

School/Clinical Child Psychology Doctoral Program Handbook AY 2023-24

Introduction

This handbook has been prepared by School/Clinical Child Psychology faculty to help School/Clinical Child Psychology (SCCP) doctoral students matriculate through the program as smoothly as possible. It includes information about the specific requirements for the SCCP doctoral program. It also includes the SCCP program-specific requirements within the curriculum requirements of the Department of Educational Psychology (EDP).

Please remember that your *major* is Educational Psychology and your *specialty* is School/Clinical Child Psychology. This is how you are viewed by the UT Graduate School and what will appear on your transcript. It is important, therefore, that you not only become familiar with the School/Clinical Child Psychology Doctoral Program Handbook but also the EDP Handbook, which discusses the requirements you must meet for the Department and the Graduate School. In short, you have three levels of curriculum requirements: Graduate School; Educational Psychology Department; School/Clinical Child Psychology Program. It is your responsibility to understand these requirements and plan your courses accordingly in conjunction with your faculty advisor ([EDP Student Handbook](#)).

Although you have many requirements to meet before you earn your Ph.D., you also have many people to help you along the way:

EDP Department (SZB 5.714 suite): People, Roles, & Whom to See for What:

*View the [Contact](#) page on the EDP Website for the most up-to-date contact information.

Tiffany Whittaker, Ph.D.	Department Chair	Visit when all else fails!
Becky Cook	Executive Assistant	Student employment, HR
Stephanie Cawthon, Ph.D.	Graduate Advisor	EDP/Grad School rules and petitions
Pam Larick	Admission/Grad Coord.	EDP/Grad School rules and petitions
Cristabella Trimble-Quiz	Administrative Support Coordinator.	Course registration, course instructor surveys, grade reporting, course catalog and general questions
Maria Hernandez-Norris	Business Service Coordinator	Purchasing/travel
Madison Poppe	Student Affairs Coordinator	Student assignments and subject pool participants.

SCCP Faculty

Sarah Kate Bearman,, Associate Professor	SCCP Area Chair: Advising & approvals
Jessica O'Blenness, Asst. Professor of Practice	Director of Clinical, Training, Master's
Jane Gray, Associate Professor of Practice	Director of Clinical Training: Doctoral
Monica Romero, Assistant Professor	Faculty Advisor/Research Mentor Erin
Erin Rodriguez, Associate Professor	Faculty Advisor/Research Mentor
Kizzy Albritton, Associate Professor	Faculty Advisor/Research Mentor
Mark Eddy, Professor	Faculty Advisor/Research Mentor

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Program Area Overview & History

The School/Clinical Child Psychology program area is one of four major disciplinary areas in the Department of Educational Psychology (EDP) within the College of Education (CoE) at the University of Texas at Austin. The other disciplinary areas in the EDP include: Counseling Psychology & Counselor Education; Human Development, Culture, and Learning Sciences; and Quantitative Methods. Students complete many of their required courses with students from other program areas. The EDP is one of five departments within the CoE which also includes: Special Education, Kinesiology & Health Education, Curriculum & Instruction, and Education Leadership & Policy. All departments, including EDP, and the college were ranked in the top ten in the nation by US News & World Report in 2020.

The School/Clinical Child Psychology program area includes a doctoral program and a master's degree program. The doctoral program provides scientist-practitioner health service psychologist training consistent with the Standards of Accreditation (SoA) of the American Psychological Association (APA) and eligibility for licensure as a Psychologist in the State of Texas. The doctoral program prepares students for careers as researchers and academics, as well as for entry-level practice as a health service psychologist in schools, children's hospitals, and other community behavioral health settings. The doctoral program is currently an APA-accredited combined clinical/school psychology program and a NASP-approved school psychology training program. The master's degree program provides scientist-practitioner school psychology training consistent with the approval standards of the National Association of School Psychologists (NASP) and eligibility for licensure as a Licensed Specialist of School Psychology (LSSP) in Texas (or the equivalent credential in other states). The master's program prepares students for employment as a licensed or certified school psychologist in a public or private school setting.

