropriate documentation of professional activities
 - a. (indicate if a planning form is used to prepare for activities, i.e., “*Intern’s Client/Activity Session Planner*”: *yes or no*)
 - b. (indicate if a form is used for documenting activities, i.e., “*Intern’s Client Summary/Progress Notes*”: *yes or no*)
26. ____ Engages me in a developmental assessment of my entry skill levels across Internship Plan domains, delineating areas where I have some mastery and where I need additional experience and closer supervision
27. ____ Engages me in goal setting and identification of my perspective of needs for training and supervision
28. ____ Provides fair, understandable, and timely formative feedback through-out the internship recognizing my competencies and suggesting areas of growth and improvement
29. ____ Provides formal comprehensive summative feedback as required by the internship consortium, university, or site
30. ____ Provides summative feedback that is unsurprising (all issues of concern were previously noted in ongoing formative feedback)
31. ____ Notes both strengths and areas requiring further development during feedback and evaluation
32. ____ Provides a balance of dependence and independence appropriate to the various stages of the internship
33. ____ Uses multiple supervision methods during supervision (indicate methods utilized below)
 - a. Modeling and Demonstration: *yes or no*
 - b. Intern self-report: *yes or no*
 - c. Cotherapy and consultation: *yes or no*
 - d. Live observation: *yes or no*
 - e. Video recording: *yes or no*
 - f. Audio recording: *yes or no*
 - g. Coaching: *yes or no*

Ecological Domain

Supervision requires attention to ecological, systemic, multicultural, and diversity elements of professional practice. It is impossible to understand individual students, classrooms, or school communities without understanding their interaction with larger environments.

My Supervisor:

34. ____ Oriented me to the school culture and, as appropriate, to the representative ethnic cultures present in the school community
35. ____ Provides sufficient opportunities for training and involvement in “universal” interventions such as PBIS, social-emotional learning curriculum, and/or psychoeducational activities to promote healthy psychological development across the school community (Tier 1)

36. ____ Provides sufficient opportunities for training and involvement in parent conferencing and consultation and/or parent training programs
37. ____ Provides sufficient training and opportunities for teacher consultation centered around classroom management
38. ____ Engages me in case conceptualization, problem-solving, and intervention planning that addresses both individual and contextual factors (i.e., family, peer, classroom, school, cultural, community...)
39. ____ Fosters my acquisition of evidence-based academic and mental health intervention strategies that are “multi-tiered” (Tiers 2 & 3) and “multi-systemic”
40. ____ Provides sufficient training and involvement appropriate for an intern in program development and leadership skills
41. ____ Specifically addresses and provides sufficient training in multicultural and diversity competency
42. ____ Addresses multicultural and diversity contextual factors as part of problem-solving
43. ____ Teaches me how to manage dysfunctional elements of the system and protects my intern status (focus on training not less expensive employee)

Problem-Solving Domain

Problem-solving is the core activity of school psychology. It is rooted in data-based decision-making that links assessment to intervention, addresses both individual and contextual factors, applies empirically supported intervention strategies, monitors outcomes to revise strategies as necessary, and fosters reasonable innovation to treat complex problems while continuing to monitor intervention effectiveness. Supervision activity centers on these activities and strives to teach the intern effective case conceptualization and intervention strategies to apply to the full range of psychological issues.

My Supervisor:

44. ____ Engages effectively in collaborative problem-solving
45. ____ Uses a systematic approach to problem-solving (problem identification, problem analysis, etc.)
46. ____ Thinks out loud (shares his/her internal process while engaged in problem-solving)
47. ____ Encourages emotional awareness: encourages me to think more about how I’m feeling and how that impacts my client
48. ____ Specifically addresses multicultural and diversity contextual factors as part of problem-solving
49. ____ Teaches me a framework for systematic case conceptualization that addresses both individual and contextual factors
50. ____ Provides opportunities for me to be involved across multiple tiers of service delivery (preventive/universal, targeted, and intensive)
51. ____ Develops my skills in data-based decision-making across intervention domains
52. ____ Develops my skills in linking assessment to intervention
53. ____ Perceives complexity but is still able to suggest or direct concrete paths of action
54. ____ Supports consistent use of evidence-based practices
55. ____ Develops my skills in facilitating and measuring intervention integrity
56. ____ Assists me in integrating theory and research into practice
57. ____ Directs me to appropriate resources

Additional comments:

Appendix I

Student Evaluation and Performance Portfolio Summary (SEPPS) Ph.D. School Psychology Program

Name:

Primary advisor:

Date of entry into program: Fall 20

Practicum Experiences

Describe your **practicum experiences** during the past academic year. Include reference to the sites by formal title, your supervisors by name, general client populations, services provided, and general setting.

