

**SCHOOL PSYCHOLOGY PROGRAM
UNIVERSITY OF MEMPHIS**

DOCTORAL PROGRAM HANDBOOK

2022-2023

Revised August 10, 2022

TABLE OF CONTENTS	Pages
PART I: Institutional Context and Resources	4
School Psychology Program Faculty	4
Important Contact Information	5
Important Resources and Publications	6
The Program and Institutional Context	7
A. The University of Memphis	7
B. The Department of Psychology	8
C. The College of Education	10
D. The School Psychology Program	10
PART II: Program Overview	12
Program Mission and Aims	12
Program Philosophy	12
Program Model	13
Profession-Wide Competencies	13
Program of Study	17
Description of Specific Program Requirements	19
A. Professional Focus	19
B. Master’s Thesis	19
C. Professional Experience and Practicum Experiences	20
D. Dissertation	22
E. Internship	22
PART III: Policies, Expectations, and Other Information	24
Advising	24
Transfer Credit	24
Permits & Registration	24
Late Stage Doctoral Status	24
Records Retention	24
Assessments and Evaluations	25
A. Admission Requirements and Expectations	25
B. Course Assessments	25
C. Grades and Retention	26
D. Practicum and Internship Supervisor Evaluations	26
E. Practicum Supervisor Evaluations	27
F. Doctoral-Student Supervisor Evaluations	27
G. Annual Review and Portfolio Assessment	27
H. Student Improvement Plan	28
I. Comprehensive Examinations	28
J. Alumni Survey	31
Research Expectations and Research Area Attendance	31
Student Resources	31
A. Financial Resources	31
B. Academic Resources	33
C. Wellness and Personal Health Resources	33
D. Student Representation	34
E. Alumni Advisory Board	35
Student Rights and Administrative Procedures	35
A. Leave of Absence	35
B. Harassment and Discrimination Grievance Procedures	35

C. Grade Dispute	36
D. Other Grievances	36
Professional Identity, Legal and Ethical Behavior, and Respect for Diversity	36
A. First-Year Colloquium	37
B. Legal and Ethical Standards	37
C. Diversity Standards	38
D. Professional Associations	40
E. Instruction and Evaluation of Ethical and Legal Standards	40

APPENDICES

Appendix A: Policies and Procedures for the Establishment, Operation, and Maintenance of the School Psychology Program Committee	43
Appendix B: Degree Plan Worksheet	46
Appendix C: Typical Program of Study	49
Appendix D: Common Practicum Placements	51
Appendix E: Sample Practicum Agreement Form	54
Appendix F: Practicum/Internship Student Evaluation Form	55
Appendix G: Supervisor Self-Reflection and Supervisor Feedback Survey	59
Appendix H: Student Evaluation and Performance Portfolio Summary Form	62
Appendix I: Annual Evaluation Rubric Form	65
Appendix J: Resources for the Comprehensive Examination	68
Appendix K: Comprehensive Examination Rating Form	71
Appendix L: Summary Table for Milestone Forms	72

PART I
Institutional Context and Resources

School Psychology Program Faculty

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

Rm. 360 Psychology Bldg.

University of Memphis, Memphis, TN 38152-3230

bmsinger@memphis.edu

Ph.D. 2006, University of Georgia

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

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

Rm. 332 Psychology Bldg.

University of Memphis, Memphis, TN 38152-3230

rgfloyd@memphis.edu

Ph.D. 1999, Indiana State University

Interests: Psychoeducational assessment, theories of intelligence, academic achievement, and the process and products of publication in peer-reviewed journals

Dr. **Sarah Irby**, Clinical Assistant Professor of School Psychology

Rm. 306 Psychology Bldg.

University of Memphis, Memphis, TN 38152-3230.

smccallu@memphis.edu

Ph.D. 2014, University of Memphis

Interests: Assessment, developmental disabilities, applied-behavior analysis (ABA), and behavioral interventions.

Dr. **Emily Srisarajivakul**, Assistant Professor of School Psychology

Rm. 310 Psychology Bldg., 400 Innovation Dr.

University of Memphis, Memphis, TN 38152-3230.

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 outcome

Dr. **Ryan Farmer**, Director of the Psychological Service Center

Rm. 126 Psychology Bldg., 400 Innovation Dr.

University of Memphis, Memphis, TN 38152-3230.

rlfarmer@memphis.edu

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

Important Contact Information

Psychology Department. 202 Psychology Bldg., 400 Innovation Dr., University of Memphis, Memphis, TN 38152-3230. 678-2145, FAX: 678-2579 Website: www.memphis.edu/psychology
Psychological Services Center. Rm. 126 Psychology Bldg. 678-2147

College of Education <https://www.memphis.edu/education/>

Dr. Steve Zankas, Associate Dean, College of Education, BH 215J. 901-678-3663
szankas@memphis.edu

Graduate Studies: BH 215G, Stormy Warren, shutsell@memphis.edu, 901-678-2363

Office of Teacher Education & Student Support Services (t3ecp@memphis.edu, 901-678-2377):
 Licensing and Certification Specialist, Mary Lanier, BH 202, mlanier@memphis.edu

Graduate School <http://memphis.edu/gradschool>

Dr. Robin Poston, Vice Provost and Dean of the Graduate School

201D FedEx Institute of Technology 901-678-5739, rposton@memphis.edu

Peggy Callahan, Graduation Analyst, mcclahan@memphis.edu, 901-678-3560

Shelby County Schools

Deborah Harris, Executive Director, Exceptional Children and Health Services

2930 Airways, Memphis, TN 38116. 901-416-5600, harrisdg@scsk12.org

Dr. Mary Berk, Supervising Psychologist, 901-416-5600, berkmr@scsk12.org

Dr. Natalie Wilkins, Supervising Psychologist, 901-416-5600, wilkinsn1@scsk12.org

Dr. Jennifer Geter, Supervising Psychologist, MSCS Mental Health, 901-416-7113,
geterjl@scsk12.org

TN State Department of Education

Andrew Johnson Tower, 7th Flr., 710 James Robertson Pkwy., Nashville, TN 37243-1102, Contact
 Kate Martin. 615-829-9331. kate.b.martin@tn.gov

TN Department of Health, Health Related Boards: Psychology

665 Mainstream Dr., 2nd flr., Nashville, TN 37243. (615) 741-5735 local or 1-800-778-4123

<https://www.tn.gov/health/health-program-areas/health-professional-boards/psychology-board.html>

American Psychological Association

750 First St. NE, Washington, DC 20002-4242, 800-374-2721. www.apa.org

National Association of School Psychologists

4340 East west Hwy., Suite 402, Bethesda, MD 20814.

301-657-0270, toll free: 866-331-NASP. www.nasponline.org

Tennessee Association of School Psychologists

Contact: Pam Haggard, President, phaggard@AlcoaSchools.Net

or www.tasponline.org

Southwest TN Representatives, Mary McCollum, mmccollum@colliervillechools.org

& David Jones, djones@tipton-county.com

Tennessee Psychological Association

Contact: Dr. William Hillner, www.tpaonline.org

Important Resources and Publications

Department of Psychology, Graduate Student Handbook

<https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>

Department of Psychology

<http://www.memphis.edu/psychology/graduate/index.php>

This site also connects to related sites in the department and the graduate school. See also links on the left side under School.