The UT School/Clinical Child Psychology doctoral program has a long history of scientist-practitioner training and academic and professional leadership. As the first school psychology program accredited by the APA in 1971, under the visionary leadership of program director, Dr. Beeman Phillips, the program has produced more than 500 graduates, many of whom continue to be honored for their contributions to research, have shaped academic training in school psychology across the nation, and have created award-winning school psychological service systems in urban districts. The program was a notable early national leader for its emphasis on scientific contributions to school psychology research and an emphasis on school-wide prevention and consultation. Notably, the program developed and disseminated a model of diagnostic-intervention consultation services that closely resembles the current Response to Intervention approach now mandatory in public education. The early doctoral program's emphasis on prevention, early intervention, community psychology, and a strong scientific basis continue to inform the goals of the program.

Under the subsequent leadership of Dr. Kevin Stark, the doctoral program broadened the focus of school psychology training to include a clinical child curriculum emphasis, significantly expanding both the training and the career trajectories of graduates to include children's hospitals and community mental health settings. The Texas Child Study Center (TCSC), developed under the leadership of Dr. Kevin Stark, has provided significant infrastructure to support the school psychology-clinical child training emphasis of the doctoral program. A unique collaboration between UT, the Department of Educational Psychology, and the Ascension Family of Hospitals, the [TCSC](#), now located within the Dell Children's Medical Center

(DCMC), is dedicated to the provision of evidence-based treatment to children and adolescents with emotional, behavioral, and developmental disabilities. The TCSC, among other sites, has provided inpatient and outpatient practicum, internship, and post-doctoral training opportunities for students in the doctoral program.

Subsequent school psychology program directors, (Margaret Semrud-Clikeman, Cindy Carlson, and Timothy Keith) continued the school-clinical child training focus of the program, each adding additional training opportunities to the curriculum: Dr. Margaret Semrud-Clikeman, pediatric neuropsychology; Dr. Cindy Carlson, integrated behavioral healthcare; and Dr. Timothy Keith, application of advanced statistical methods to national longitudinal data. Current tenured/tenure-track faculty, (Erin Rodriguez, Sarah Kate Bearman, Kizzy Albritton, Mark Eddy), continue to build upon and expand the program's foundation through their research and teaching: Dr. Erin Rodriguez, pediatric psychology; Dr. Sarah Kate Bearman, effectiveness and implementation of evidence-based practices; Dr. Kizzy Albritton, academic and social-emotional outcomes for racial and ethnic minority children in early childhood settings; Dr. Mark Eddy, prevention science; Dr. Monica Romero, culturally and linguistically responsive interventions and assessments for emergent bilingual/multilingual learners. Current clinical faculty Jane Gray and Jessica O'Bleness ensure continued excellence in clinical training. As a result of this longstanding combined focus on both school psychology and clinical child psychology, the program was accredited formally as a combined clinical/school psychology program in May, 2023.

In 2012, the UT School Psychology program area added terminal master's degree level training in school psychology (UT MA-SSP), which is dedicated to the preparation of scientist-practitioner school psychologists. Upon completion, graduates are eligible for licensure as a Licensed Specialist in School Psychology (LSSP), school-based employment, or continuation in doctoral studies. The UT MA-SSP program curriculum is designed to overlap with the doctoral curriculum in the initial two years of courses. Students complete their school psychology internship and MA degree in the third year of training.

Current faculty in the School/Clinical Child Psychology program area include Kizzy Albritton (Associate Professor), Sarah Kate Bearman (Associate Professor), Mark Eddy (Professor), Jane Gray (Assistant Professor of Practice), Jessica O'Bleness (Assistant Professor of Practice), Erin Rodriguez (Associate Professor), and Monica Romero (Assistant Professor).

Retired emeritus faculty include: Cindy Carlson, Deborah Tharinger, Timothy Keith and Kevin Stark.

[Program Mission, Vision, Cultural Awareness and Nondiscrimination Statement](#)

The primary *mission* of the doctoral program in School/Clinical Child Psychology at the University of Texas at Austin is to train the next generation of leaders in psychological and educational research, teaching, and clinical practice within the health service psychology specializations of School and Clinical Child psychology. The *vision* of the program is to prepare broadly trained health service psychologists who will change the world through research and practice, one child and one system at a time, to ensure all children have the opportunity to thrive and succeed. The School/Clinical Child psychology program's mission and vision are consistent with the mission and priorities of the College of Education and the University of Texas at Austin.