In the table below, report all practicum hours for the current academic year as well as the total hours accrued to date using the APPIC's Application for Psychology Internships (AAPI) guidelines. Practicum hours accrued across terminal master's degree or prior doctoral degree programs should be included in the cumulative total. Be sure to report all client contact hours under the "Intervention" and "Assessment" categories. Only the most common intervention and assessment activities are listed below, and any client contact hours that don't align with those listed should be reported as "Other". Please be sure to export your APPI from time2track and upload it to your Portfolio on OneDrive.

Intervention Hours	Current Academic Year	Cumulative Total
Individual		
Group		
Family		
Consultation		
Provision of Supervision		
Other (intake interview, school counseling interventions, etc.)		
Total		
Assessment Hours		
Test Administration		
Other (informing session, classroom observation, etc.)		
Total		
Supervision Hours		
Individual		
Group		
Total		
Support Activities Hours		

Cumulative number of integrated psychological reports

Children and adolescents:

Adults:

Publications and Presentations

Report the products of your research across development and provide more details about your research competencies in the next section.

Cumulative number of articles published in refereed journals:

Cumulative number of book chapters or books:

Cumulative number of other publications (e.g., test reviews in outlets other than refereed journals, conference proceedings, obituaries, and newsletter articles):

Cumulative number of professional presentations made at regional, state, national, or international meetings/conferences:

Teaching and Service

Describe your **teaching experience** (as instructor of record, teaching assistant, and guest lecturer) during the past academic year.

Describe your **service experience** (e.g., as officer, committee member, group leader, and involved member) during the past academic year.

Profession-Wide Competencies

Address how your course work, practica, research experiences, and additional training have contributed to your development of the following competencies. Consider the cumulative evidence supporting each competency and refer to permanent products in your portfolio when appropriate. Permanent products may include class presentation materials, literature reviews, program milestone projects (e.g., a thesis proposal), blinded psychoeducational assessment reports and protocols, intervention case study reports, publications (e.g., journal articles and chapters), presentation slides or handouts, and the like. Note that such products may not be available for all competencies. **See the appendix to this form for more details about the specific competencies targeted here.** Three profession-wide competencies are not assessed via self-report and permanent products in completing this SEPPS form: Ethical and Legal Standards, Professional Values and Attitudes, and Communication and Interpersonal Skills.

Research

Individual and Cultural Diversity

Assessment

Intervention

Supervision

Consultation and Interprofessional/Interdisciplinary Skills

Self-Evaluation of Professional Growth and Development

Progress

What are three of your strengths as an emerging school psychologist?

Goals

Summarize your professional goals (at least four) for the *upcoming* year.

Appendix J

Annual Evaluation Rubric School Psychology Doctoral Program Competencies

Name:

Date:

Course Grades during Past Year

Comments:

Summary of Practicum Experiences

Comments:

Teaching and Service

Comments:

Profession-Wide Competencies

Competencies	Not Yet Learned	Some Exposure	Emerging Competence	Prepared for Internship
--------------	-----------------	---------------	---------------------	-------------------------

Research

Individual and Cultural Diversity

Comments:

Assessment

Comments:

Intervention

Comments:

Supervision

Comments:

Consultation and Interprofessional/Interdisciplinary Skills

Comments:

Legal and Ethical Standards

Comments:

Professional Values and Attitudes

Comments:

Communication and Interpersonal Skills

Comments:

Self-Evaluation

Strengths: Describes strengths as a developing school psychologist

Comments:

Goals: Describes at least four professional goals for the upcoming year

Comments:

Minimal Level of Achievement: Annual Evaluation Rubric by Year in Program

Profession-Wide Competency	Year 1	Year 2	Year 3	Year 4
Research	2	2	3	4
Individual & Cultural Diversity	2	3	3	4
Assessment	2	3	3	4
Intervention	2	3	3	4
Supervision	1	1	3	4
Consultation Interprofessional/Interdisciplinary Skills	2	3	3	4
Legal and Ethical Standards	2	3	3	4
Professional Values, Attitudes, & Behaviors	2	3	3	4
Communication & Interpersonal Skills	2	3	3	4

Note. 1 = not yet learned; 2 = some exposure; 3 = emerging competency; 4 = prepared for internship.

Appendix K

Resources to Consult in Preparation for the Comprehensive Examination

This list of resources stands to serve as a compilation of books and website links that highlight the primary content coverage of the comprehensive examination: assessment, consultation, intervention, professional ethics, and multicultural issues. Students are not expected to read, skim, or thumb through every resource, but faculty and students in the organizational meeting will likely reference select resources as important.

Comprehensive Texts

- Bear, G. G., & Minke, K. M. (Eds.). (2006). *Children's needs III: Development, prevention, and intervention*. National Association of School Psychologists.
- Burns, M. K. (Ed.). (2019). *Introduction to school psychology: Controversies and current practice*. Oxford University Press.
- Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.). National Association of School Psychologists.
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Appendix L

School Psychology Doctoral Program Comprehensive Examination Rating Form

Name:	Date:	Rater:		
Rating scale: 1 = <i>unsatisfactory</i>, 2 = <i>satisfactory</i>, and 3 = <i>excellent</i>		Rating of Written Responses	Rating of Oral Defense	Final Rating
Ethical and Legal Standards The student demonstrated a deep understanding of the ethical and legal standards guiding the profession of school psychology and applied ethical decision-making processes when responding to items.				
Assessment The student demonstrated a deep understanding of conducting evidence-based assessment, including elements related to diagnostic classification systems, functional and dysfunctional behaviors, and client strengths and psychopathology.				
Consultation and Interprofessional/Interdisciplinary Skills The student demonstrated a deep understanding of consultation activities and related skills with teachers, parents, students, and other professionals.				
Interventions The student demonstrated a deep understanding of the process of developing, conducting, and evaluating evidence-based interventions.				
Individual and Cultural Diversity The student demonstrated a deep understanding of how to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population.				

Comments:

Appendix M

Summary Table for Milestone Forms for School Psychology Students

	Proposal Phase		Final Defense Phase	
Milestone	Department	Graduate School	Department	Graduate School
Master's Thesis	Student Milestone Project Rating Form	Thesis/Dissertation Faculty Committee Appointment Form Thesis/Dissertation Proposal Defense Form (including IRB approval documentation)	Student Milestone Project Rating Form	Thesis/Dissertation Final Defense Results Final Committee Approval Form for Electronic Thesis or Dissertation Submission* Thesis/Dissertation Checklist* Master's Degree Candidacy Form*
Comprehensive Examination	Form E Form F Student Milestone Project Rating Form		Form E Form G Student Milestone Project Rating Form	Comprehensive Examination Results Form
Dissertation	Student Milestone Project Rating Form	Thesis/Dissertation Faculty Committee Appointment Form Thesis/Dissertation Proposal Defense Form (including IRB approval documentation)	Student Milestone Project Rating Form	Thesis/Dissertation Final Defense Results Final Committee Approval Form for Electronic Thesis or Dissertation Submission Thesis/Dissertation Checklist Doctoral Degree Candidacy Form

Note. Many of these forms are available on the [Department website](#). Please check the Graduate School website for other [important forms](#) and dates required for [graduation](#). For example, you must apply to graduate through your MyMemphis Portal at the beginning of term, whereas some other forms have later due dates. *Students admitted to the program with a prior advanced degree that did not require an empirical thesis are required to complete a thesis, but they do not usually receive a second Master's degree. If a qualifying thesis is completed to meet the program requirements and a Master's degree is not awarded (see p. 21 for more detail), then the forms marked with an asterisk are not completed, the thesis should not be uploaded to ProQuest, and the student does not apply for graduation.