The University of Memphis Graduate Catalog

<https://catalog.memphis.edu/index.php>

The University of Memphis Code of Student Rights and Responsibilities

<https://www.memphis.edu/osa/students/code-of-rights.php>

American Psychological Association Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/code/index.aspx>

National Association of School Psychologists Principles for Professional Ethics

<https://www.nasponline.org/standards-and-certification/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

Web Sites for School Psychology Information

National Association of School Psychologists: www.nasponline.org/

American Psychological Association: www.apa.org

American Psychological Association Division of School Psychology (Division 16):

<https://www.apa.org/about/division/div16>

Tennessee Association of School Psychologists: <http://tasponline.org>

THE PROGRAM AND INSTITUTIONAL CONTEXT

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 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 15 bachelor's degrees in more than 50 majors and 70 concentrations, master's degrees in 45 subjects, and doctoral degrees in 21 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 computer, 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, The Barbara K. Lipman Early Childhood School and Research Institute, and the University Campus School.

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. Xu (Lilya) Jiang served from 2015 to 2020. 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. Sarah Irby joined the faculty in 2020. Drs. Emily Srisarajivakul and Ryan Framer joined the faculty in 2022. Drs. Farmer, Floyd, Irby, Meisinger, and Srisarajivakul 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), and its next accreditation site visit will be held in the winter 2022 cycle. 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 and our commitment to promoting diversity, equity, and inclusion 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
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 in 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 Introduction to 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 Advanced Interventions in School Psychology (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 of residency.

d. Professional Focus (6-9 hrs.)

A two or three courses should be selected (in consultation with the program director and 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.

e. Master's Thesis (3 hrs.)

PSYC 7996 (3)

Students should register for thesis hours under their major professor's name. Once the student has registered for thesis hours, then continuous enrollment in PSYC 7996, for a minimum of one hour each fall and spring semester, is required until the thesis has been defended. Students are not required to enroll in thesis hours during the summer, unless the thesis is defended during the summer term.

f. Practicum & Internship (18 hrs.)

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 (6, categorized as "EX" for externship with a designated grade of "NC" for non-credit.)

Note. * To be completed in 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 nor more than 9 hours of dissertation credit may count toward degree requirements. Once the student has registered for dissertation hours, then continuous enrollment in PSYC 9000, for a minimum of one hour each fall and spring semester, is required until the dissertation has been defended. Students are not required to enroll in dissertation hours in the summer, unless the dissertation is defended during the summer term. 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. 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.

Description of Specific Program Requirements

Professional Focus

Students are required to complete 6 additional hours of coursework (beyond the standard curriculum) towards a professional focus. The specific coursework is flexible but must be approved by student's major professor and Program Director. Students often select 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.

Master's Thesis

Students are required to complete a quantitative or qualitative research project as part of the M.S. degree. 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, but some students propose their thesis in the fall of their second year and defend in the fall of their third year. However, the thesis must be defended prior to the end of the third year of training, as failure to meet this timeline will cause delays in the completion of other important milestone requirement including the comprehensive examination and application to internship. 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 (<https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>). Research topics are chosen in consultation with the student's major professor and may be drawn from areas within psychology and education.

Students must register for thesis hours (3) under their major professor's name during the semester in which they plan to defend their thesis. Per University guidelines, once the student has registered for thesis hours, then continuous enrollment for a minimum of one hour each fall and spring semester is required until the thesis has been defended. Students are not required to enroll in thesis hours in the summer unless the thesis is defended during the summer term. Forms to be completed at the proposal and defense stages are listed in Appendix H. Students must submit all forms and their completed thesis

to the Graduate School by the specified deadline during the semester (or session) in which they defend their thesis.

Professional Experience and Practicum Experiences

The Professional Experience (PE) requires that each doctoral student volunteer one half-day (or equivalent) per week to work with a local school psychologist. The PE continues throughout the fall semesters of the first year of training. Supervision is provided by local school psychologists who provide the practicum coordinator with an evaluation of students' experiences at the end of the first semester. 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.

Practica

In addition to the PE, 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. A minimum of one hour of clinical supervision each week is required. However, the supervision required for a given practicum experience should be commensurate with the complexity of the work and developmental level of the student. Supervision is provided by individuals holding a doctorate in school psychology or a related field and who are licensed health service psychologists. However, students may shadow a certified school psychologist during their Profession Experience (PE) described above. Students should follow Association of Psychology Postdoctoral and Internship Centers (APPIC; <http://www.appic.org>) guidelines in preparing logs of their practicum experiences. They should employ Time2Track (<https://time2track.com/>) to track practicum hours, clients, and services provided; a subscription is purchased by the Psychology Department for each student. (Go to <http://www.apa.org/gradpsych/2012/03/cover-match-steps.aspx> for more information about tracking practicum hours).

The first practicum (PSYC 7614a) is taken during the assessment sequence (PSYC 7803 and 7804) in the first year, and the second practicum (PSYC 7614b) is taken during the intervention and consultation 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 the Memphis Shelby County Schools (or another local education agency), as well as engagement in benchmarking assessment and progress monitoring in a local elementary school. The second-year practicum requires students to complete consultation, counseling, and prevention activities in local schools and community agencies.

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, the Porter-Leath/Head Start program, the Memphis Shelby County Schools Threat Assessment Team, St. Jude Children's Research Hospital, Kindred Place, 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. A practicum agreement between the student and practicum site are required prior to the student practicum placement (see Appendix E). This practicum agreement details the roles and expectations of the experience, including a description of the clinical training activities and supervision to be provided.

These advanced practica are coordinated by the Program Director, Dr. Meisinger. Students should coordinate and register for 8809 under her name and direction.