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research, and public service. The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The core purpose of UT-Austin is to transform lives for the benefit of society: <https://www.utexas.edu/about/mission-and-values>.

In 2019, the UT College of Education, under the leadership of its new dean, Charles Martinez, initiated a Reimagine Education strategic campaign and vision. Three signature areas of impact have been targeted: 1) Advancing Equity through Eliminating Education and Health Disparities; 2) Attending to Place and Context; and 3) Thriving through Transitions.

The School/Clinical Child Psychology Program's Commitment to Cultural Awareness, which appears on the [website](#), states, *“The School/Clinical Child Psychology Program is committed to supporting cultural awareness and cultural issues in the field. We seek to integrate multiple cultural perspectives into our coursework and practicum training experiences. Students have various opportunities to pursue a specialized cultural awareness emphasis in their research, coursework, and practica. We are committed to a culturally pluralistic student body and to building culturally competent researchers and practitioners who can contribute to enhancing a culture of belonging in the field.”*

The program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics. The program adheres to the [university's policy](#) to provide a working environment that provides equal opportunity to all members of the University community and prohibits unlawful discrimination.

We view the School/Clinical Child Psychology program's mission, vision, and commitment to cultural awareness to be consistent with the values and priorities of the College of Education and the University of Texas at Austin.

Program Philosophy and Training Model

The School/Clinical Child Psychology Doctoral program adheres to the *scientist-practitioner model* of training, which emphasizes the integration and reciprocal influence of science and

practice. The program's training model reinforces that psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology. The program holds as a standard for its faculty and students alike the application of the scientific method as a means of investigating problems in research and addressing issues in professional practice. The use of the scientific mode of inquiry in research and evidence-based professional practice is a unifying standard and ubiquitous in the curriculum. The integration of science and practice is emphasized in both lecture/discussion classes and practica, as well as curriculum requirements.

The program uses a faculty mentor model for advising and the development of research skills. Students are assigned a faculty research mentor upon acceptance of admission, and they engage in psychological research as part of a research lab from the beginning of their graduate training. Research labs provide the opportunity to apply knowledge gained from required research methods courses and facilitate the development of research skills. The program emphasis is on training scientist-practitioner school/clinical child psychology health service providers, applied researchers, and academic teachers and scholars. Students are provided with broad and general graduate education and training in psychology that provides the foundation for training in the profession-wide health service psychology competencies essential to professional practice.

Consistent with the broad and general health service psychology specialty of school and clinical psychology, the program prepares all students to be scientist-practitioners capable of addressing the significant and complex problems and issues facing children and youth in a variety of settings and contexts. Ecological developmental theory and the biopsychosocial model are central guiding theoretical frameworks. From the ecological developmental theoretical perspective, it is appreciated that children and adolescents reside within interrelated ecological contexts that inform and shape their development, most notably the family, but also the classroom/school, peer group, neighborhood, cultural group, and society. The biopsychosocial model, an extension of ecological developmental theory, extends this framework to include the interrelatedness of the nested levels of individual biology within their broader social ecology.

The School/Clinical Child psychology doctoral program's philosophy, training model, and guiding theoretical frameworks are consistent with the [signature impact areas](#) of the College of Education. As a program we strive to advance a culture of belonging. Through our scholarship, we strive to create opportunities for students to engage in research with diverse and marginalized populations and promote the health and resilience of youth and their systems over time. Our emphasis on an ecological developmental biopsychosocial systems framework organizes our curriculum and training in the profession-wide competencies, with particular attention to individual, cultural, biological, and systemic differences.

The School/Clinical Child Psychology program at the University of Texas at Austin subscribes, and expects all students to subscribe, to the American Psychological Association's (APA) [Ethical Principles of Psychologists and Code of Conduct](#) (2017). Students are provided with and expected to review this code during student orientation; students sign an attestation that confirms they have read and understand the code. Students receive in-depth instruction related to ethics in the initial year required course, *Law, Ethics, and History in School Psychology*. The APA ethics code applies to all aspects of professional behavior, including (but not limited to) the practicum,

supervision, teaching, research, consultation, and collegial relations. It is infused in all professional practice courses.