Students enrolled in the advanced practica (PSYC 8809) also participate in Doctoral Forum with program faculty on campus in the Psychology Department. 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 Credits and Evaluation.

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. Practicum students are provided grades (S, U, or IP) for each experience. Continuation in the program is contingent on an overall satisfactory grade (S) in each practicum. Students are rated by the supervisor on several areas including Personal Characteristics, Work Habits, Administrative and Legal Ethical Practices, Response to Supervision, Assessment, Intervention, Consultation, and Research and Evaluation. These ratings provide information on specific student characteristics, dispositions, and relevant training domains. Students also evaluate and rate their practicum experiences for program evaluation and quality control purposes. 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.

Legal Requirements

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:

A. Registration and Payment

1. Go to the website www.identogo.com.
2. Select Tennessee as your state.
3. Select online scheduling to make your appointment.
4. After entering your name, you will see a drop-down menu. Select “Non-DCS Child Care/Adoption Providers” from this menu.
5. Next you will select “Child-Related Worker Private” from the second drop down menu.
6. Enter the ORI Number: TNCC79121

7. 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.
8. 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 the school psychology program. The Program Director will email documentation regarding this policy to students each fall semester. Clinical supervisors may require copies of this documentation prior to the initiation of a practicum or internship experience, so students should retain a copy of this documentation.

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.

Dissertation requirements appear in the *Department of Psychology Graduate Program Handbook* (<https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>). 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, once the student has registered for dissertation hours, then continuous enrollment for a minimum of one hour each fall and spring semester is required until the dissertation has been defended. Students are not required to enroll in dissertation hours in the summer unless the dissertation is defended during the summer term. Forms to be completed at the proposal and defense stages are listed in Appendix H. Students must submit all forms and their completed dissertation to the Graduate School by the specified deadline during the semester (or session) in which they defend their dissertation.

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 and spring semesters of their internship year, students should register for PSYC 8999 for 3 hours credit (see Appendix C) under the Program Director’s name. This course is categorized as "EX" for externship with a designated grade of "NC" for non-credit. There are no fees associated

with this course number. Please also see the information in the Graduate Student Handbook (p. 12) regarding how to apply for late-stage doctoral status, which 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.

Students are also 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 (<http://sites.google.com/site/cdspphome/cdspp-internship-guidelines>). 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; Dallas Independent School District, Texas; 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 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).

PART III

Policies, Expectations, and Other Information

Advising

Advising of 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. This plan is completed early during the first semester in which the student is enrolled. An updated degree plan worksheet is submitted by students as part of the annual student evaluation each summer. The Program Director retains an updated copy of the student's degree plan worksheet. Each student is linked to a major professor who is a faculty member of the School Psychology Program as they develop a thesis project, and Program Director and the major professor will maintain ongoing academic and personal advising of the student. Students may work with faculty outside the school psychology concentration but retain their primary academic advising from their Program Director and major professor in school psychology. Students should meet with their major professor at least once per semester for planning purposes. Each student's academic and personal progress is reviewed annually during evaluation sessions.

Transfer Credit

Consistent with the Psychology Department Graduate Student Handbook (pp. 14-15), transfer credit for courses taken elsewhere but accepted by the Program Director as counting toward the doctoral degree must be submitted for university approval by the end of the first year of doctoral study. (Go to <https://www.memphis.edu/psychology/resources/mediareources.php> Transfer Credit Request, Doctoral Program—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](https://www.memphis.edu/psychology/resources/mediareources.php). Detailed directions for how to register and to obtain course permits are provided in the Department's Graduate Student Handbook, found at <https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>.

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 9 credit hours (for up to two years). Students who have completed Masters and Mid-point Project requirements and have submitted completed Thesis and Comprehensive Examination forms to the University are eligible for this. 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 of these requirements are recognized as full-time students and are eligible for department, university, and external funding. Students who certify that they meet both (a) and (b) may continue to receive this benefit for up to four semesters (excluding summers). Late Stage status is formally offered when signing at the bottom of the University Comprehensive Examination Form found at: https://www.memphis.edu/gradschool/resources/forms_index.php

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 agreements, annual evaluation documents, student improvement 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. These records are in the process of being scanned and stored in 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 <https://www.memphis.edu/its/security/data-storage-guidelines.php>. Only school psychology faculty and administrative staff 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.

Assessments and Evaluations

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.

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* (<https://catalog.memphis.edu/index.php>) 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 at <https://www.memphis.edu/psychology/graduate/index.php>). The strongest applicants complete a face-to-face interview with faculty and are guided during their visit to campus by current students. Those applicants unavailable for such an interview complete an interview by phone or video conference. 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. The Office of Institutional Equity website is <http://www.memphis.edu/oie/>. 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. Its website is <http://www.memphis.edu/drs/index.php>.

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: <https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf> http://www.memphis.edu/psychology/pdfs/graduate_handbook_8_16.pdf.

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. A maximum of two courses may be repeated to improve a grade lower than a B. Program policy concerning the repeating of a course to improve a grade is the same as the University policy (see Graduate Catalog, <https://catalog.memphis.edu/index.php>).

The minimal level of achievement 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 improvement plan (see the section that follows) developed by the student and faculty (following the APA’s competency remediation plan, <https://www.apa.org/ed/graduate/competency-resources>).

Practicum/Internship Supervisor Evaluations

Supervisors complete evaluative ratings of students during practica and internship that correspond with the profession-wide competencies (see Appendix F). Evaluations are completed at the end of each semester of practicum and at the mid-point and the end of internship. Students are rated by the on-site supervisor on several areas including Personal Characteristics, Work Habits, Administrative and Legal Ethical Practices, and Response to Supervision, Assessment, Intervention, Consultation, & Research and Evaluation. If a student is completing an APA-accredited predoctoral internship, then the evaluation form used by that site may be used instead of the program-required form. In addition, the practicum instructors review all Practicum/Internship Student Evaluation Forms and communicate with practicum supervisors to ensure that students are meeting the expectations for the practicum experience and completing requisite number of hours associated with the experience. If a student receives an Unsatisfactory rating of 1 on any items the practicum evaluation form completed by the supervisor at any point in the year, the practicum instructor will contact the supervisor and student to collect additional information and to discuss whether modifications to the experience or additional supports would be

beneficial. A student improvement plan (see the section that follows) may be developed in conjunction with the student and supervisor to promote the student's professional development. If students receive an unsatisfactory grade in a practicum course must complete that course again following a student improvement plan developed by the student and faculty (see the section that follows).