In addition, the program is committed to creating and maintaining a positive learning environment that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human experience. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful. Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary action within the program.
2. An essential part of training is understanding and appreciating all aspects of individual and cultural differences. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any identities, characteristics and backgrounds of individuals. Again, people may differ regarding what constitutes prejudice, and students are encouraged to work through these issues in the manner described in Point 1 above.
3. Students should expect to work with colleagues (e.g., peers, faculty, and clinical supervisors) and clients who are different from themselves throughout their training.

Program Aims, Degree Requirements, Curriculum, & Competencies

Program Aims

Three aims guide the program's graduate training:

1. Prepare psychologists who are knowledgeable and competent in research;
2. Prepare psychologists who are knowledgeable and competent in delivery of evidence-based clinical services;
3. Prepare psychologists who are knowledgeable and competent in the health service specialty areas of school and clinical child psychology.

In achieving program aims, we expect that students will also demonstrate competence in the following:

4. Effective interaction with individuals from different backgrounds, disciplines, and perspectives;
5. Knowledge and engagement in legal, ethical, and professional practice.

Degree Requirements and Academic Residency

As noted in the [EDP doctoral student handbook](#), students must complete required foundational

courses, successfully pass the qualifying process for advancement to candidacy, and successfully pass the dissertation and final oral. In addition, School/Clinical Child Psychology students must complete practicum training and a one-year internship.

As noted in the [Graduate School catalog](#), students must be continually enrolled in fall and spring semesters until graduation, unless granted a leave of absence. The doctoral program of work includes no more than six semester hours of courses transferred from another university and such courses will not appear on the student's record or transcript.

The School/Clinical Child Psychology program requires full-time enrollment that includes a minimum of three years of full-time graduate study (or the equivalent), two of which must be completed within the program, plus the internship. All instruction under normal circumstances is provided on campus; therefore, all students are in full-time residence for a minimum of one year and most commonly students are in residence for 4-5 years prior to internship.

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site) must be completed successfully prior to the doctoral degree being awarded.

Curriculum

I. Discipline-Specific Knowledge Foundations

All three aims of the program rest upon competence in broad and general knowledge of *psychology as a discipline*. **Discipline-specific knowledge** is articulated in the [APA Standards of Accreditation for Health Service Psychologists \(APA SOA\)](#). Discipline-specific knowledge serves as a foundation and cornerstone to identity as a psychologist. All students in APA-accredited doctoral programs are required to demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic content areas in scientific psychology (the affective, biological, cognitive, developmental, and social bases of behavior); 3) integrative knowledge in scientific psychology; and 4) methods of inquiry and research. This foundation is obtained through the following course requirements for the doctoral School/Clinical Child Psychology Program, which are completed in the initial three years of graduate study prior to admission to candidacy:

Category I: History & Systems

- EDP 382D.2 History & Systems of Psychology

Category II: Basic Content Areas in Scientific Psychology

- EDP 382D.4 Psychology of Learning or EDP 382D.5 Motivation & Emotion*
- EDP 382F.3 Life Span Development *
- EDP 382C.2 Social Psychology
- EDP 382E.2 Biological Bases of Behavior

* These courses include affective bases of behavior knowledge

Category III: Advanced Integrative Knowledge

Advanced Integrative Knowledge (AIK) reflects the integration of knowledge gained across the above requirements. Competency in AIK is demonstrated in the form of a series of papers that students write in their practicum course in 3rd and 4th year. Students are required to integrate two areas of discipline specific knowledge as applied to a topic of interest in two 10-15 page papers, one in the spring semester of their 3rd year, and one in the spring semester of their 4th year. These papers are graded according to a rubric and scored by the practicum instructor and area chair. Students must earn at least 80/100 points to pass the AIK assignment. The assignment is described in greater detail in the syllabus for practicum course.

Category IV: Research Methods, Statistical Analysis, and Psychometrics

- EDP 380C.2 Fundamental Statistics
- EDP 480C.6 Statistical Analysis of Experimental Data
- EDP 480C.4 Correlation and Regression
- EDP 381C.2 Research Design and Methods for Education and Psychology
- EDP 380.D.4 Psychometric Theory and Methods

II. School/Clinical Child Psychology Professional Coursework

Program Aims 2 & 3 require knowledge and competence in the delivery of health services in the specialties of School and Clinical Child psychology broadly conceptualized (see Profession Wide Competencies).

This knowledge and foundational competence are acquired in the following required courses and required clinical experiences (practicum and internship):

Required Professional Courses:

- EDP 385C.8 Law, Ethics, & History of School Psychology
- EDP 483C.4 Individual Testing
- EDP 383C.6 Academic Assessment & Intervention
- EDP 383C.8 Social-Emotional Assessment
- EDP 384C.21 Fundamentals of Cognitive/Behavioral Interventions in Youth & Adolescents
- EDP 383C.30 Developmental Psychopathology
- EDP 385C.14 School Consultation Theory & Practice
- EDP 384C.18 Multicultural Counseling or EDP 381C.10 Multicultural Research
- EDP 385C Advanced Consultation, Collaboration & Supervision

One of the following:

- EDP 383C.7 Evidence-Based Interventions in Schools
- EDP 384C.14 Addiction Counseling
- EDP 384C.28 Motivational Interviewing
- EDP 384C.32 Integrated Behavioral Health
- EDP 384D Group Counseling / Interventions
- EDP 382E.11 Pediatric Psychology / Health Disparities

Required Research Competency Courses:

- EDP 698A/698B Master's Thesis (2 semesters)
- EDP 3/6/999W Dissertation (minimum 2 semesters)

Required Clinical Experience Courses:

- EDP 383D Practicum Level One (university-based clinic)
 - EDP 383E Practicum Level Two (school-based)
 - EDP 383F Practicum Level Three (school-based)
 - EDP 384V Advanced Practicum (4 semesters required*) (community clinic or hospital based)
 - EDP 194.16 Internship Colloquium
 - EDP 1/393N Internship in School Psychology (3 semesters required)
- * Advanced Consultation, Collaboration, and Supervision can replace the 4th required semester

III. Required Elective Coursework

Out-of-Program Courses: EDP and the Graduate School require that students complete 9 credit hours of courses outside their program area of study. Within EDP the Graduate Studies Committee (GSC) imposes the following rules on this requirement:

- 3 credit hours may be met with the course, Biological Bases of Behavior;
- 3 credit hours may be met by a course outside the student's program (SCCP) but within EDP;
- 3 credit hours must be taken outside the department.

Students may complete this requirement entirely with out-of-department courses if they prefer, and students who enter the doctoral program with a master's degree in a related area may request a waiver of one or more of the courses needed for this requirement ([see the EDP Student Handbook](#)).

Changes to Curriculum

Faculty review the courses that are offered and required for the graduate degree on a regular basis. At times, faculty may be required to revise required courses to comply with regulations for APA accreditation. These changes can result in alterations to the required courses. Students should retain the requirements for their degree for the year they entered the program, and will be able to elect to complete their degree under either the program of work they came in under or the program of work current for the program. Note that students cannot pick and choose different aspects of different programs of work. If an alteration to the program of work results in a change in course availability (e.g., a course is entirely removed from the teaching roster), faculty will provide guidance on replacements for that course for any students who continue under the program of study in which the removed course was required.

Graded, Sequential, and Cumulative Curriculum Plan

The School/Clinical Child psychology curriculum is a thoughtfully planned sequence designed to provide students with knowledge and clinical experiences that are cumulative and graded in complexity leading to increasing depth and breadth of knowledge, increased skill and independence in clinical practice and research, and ability to apply knowledge and skill to problems of increasing complexity in preparation for internship.