Practicum Supervisor Evaluations

Students evaluate the quality of training received at the end of the practicum experience using the Supervisor Self-Reflection and Supervisor Feedback Survey (SSFS; Simon & Swerdlick, 2017) (see Appendix G). 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.

Doctoral-Student Supervisor Evaluations

Student competencies in 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) 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 F), 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 (submitted online via a OneDrive folder developed for you) 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. As part of the annual evaluation, the portfolio, including the SEPPS form, must be made available 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. 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, one or more program faculty will rate students' progress using the Annual Evaluation Rubric form (see Appendix G). 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 Appendix G for a breakdown of the minimum level of achievement by year), a student improvement plan (see the section that follows) will be developed by the student and faculty (following the APA's competency remediation plan, <http://www.apa.org/ed/graduate/competency-resources.aspx>). Interns are evaluated through separate procedures at mid-year and at the end of the internship.

Student Improvement 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, or faculty ratings on the annual evaluation fall below the minimal level of achievement criteria, a student improvement plan is developed. The Program Director, relevant faculty, and practicum 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 improvement plan (following the APA's competency remediation plan, <http://www.apa.org/ed/graduate/competency-resources.aspx>). 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 improvement plan is developed. Consistent with the university policy on termination, <https://catalog.memphis.edu/content.php?catoid=23&navoid=1223&hl=pROBATION&returnto=search#termination>, failure to successfully complete a student improvement plan may result in termination from the program.

Comprehensive Examinations

Consistent with the *Department of Psychology Graduate Program Handbook* (<https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>), students are required to pass a comprehensive examination. The comprehensive examination serves as the *specialty examination* or *qualifying examination*; the 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.

Structure of the Examination. The school psychology program employs the comprehensive examination to evaluate students' development in five of the profession-wide competency areas:

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

- B. 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:
- a. 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.
 - b. 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.
 - c. 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).
 - d. 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.
 - e. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups.
- C. 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:
- a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
 - b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
 - c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
 - d. 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.
 - e. 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.
 - f. 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.
- D. 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:
- a. Establish and maintain effective relationships with the recipients of psychological services.
 - b. Develop evidence-based intervention plans specific to the service delivery goals.
 - c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
 - d. Demonstrate the ability to apply the relevant research literature to clinical decision making.

- e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

E. 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:

- a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
- b. Demonstrates knowledge of consultation models and practices.
- c. 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.

Consistent with this intent, the written portion of the examination includes at least four items and lasts a maximum of 6 hours. The examination includes 2 hours (and at least one examination item) devoted to **ethical and legal standards in service to children, families, and others**. At least 1 hour (and at least one examination item) should be devoted to each of these competency areas: **assessment, consultation, and intervention** practices. Based on the committee's decision, more than one hour and more than one item may be devoted to **assessment, consultation, and intervention** practices. In addition, another item may cut across these competency areas. At least one of the items devoted to **ethical and legal standards, assessment, consultation, and intervention** should explicitly address **how individual and cultural diversity may affect assessment, consultation, and intervention practices**. Following these guidelines, a student's examination may include four to six items. Examinations will typically have the following structure as their base, but an additional item can be added (for a total of six items) or one of the 1-hour items can be extended to 2 hours. Knowledge of ethics and law is typically assessed by two items:

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

Approximately 2 weeks following the completion of the written portion of the examination, the student will complete an oral portion of the examination with committee members.

Committee Composition and Examination Processes. The comprehensive examination committee shall consist of at least the student's major professor (who will chair the committee), the Program Director, and one other 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 committee as a whole (including the student) shall convene an organizational meeting to discuss the examination, resources available to the student (see Appendix F), and the responsibilities of each committee member. The committee shall establish dates for submitting questions to the committee chair, for administering the examination, and for completing the examination. The 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. 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.

The oral portion of the examination 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. Typically, the student will be first asked to comment on their written response to each examination item and then respond to committee members' questions about that item. 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 F). The items on the rating form address the six program competencies outlined previously, and each item is rated on a 3-point scale: *unsatisfactory*, *satisfactory*, and *excellent*. 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, the student to be given a remedial program to assist in preparing for reexamination. This remedial program will be specified in writing and signed by the chair of the student's committee, the Program Director, and the student. The reexamination shall not occur fewer than 6 weeks following the original 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 or the department chairperson who will place them in the student's permanent file. Forms to be completed at the proposal and defense stages are listed in Appendix H.

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.

Research Expectations and Research Area Colloquium Attendance

Throughout the program students participate in one or more research laboratories with core program faculty. In addition to completing a thesis and dissertation project, students regularly engage in other collaborative research projects with their fellow students and faculty. 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 regarding 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 interviews and social gatherings). 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. Students are also invited to co-review with faculty manuscripts submitted for publication.

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 \$17,000 per year before earning a master's degree (with a thesis) and a stipend of \$18,000 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.

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 (www.memphis.edu/financialaid/). This well-designed website gives information on student loans, scholarships, and student employment. Other helpful information for students is provided on <https://www.memphis.edu/students/>.
- 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. See https://www.memphis.edu/gradschool/current_students/awards-vanvleet.php
- 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. See https://www.memphis.edu/gradschool/current_students/first_generation.php
- 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. See <https://www.memphis.edu/philosophy/graduate/fellowships.php>
- 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. See https://www.memphis.edu/gradschool/current_students/awards-morton.php
- 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 awards are offered by the University's Graduate Student Association and the Psychology Department chair has made available \$40,000 each year to support travel for psychology graduate students through the Graduate Student Coordinating Committee. For more information go to <http://www.memphis.edu/psychology/graduate/gscctravel.php>

Academic Resources

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

- Disability Resources for Students (<https://www.memphis.edu/drs/>) 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 (<https://www.memphis.edu/cwc/>) offers free, one-on-one consultations on their writing and speaking assignments, including editing and proofreading services.
- Information Technology Services (<https://www.memphis.edu/its/>) 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 (<https://www.memphis.edu/libraries/>). 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 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 services are available including nutrition services, massage therapy, yoga, and fitness programs (<https://www.memphis.edu/campusrec/wellness/wellness.php>). A state-of-the-art recreation center was recently built on campus, which offers a numerous recreational and fitness opportunities (<https://www.memphis.edu/campusrec/>).