In the initial two years of training, students complete the majority of required foundational courses in the discipline of psychology, the majority of the required clinical skills courses for

the health service specialties of School and Clinical Child psychology, and complete three semesters of practicum providing early exposure to the specialty. The discipline-specific and required research methods courses (with the exception of History & Systems) do not have a recommended sequence but must be completed prior to approval for candidacy. The professional practice courses in assessment are carefully sequenced and cumulative progressing each semester from Individual Testing to Academic Assessment and Intervention, to Social-Emotional Assessment of Children and Adolescents. Practicum in the initial two years is carefully sequenced. Practicum One occurs on campus in the summer following the initial year of study with full psychoeducational child/adolescent evaluations conducted under the supervision of the instructor. Practicum two and three occur in the schools where students are supervised by onsite practicing school psychologists, as well as their course instructor. Prior to the initial practicum, students complete Law, Ethics, and History of School Psychology, Developmental Psychopathology, and Fundamentals of Cognitive/Behavioral Interventions in Youth & Adolescents. During their second year, students expand the practice of their skills with the following courses: Consultation, Collaboration, & Supervision, (with teachers and parents), and Cognitive-Behavioral Therapy (with children and adolescents). An additional intervention course is required and may be selected from several options (Family and Couple's Therapy, Motivational Interviewing, etc.).

In the third and fourth years of study, students expand upon their clinical skills training. In these years, students select their specialty emphasis and begin their required four semesters of Advanced Practicum in a clinical setting. Many students continue Advanced Practicum beyond four semesters and into the fifth year, however, this is not required by the program.

In the third and fourth years of study, students also demonstrate their ability to engage in supervised research in preparation for advancement to doctoral candidacy, which is required prior to undertaking the dissertation. In addition to required EDP courses, advancement to candidacy requires successful completion of the Qualifying Process, which is described in the EDP Handbook. The Qualifying Process includes the preparation of a master's thesis, approved by three readers. Approval for candidacy also requires the completion of a Specialized Competency. School psychology doctoral students must complete a first-authored, peer-reviewed research poster or presentation at a local, regional or national conference or complete a first- or second- (with a faculty mentor) authored publication to meet the specialized competency requirement. This specialized competency requirement was selected by the faculty to emphasize the program's commitment to the scientist-practitioner model of training and highlight the importance of conducting and disseminating research.

The fifth and sixth years of study reflect the pinnacle of doctoral study in research and clinical practice. The fifth year is most commonly dedicated to the completion of the dissertation and application for internship, which is completed in the sixth year. Prior to or early in the fifth year of study students are expected to have advanced to candidacy, which involves the selection of a dissertation topic and committee ([see EDP Student Handbook](#)). Students must successfully propose their dissertation by October 15th in order to apply for internship. Students are strongly encouraged, but not required, to complete their dissertation defense prior to beginning their internship. Students are eligible to graduate after their clinical internship is complete and their dissertation is approved for submission to the Graduate School.

A sample degree plan may be found in the Appendix.

Competencies

All health service psychology doctoral students are expected to acquire competence in the APA Profession-Wide Competencies (PWCs) over the course of their doctoral study. Students acquire competence through their required courses, practicum, internship, and research requirements. APA-accredited doctoral, internships, and post-doctoral programs establish minimum levels of achievement (MLA) in the PWCs for students as they progress through these levels of training and students are evaluated against these. In the School/Clinical Child Psychology program, students are evaluated annually by the faculty on the attainment of MLA appropriate for their level of training for each of the PWCs.

Profession-Wide Competencies

The American Psychological Association (APA)'s Commission on Accreditation (CoA) requires that trainees at all levels develop nine broad competencies as part of their preparation for practice in health service psychology. The expectations for the achievement of each competency are different for doctoral students, interns, and postdoctoral fellows, thus trainees are expected to demonstrate each of these competencies with increasing levels of independence as they progress across levels of training. The doctoral program prepares students for the achievement of competencies through various means, including certain coursework, research lab involvement and research mentoring, qualifying and dissertation completion, practicum training, and preparation for internship training. Evaluation of each required profession-wide competency area is done via course grades, practicum supervisor evaluations, and the annual end-of-year faculty-student evaluation process.

The nine Profession-Wide Competencies and the associated doctoral student expectations are as follows:

Research

- Demonstrates 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.
- Conducts research or other scholarly activities.
- Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Ethical and legal standards

- Is 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.

- Recognizes ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

Individual and cultural awareness

- Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing cultural awareness in all professional activities including research, training, supervision/consultation, and service.
- Demonstrates 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). This includes the ability apply a framework for working effectively with areas of individual and cultural differences not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with different individuals and groups and applies this approach effectively in their professional work.

Professional values, attitudes, and behaviors

- Behaves 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.
- Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
- Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and interpersonal skills

- Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Assessment

- Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions

of the assessment as well as relevant background characteristics of the service recipient.