- The Student Health Center (<https://www.memphis.edu/health/>) 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 available through the TBR Student Health Insurance Exchange https://www.memphis.edu/health/about/insurance_exchange.php. Created under the Affordable Care Act (ACA), this online marketplace may be used to purchase subsidized health insurance coverage.
- The Counseling Center (<https://www.memphis.edu/counseling/>) 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.
- Information for on-campus and off-campus childcare for students and other family friendly resources may be found at <https://www.memphis.edu/familyfriendly/> or at <https://www.memphis.edu/studentinvolvement/communityengagement/parenting-students.php>.
- Four lactation rooms are currently available on campus for lactating students, and more are planned within the upcoming year (<https://www.memphis.edu/academicsuccess/students/nursingmom.php>).
- Memphis Area Legal Services offers free legal assistance in civil cases (www.malsi.org), and the University of Memphis Law School collaborates with this process (<https://www.memphis.edu/law/experiential-learning/inhouse-clinics.php>).

Student Representation

Graduate students in all programs are represented in departmental governance by the Graduate Student Coordinating Committee (GSCC) composed of representatives from each of the programs (see <https://sites.google.com/view/um-gscc/home>). The 10 student representatives (one from School Psychology program) have three votes in most departmental matters and participate in several activities; the GSCC 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 GSCC.

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 GSCC and SPA positions are held once per year. Travel funding is available through the GSCC (<https://www.memphis.edu/psychology/graduate/gscctravel.php>) and the College of Arts and Sciences Travel Enrichment Fund (<https://www.memphis.edu/sga/travel/index.php>).

Alumni Advisory Board

The Alumni Advisory Board (AAB) was formed as an avenue to integrate alumni feedback and utilize their expertise for program evaluation and improvement purposes. The board is comprised of four to five members who are diverse in terms of their race and ethnicity, gender identity, years since degree, and selected career setting. Board members will be invited to serve for a three-year term by the program faculty, with advice from current AAB members. A meeting will be held with the Program Director and other available faculty on an annual basis. The Program Director will provide aggregate data on recent student retention & recruitment, licensure, employment setting, and professional activities for alumni, faculty retention and recruitment plans, curricular /training experience changes, needs and goals analyses, and other relevant information. The AAB members advise program faculty on a variety of topics including, but not limited to, the program's mission and aims, curricular needs, clinical training experiences, research training experiences, and recruitment/retention of diverse students and faculty, alumni communication, alumni support, and fundraising efforts.

Student Rights and Administrative Procedures

School psychology students are expected to behave in accordance with the University's Code of Student Rights and Responsibilities, found here: <https://www.memphis.edu/osa/students/code-of-rights.php>. Procedures for taking a leave of absence, reporting harassment/discrimination, and pursuing a grievance are covered in the Department of Psychology Graduate Student Handbook, which can be found at: (<https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>).

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 (see <https://memphis.policytech.com/dotNet/documents/?docid=429&public=true>).

The University procedures for dealing with suspected harassment may be found at <http://www.memphis.edu/oie/harrasment/index.php>. 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 (b) 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 Complaint Form (<https://www.memphis.edu/oie/complaint.php>)

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, see <https://www.memphis.edu/registrar/students/records/grade-change.php>.

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 GSCC officers, and discuss the issue confidentially. They may elect to have a GSCC officer meet with a department administrator to discuss ways to resolve the problem. They may also contact the GSCC officers by email or put a written complaint into the GSCC 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, which can be found at: (<https://www.memphis.edu/psychology/resources/handbookforfall2022.pdf>).

Professional Identity, Legal and Ethical Behavior, and Respect for Diversity

First-Year Colloquium

During the first year of their training in the Department of Psychology, students must attend the weekly First-Year Colloquium series. This colloquium is held on Friday afternoons throughout the academic year and includes presentations and discussions of current faculty research programs and their implications, as well as 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 policy on academic integrity can be found at <https://www.memphis.edu/osa/students/academic-misconduct.php> and https://www.memphis.edu/umtech/student_success/integrity.php.

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 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. 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.
3. 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 (<http://www.apa.org/ethics/code/index.aspx>) and NASP Principles for Professional Ethics (<https://www.nasponline.org/standards-and-certification/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 guidelines throughout all stages of the program.

Diversity Standards

Students are expected to demonstrate respect for diversity. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, 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 Office of Ethnic Minority Affairs (<http://www.apa.org/pi/oema/>). 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.

Students are required to attend and participate in both the Department's monthly Welcoming Diversity Forum (<http://www.memphis.edu/psychology/diversity-committee/welcoming-diversity-forum.php>) and events in the Welcoming Diversity Colloquium series (<https://www.memphis.edu/psychology/diversity-committee/colloquium-series.php>). They are encouraged to support other diversity, inclusion, and equity initiatives in the department and across campus, including events hosted by the Benjamin L. Hooks Institute for Social Change (<http://www.memphis.edu/benhooks/>) and the Office of Multicultural Affairs (<https://www.memphis.edu/multiculturalaffairs/>). They may also participate in the ALANA (African American, Latino/Latina, Asian American, Native American) Group (https://www.memphis.edu/psychology/diversity-committee/alana_psych_group.php), 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, and other social justice initiative groups at the department level.

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 of Institutional Equity** (<http://www.memphis.edu/oie/>) monitors the University's policy on equal opportunity and affirmative action in employment and education and provides relevant training resources.
- **International Students Office** (<https://www.memphis.edu/iss/>) 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** (<http://www.memphis.edu/drs/>) 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 **University of Memphis Office of Multicultural Affairs** (<https://www.memphis.edu/multiculturalaffairs/>) promotes diversity and inclusion by providing a range of opportunities leadership development, programs, events, scholarships, travel and guest

lectures to students. The office is home to several student organizations, including the Black Student Association, Black Scholars Unlimited, Empowered Men of Color, the Hispanic Student Association, and the University of Memphis chapter of the National Association for the Advancement of Colored People. A variety of resources for members of the LGBTQ+ and allies are also available (<https://www.memphis.edu/multiculturalaffairs/lgbtq/index.php>). For example, the Safezone Program (<http://www.memphis.edu/safezone/>) provides training to university students, staff, faculty, and community members on how to serve as effective allies for the LGBTQ community and provides access to a variety of resources (<https://www.memphis.edu/safezone/resources/index.php>) such as community organizations and a listing of the UM gender neutral bathroom locations. The Memphis Speech and Hearing Center also provides services for people who want to develop a voice consistent with their gender identity. (<https://www.memphis.edu/mshc/services/slptransvoice.php>).

- The **Benjamin L. Hooks Institute for Social Change** (<http://www.memphis.edu/benhooks/>) 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. See <http://www.memphis.edu/benhooks/> for an overview.
- The **Center for Research on Women** (https://umwa.memphis.edu/campusmap/index.php/welcome/bldg_dept/13/396) 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** (<https://memphis.campuslabs.com/engage/organization/stonewall>) 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** (<https://www.memphis.edu/pride/>) 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** (<https://www.memphis.edu/psychology/diversity-committee/colloquium-series.php>) 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+. 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)** <http://apadivision16.org/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 at <https://www.nasponline.org/resources-and-publications/graduate-students>.
- **School Psych Sistahs, Inc.** is a non-profit organization that supports the enrichment, advancement, and retention of women of color in the field of School Psychology <https://schoolpsychsistahs.org>. 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. Follow on Twitter: @SchoolPsychSis or Instagram: @schoolpsychsistahs

Instruction and Evaluation of Ethical and Legal Standards

The School Psychology program employs an integrated and distributed model to address ethical and legal standards throughout the school psychology foundational coursework and practicum/internship experiences. Across these experiences spanning the entire program from the first courses to internship, we anticipate that our students are exposed to approximately 100 contact hours and more than 200 total hours of coverage of ethics and legal standards, which exceeds 45 contact hours typically associated with a stand-alone course. Furthermore, the comprehensive examination targets ethical and legal standards. In addition, students must maintain, on file, evidence of their completion of the following three online tutorials addressing ethical behavior. Certification of completion should be submitted at 2-year or shorter intervals in their electronic portfolio materials as part of the annual review. 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.
 - a. Conflicts of Interest: "No"
 - b. Human Subjects Research: "Social & Behavioral Research Investigator." (**Do not select "Students conducting no more than minimal risk research."**)
 - c. Health Information Privacy and Security (HIPS): "Not at this time."
 - d. CITI US Export Control Regulations course: "Not at this time."
10. Hit "Complete Registration" button.
11. Hit "Finalize Registration" button.
12. Select University of Memphis Course: "Social & Behavioral Research - Basic/Refresher."
13. Complete the Integrity Assurance Statement before beginning the course.
14. 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.**
15. Print the Completion Report (and perhaps print or save to a pdf for your records).
16. Before the end of your first semester on campus, email a pdf or scanned copy of the Completion Report, labeled **LASTNAME.CITI.201X**, to Dr. Meisinger. Students enrolled in PSCY8809 should submit the materials to Dr. Meisinger as part of Doctoral Forum.

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 perhaps print or save to a pdf).
4. Before the end of the first semester on campus, email a pdf or scanned copy of the Completion Report, labeled **LASTNAME.CITI.202X**, to Dr. Meisinger. Students enrolled in PSCY8809 should submit the materials to Dr. Meisinger as part of Doctoral Forum.

B. 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. Print or 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”).
 4. Before the end of the first semester on campus, email a pdf or scanned copy of the tutorial completion document, labeled **LASTNAME.FERPA.202X**, to Dr. Meisinger. Students enrolled in PSCY8809 should submit the materials to Dr. Meisinger as part of Doctoral Forum.

C. 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.
3. Before the end of the first semester on campus, email a scanned copy of the Certificate of Completion, labeled **LASTNAME.Harassment.202X**, to Dr. Meisinger. Students enrolled in PSCY 8809 should submit the materials to Dr. Meisinger as part of Doctoral Forum.

Nearing their final year of training on campus, students also are required to demonstrate competency in understanding of professional ethics and law on their comprehensive examination (as described on pp. 27-30). Course-based readings and assignments throughout their program, comprehensive tutorials, and direct testing via the comprehensive examination ensure that students have extensive and advanced understanding of legal and ethical standards of practice.

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. Sarah Irby (Director of the MA/EdS Program), Dr. Randy Floyd, and Dr. Beth Meisinger (Director of the PhD Program) 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 four 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, 7217, & 7701 are offered in fall; PSYC 7000 & 7407 are offered fall and spring.

Comments: _____

School Psychology Foundations (27 hrs)

Grade	Year	
		PSYC 7800 Introduction to 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 Advanced Interventions in School Psychology (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 (6 hrs):

Grade	Year	
		PSYC 8999 Internship (6)

Site: _____

Supervisor: _____

Comments: _____

Dissertation (6-9 hrs):

Title: _____

Chair: _____

_____ Date proposal accepted

_____ Date defended

Grade	Year	
		PSYC 9000 (6-9)

Comments: _____

Additional Courses:

Grade	Year	Courses

Comments: _____

All Degree Requirements Completed

Date: _____

Total hours: _____

Appendix C

Ph.D. SCHOOL PSYCHOLOGY PROGRAM UNIVERSITY OF MEMPHIS

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 Introduction to 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 Advanced Interventions in School Psychology (Academic Interventions)*
 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) or PSYC 7207 Developmental Psychology (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)*
 PSYC 7407 Cognition and Emotion (3) or Professional Focus (3) course

Third Year

Fall

Two of the following: PSYC 7416 Child Psychopathology (3), PSYC 7701 Behavioral Neuroscience (3), PSYC 7217 Social Psychology (3), or PSYC 7207 Developmental Psychology (3)
 PSYC 7996 Thesis (3) OR PSYC 8809a Advanced Practicum in School Psychology (3)

Spring

Two of the following: PSYC 7000 History and Systems of Psychology (1), PSYC 7407 Cognition and Emotion (3), or Professional Focus (3) course
 PSYC 7996 Thesis (3) or PSYC 8809a Advanced Practicum in School Psychology (3)

Fourth Year

Fall

One of the following: PSYC 7416 Child Psychopathology (3) or PSYC 7701 Behavioral Neuroscience (3), PSYC 7217 Social Psychology (3), or PSYC 7207 Developmental Psychology

Professional Focus course

PSYC 8809b Advanced Practicum in School Psychology (3)

Spring

PSYC 7000 History and Systems of Psychology (1) or PSYC 7407 Cognition and Emotion (3) or

Professional Focus (3) course

PSYC 9000 Dissertation (3)

Fifth Year

Fall

PSYC 8999 Professional Internship in Psychology (NC)*

PSYC 9000 Dissertation (1)

Spring

PSYC 8999 Professional Internship in Psychology (NC)*

PSYC 9000 Dissertation (1)

Summer

PSYC 9000 Dissertation (1)

Graduate in August

Note. *Must be taken in 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.