- Interprets 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.
- Communicates 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

- Establishes and maintains effective relationships with the recipients of psychological services.
- Develops evidence-based intervention plans specific to the service delivery goals.
- Implements interventions informed by the current scientific literature, assessment findings, background characteristics, and contextual variables.
- Demonstrates the ability to apply the relevant research literature to clinical decision making.
- Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

Supervision

- Demonstrates knowledge of supervision models and practices.
- Demonstrate knowledge of contemporary evidence-based supervision literature

Consultation and interprofessional/interdisciplinary skills

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

Students are evaluated by practicum supervisors, core faculty, and via self-evaluations using the following Likert Scale:

- 1 = performs at a level FAR BELOW expectations for a person of her/his training and experience
- 2 = performs at a level BELOW expectations for a person of her/his training and experience
- 3 = performs at a level EXPECTED for a person of her/his training and experience
- 4 = performs at a level ABOVE what would be expected for a person of her/his training and experience
- 5 = performs at a level WELL ABOVE what would be expected for a person of her/his training and experience

Research Training

The Ph.D. level degree is designated for students who are able to demonstrate the capacity to conduct and disseminate original research. The scientist-psychologist is able to embody a research orientation that informs their understanding and contribution to psychology. Students will gain a breadth of scientific psychology knowledge and research methods through courses and research mentoring. Students demonstrate competence in pursuing independent research through degree requirements: qualifying process, specialized competency, and dissertation.

Research Mentoring

All doctoral students are admitted to the program based on a faculty research mentorship model. In this model, students are admitted to the program to engage in research with a specific faculty member in their research lab on active projects that facilitate their development and competence as an independent researcher over the course of their graduate study. Doctoral students should expect to spend approximately 10 hours per week engaged in research with their mentor throughout the course of their study; this time commitment will be higher for students who are employed by the faculty mentor as a Graduate Research Assistant (GRA).

Research mentoring by your faculty mentor continues from Year 1 through the completion of the dissertation. This typically progresses from reviewing the literature and data collection on existing research projects headed by your faculty mentor to co-authoring research posters and publications from the project to developing an original independent research proposal and completing your own independent research study. These steps are reflected in the Specialized Competency, Qualifying Process, and Dissertation.

Students signal to the faculty that they are ready for independent research (i.e., the dissertation), by successfully completing the following requirements: a) all required EDP core courses with a grade of B- or better; b) completion of the Specialized Competency; c) successful completion of the Qualifying Process. Once these requirements are completed successfully, doctoral students are reviewed by the EDP Graduate Studies Committee (GSC), who vote to approve the student to [Advance to Candidacy](#). Once approved by the GSC to Advance to Candidacy, doctoral students may commence work on their dissertation. These requirements are described in the [EDP Student Handbook](#), and students should consult this information repeatedly as needed. As each program area has some discretion in how they wish their students to meet these requirements, the School/Clinical Child psychology program requirements for each requirement are described below.

Specialized Competency

One requirement for advancement to doctoral candidacy is the completion of the Specialized Competency. Historically the Ph.D. required competence in a foreign language; however, the contemporary Ph.D. requirements view this more broadly. The School/Clinical Child Psychology program Specialized Competency, which reflects the program's commitment to the scientist-practitioner model, is the presentation or publication of research. To complete the Specialized Competency degree requirement, you must be the first or sole author for either a peer-reviewed poster or presentation at a local, regional, state or national conference, or first author on a publication submitted for review to a journal. Successful completion of the Specialized Competency is approved and verified by your faculty mentor and included in your Program of Work. Students commonly complete this requirement in the 2nd - 4th year of study.

Qualifying Process

The Qualifying Process (QP) is the mechanism by which students demonstrate to the department faculty that they have mastered: (a) the foundational knowledge of discipline-specific psychology; (b) the advanced integration of this knowledge in contemporary psychological theory and research and: (c) the research methods of the discipline of psychology and

educational psychology. The Qualifying Process includes the preparation of a master's thesis, approved by three readers. Approval for candidacy also requires the completion of a Specialized Competency. School psychology doctoral students must complete a first-authored, peer-reviewed research poster or presentation at a local, regional, or national conference or complete a first- or second- (with a faculty mentor) authored publication to meet the specialized competency requirement. This specialized competency requirement was selected by the faculty to emphasize the program's commitment to the scientist-practitioner model of training and highlight the importance of conducting and disseminating research. The Qualifying Process (QP) is an EDP requirement; students should consult the [EDP Student Handbook](#) for additional information regarding the QP procedures and evaluation process applicable to all doctoral students in the department.