Contact information: r.farmer@memphis.edu

Psychologist supervisors: Ryan Farmer, Ph.D.; Sarah Irby, Ph.D.; Randy Floyd, Ph.D.; Beth Meisinger, Ph.D., & Dr. Emily Srisarajivakul, Ph.D.

Description: A university-based, outpatient psychology clinic serving a 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: David Wilkins, Ph.D., WILKINS@scsk12.org

Primary contact: Vance Stewart, Ph.D., STEWARTGV@scsk12.org, (901) 473-2721

Psychologist supervisors: Vance Stewart, Ph.D., and Jennifer Geeter, Ph.D.

Description: Provides psychological services to children, adolescents, and their families in the 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.

Porter-Leath/ Head Start Centers

Health Services Manager: Stephanie Jones

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

Psychologist supervisors: Tera Bradley, Ph.D.

Contact information: drwharper@aol.com, tera.bradley@gmail.com

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.

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 Epidemiology & Cancer Control, St. Jude Children's Research Hospital

Psychologist supervisor: Kevin Krull, Ph.D.

Contact information: Kevin.Krull@stjude.org

Description: Training experiences include conducting neuropsychological assessments on survivors of childhood cancer (ages 6-76), interpretation of test results, writing brief medical reports, and leading journal club discussions on current research on neuropsychological function.

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

Psychologist supervisor: Jennifer Harman, Ph.D.

Contact Information: Jennifer.Harman@stjude.org

Description: Primary responsibilities will be to assist with manuscript preparation, including conducting literature reviews, data analysis, writing up the methods and results). 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.

Kindred Place (formerly Exchange Club Family Center)

Clinical Director: Catherine Collins, Ph.D.

Contact information: ccollins@kindred-place.org, (901) 276-2200

Psychologist supervisors: Catherine Collins, Ph.D.

Description: Provides services to children and families who have experienced abuse. Training experiences include parent education; conducting anger management therapy; facilitating individual and group therapy; and participating in weekly staffings and supervision.

Youth Villages, Dogwood Campus

Supervising Psychologist: Lindsey Pate, Ph.D.

Contact information: 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.

Behavior, Attention, and Developmental Disabilities Consultants, LLC

Supervising Psychologist: Emily Johnson, Ph.D.

Contact: etjphd@gmail.com, 662-510-6507 (office)

Description (clinic-based): Provide ABA-based therapeutic interventions with children and adolescents; assist with assessment services (e.g., VB-MAPP, ABLLS-R, AFLS) as part of clients' ABA program's progress monitoring; provide comprehensive psychoeducational or neurodevelopmental assessments; participate in weekly supervision.

Description (school-based): Provide individual and group therapy to students in various local public and private schools. Group therapy focuses on social skills training, anger management, communication skills, and social emotional learning. Participation in weekly supervision is expected.

Neuroscience Institute, Le Bonheur Children's Hospital

Supervising Psychologist: Dr. Gwen Beard

Contact: 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.

Contact: 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 Agreement
University of Memphis
School Psychology Program
&
Youth Villages**

It is agreed that the on-site supervisor, Dr. [REDACTED], will oversee the activities of the school psychology student, [REDACTED], 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. Supervision is primarily provided via in person meetings but may also occur through other formats when appropriate.

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 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. The practicum experience will begin September 1, 2022 & and continue through August 31, 2023.

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

bmsinger@memphis.edu

Email

678-3435office; 335-3030cell

Phone

Date Completed:

Appendix F

Practicum/Internship Student Evaluation Form

School Psychology 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*, meets expectations, and requires the typical amount of supervision.
- 3** Is *excellent*, exceeds expectations, and could function independently.

Please complete the ratings based on the student's present level of training (for example, the first practicum versus internship) and the typical expectation for students at that level.

A. Personal Characteristics

- ___ 1. Demonstrates appropriate professional attitude.
- ___ 2. Accepts responsibility for work.
- ___ 3. Demonstrates emotional stability.
- ___ 4. Demonstrates appropriate poise, speech, and tact.
- ___ 5. Demonstrates sound professional judgment.
- ___ 6. Considers the scientific foundations supporting assessment, intervention, and consultation practices.
- ___ 7. Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.
- ___ 8. Employs technological tools for accessing, managing, and disseminating information to enhance professional practices
- ___ 9. Establishes and maintains rapport with children and adolescents.
- ___ 10. Establishes and maintains rapport with parents and caregivers.
- ___ 11. Establishes and maintains rapport with teachers and colleagues.

Comments:

B. General Work Habits

- ___ 1. Abides by expectations for clothing and grooming.
- ___ 2. Keeps appointments and arrives on time.
- ___ 3. Manages time effectively.
- ___ 4. Makes arrangements for planned absences.
- ___ 5. Completes tasks on time.
- ___ 6. Completes required number of days and hours at site.

Comments:

C. 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:

D. Response to Supervision

- ___ 1. Seeks supervision when necessary.
- ___ 2. Brings all necessary materials to supervision sessions.
- ___ 3. Applies supervisor’s recommendations addressing professional growth and development.
- ___ 4. Applies supervisor’s recommendations addressing professional practices.
- ___ 5. Understands own strengths and weaknesses and targets areas needing improvement.
- ___ 6. Presents cases in a systematic and clear manner during supervision.

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
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 H

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

Responses should be entered directly into the Word document and printed. Please include a hardcopy of this form at the beginning of your portfolio. Submit the portfolio to your advisor at least 1 week before your scheduled annual review meeting.

Name:

Primary advisor:

Date of entry into program: Fall Spring 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, and general setting.

Report your practicum hours based on APPIC’s Application for Psychology Internships (API) guidelines.

Total Cumulative Practicum Hours (including support activities and all practicum hours across terminal master’s degree and doctoral degree programs)

Cumulative Intervention Experience

Total intervention hours:

Hours in individual therapy:

Hours in group therapy:

Hours in family therapy:

Hours in consultation:

Hours in *provision* of supervision:

Other:

Other:

Cumulative Psychological Assessment Experience

Total assessment hours:

Hours in psychodiagnostic test administration (including symptom assessment, personality, objective measures, achievement, and intelligence assessment) and providing feedback to clients/patients:

Hours in benchmarking and progress monitoring of achievement or behavior:

Other:

Other:

Cumulative number of integrated psychological reports

Children and adolescents:

Adults:

Cumulative Supervision Received

Individual supervision:

Group supervision:

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 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	2021-2022	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.

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 J

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*. Bethesda, MD: 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.). Bethesda, MD: National Association of School Psychologists.
- Floyd, R. G., & Eckert, T. L. (Eds.). (2021). *Handbook of university and professional careers in school psychology*. New York, NY: Routledge.
- Grapin, S. L., & Kranzler, J. H., (Eds.) (2018). *School psychology: Professional issues and practices*. Springer.
- Gimple Peacock, G. G., Ervin, R. A., Daly, III, E. J., & Merrell, K. W. (Eds.). (2009). *Practical handbook in school psychology: Effective practices for the 21st century*. New York, NY: Guilford Press.
- Gutkin, T. B., & Reynolds, C. R. (Eds.). (2009). *Handbook of school psychology* (4th ed.). Hoboken, NJ: Wiley.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology* (6th ed.). Bethesda, MD: National Association of School Psychologists. (See also Thomas and Grimes, 2008.)
- Mash, E. J., & Barkley, R. A. (Eds.). (2014). *Child psychopathology* (3rd ed.). New York, NY: Guilford Press.
- Merrell, K. W., Ervin, R. A., Gimple Peacock, G. G., Renshaw, T. L. (Eds.). (2022). *School psychology for the 21st Century: Foundations and practices* (3rd ed.). New York, NY: Guilford Press.

Ethics

<http://www.apa.org/ethics/>

<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>

American Psychological Association Ethical Principles of Psychologists and Code of Conduct with 2010 Amendments (in Jacob, Decker, & Hartshorne, 2011, appendix B or at <http://www.apa.org/ethics/code/index.aspx>)

Armistead, L., Williams, B. B., & Jacob, S. (2011). *Professional ethics for school psychologists: A problem-solving model casebook* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

Barnett, J. E., & Johnson, W. B. (2008). *Ethics desk reference for psychologists*. Washington, DC: American Psychological Association.

Bersoff, D. N. (2008). *Ethical conflicts in psychology* (4th ed.). Washington, DC: America.

Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: Wiley.

Nagy, T. F. (2011). *Essential ethics for psychologists: A primer for understanding and mastering core issues*. Washington, DC: American Psychological Association.

National Association of School Psychologists Guidelines for the Principles for Professional Ethics
<https://www.nasponline.org/standards-and-certification/professional-ethics>

Multicultural Issues

- Frisby, C. L. (2010). *Meeting the psychoeducational needs of minority students: Evidence-based guidelines for school psychologists and other school personnel*. Hoboken, NJ: Wiley.
- Frisby, C. L., & Reynolds, C. R. (Eds.). (2005). *Comprehensive handbook of multicultural school psychology*. Hoboken, NJ: Wiley.
- Jones, J. M. (2009). *The psychology of multiculturalism in the school: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.
- Leong, F. T. L. (Ed.). (2014). *APA handbook of multicultural psychology*. Washington, DC: American Psychological Association.
- Lopez, E. C., Nahari, S. G., & Proctor, S. L. (2015). *Handbook of multicultural school psychology: An interdisciplinary perspective* (2nd ed.). New York, NY: Routledge.

Assessment

- Brown-Chidsey, R. & Andren, K. J. (Eds.) (2013). *Assessment for intervention: A problem-solving approach* (2nd ed.). New York, NY: Guilford Press.
- Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (2nd ed.). Rowman & Littlefield.
- O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). *Functional assessment and program development for problem behavior: A practical handbook* (3rd ed.). Stamford, CT: Cengage Learning.
- Saklofske, D. H., Reynolds, C. R. & Schwean, V. (Eds.). (2013). *Oxford handbook of child and adolescent assessment*. New York, NY: Oxford University Press.
- Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5th ed.). San Diego, CA: Author.
- Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th. ed.). San Diego: Author.
- Whitcomb, S. A. (2017). *Behavioral, social, and emotional assessment of children and adolescents* (5th ed.). Mahwah, NJ: Erlbaum.

Consultation

- Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2011). *Psychological consultation: Introduction to theory and practice* (7th ed). Boston, MA: Allyn & Bacon.
- Dougherty, A. M. (2013). *Casebook of psychological consultation and collaboration in school and community settings*. Belmont, CA: Brooks/Cole.
- Dougherty, A. M. (2013). *Psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole.
- Rathvon, N. (2008). *Effective school interventions* (2nd ed.). New York, NY: Guilford Press.

Interventions

- Brock, S. E., & Jimerson, S. R. (2012). *Best practice in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.
- Brock, S. E., Nickerson, A. B., Reeves, M. L, Conolly, C., Jimerson, S. R., Pesce, R., & Lazzaro, B. (2016). *School crisis prevention and intervention: The prepare model* (2nd ed). Bethesda, MD: National Association of School Psychologists.
- Burns, M. K, Riley-Tillman, T.C., & Rathvon, N. (2017). *Effective school interventions: Evidenced-based strategies for improving student outcomes, third edition*. New York: Guilford Press.

- Shinn, M. R., & Walker, H. M. (2010). *Interventions for achievement and behavioral problems in a three-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.
- Walker, H. L., & Gresham, F. M. (Eds.). (2013). *Handbook of evidence-based practice for emotional and behavioral disorders*. New York, NY: Guilford Press.
- Weisz, J. R. & Kadzin, A. E. (2017). *Evidenced-based psychotherapies for children and adolescents* (3rd ed.). New York: Guilford Press.

Appendix K

**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	
<p>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.</p>				
<p>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.</p>				
<p>Consultation and Interprofessional/Interdisciplinary Skills The student demonstrated a deep understanding of consultation activities and related skills with teachers, parents, students, and other professionals.</p>				
<p>Interventions The student demonstrated a deep understanding of the process of developing, conducting, and evaluating evidence-based interventions.</p>				
<p>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.</p>				

Comments:

Appendix L

Summary Table for Milestone Forms for School Psychology Students

Milestone	Proposal Phase		Final Defense Phase	
	Department	Graduate School	Department	Graduate School
Master's Thesis	Student Milestone Project Rating Form	Thesis/Dissertation Faculty Committee Appointment Form Thesis or 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 Comprehensive Examination Results Form (Ask Dr. Cohen or Dr. Meisinger)
Comprehensive Examination	Form E Form F Student Milestone Project Rating Form		Form E Form G Student Milestone Project Rating Form	Comprehensive Examination Results Form (School Only)
Dissertation	Student Milestone Project Rating Form	Thesis/Dissertation Faculty Committee Appointment Form Thesis or 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

To obtain Department and Graduate School Forms, go to:
<http://www.memphis.edu/psychology/resources/mediaresources.php>

Graduate Catalog
<https://catalog.memphis.edu/index.php>