Students need to keep requirements related to the QP carefully in mind as they plan their course schedules in the initial three years of doctoral study. Students are required to complete their EDP core course and quantitative methods requirements *prior to* completion of the QP. One or more EDP core courses may be completed in the semester that the QP is due; however, students should endeavor to have most, if not all, EDP core course requirements, completed earlier. This can be challenging as there are also many School/Clinical Child psychology course requirements in the initial two years of doctoral study. Please work closely with your faculty advisor to map out your multi-year course schedule.

Students are required to complete the QP process within three long semesters and to register for two semesters of Qualifying Process under the supervision of their selected QP faculty advisor, generally their faculty research mentor, during this time frame. Since the QP must be completed in the 5th-7th semester of doctoral study, students may enroll in the QP and begin working on it as early as the 3rd semester of study. Students should contact their School/Clinical Child psychology faculty adviser no later than their 2nd semester to discuss their plans for when they will complete the QP process. Please note, that once a student begins the QP process, i.e. enrolls in the initial QP course, they must complete the process by the third subsequent long semester.

Dissertation

Students may be Advanced to Candidacy and commence work on their dissertation under the supervision of faculty following successful completion of the requirements (core EDP courses, Specialized Competency, and QP) and vote of the EDP faculty. Detailed discussion about the dissertation process may be found in the [EDP Doctoral Student Handbook](#).

Clinical Training

A major objective of the School/Clinical Child Psychology Program is to prepare students to work as psychologists in schools, school-related settings, and other settings that serve the educational, health, and psychological health needs of children, adolescents, and families. To acquire the profession-wide competencies necessary to practice in these settings, the program requires a series of practica experiences designed to prepare students for formal internship placement and entry-level professional practice. During the first two years of the program, practica for students provides an introduction to the field and practice of school psychology. Three required practicum courses focus on providing psychological services in the school setting: Practicum Level 1 (EDP 383D), Practicum: Level 2 (EDP 383E), and Practicum: Level 3

(EDP 383F) in School Psychological Services. Students begin this sequence of practicum in the summer following their first year of study and complete it in the second academic year.

Students build upon their school psychology practicum during their third through fifth years with enrollment in Advanced Practicum (EDP 384V). Students are required to complete four semesters of Advanced Practicum to build profession-wide competence in clinical child psychology. Advanced Consultation, Collaboration, and Supervision can replace the 4th required semester of Advanced Practicum.

For all practicum, students and site supervisors complete a Practicum Agreement Form. Site supervisors evaluate student performance via the Practicum Evaluation Form.

Practicum Guidelines and Procedures

School Services Practicum

All students, Doctoral and Master's level, complete three semesters of school psychological services practicum during years 1 and 2: EDP 383 Practicum (Level 1, 2, and 3). Based on their interests, students are assigned to school practicum sites by the Master's program director.

Advanced Practicum

Following school services practicum, doctoral students are required to complete and attend at least four semesters of EDP 384V Advanced Practicum. Students are required to register in a practicum course for every semester that they are doing any supervised clinical work. However, only four semesters of *attendance* in the practicum class are required: the fall and spring semesters of their third year, plus two additional semesters of their choosing. Students may take EDP 385C Advanced Consultation, Collaboration, and Supervision in lieu of EDP 384V for one of these semesters.

Assignment to Advanced Practicum Site

Practicum training is a developmental process that is sequential and graded in complexity. Students are expected to inform themselves about the variety of practicum sites available to optimize the fit between their training interests and needs and their practicum experience. Information is made available about sites near the end of the fall semester. Students should consider the type of clientele the setting serves, the nature of the activities the student would be involved in, the models for assessment and intervention represented by the practicum site staff, and any minimum requirements the practicum site may have. The student is encouraged to consult with students who have completed work at a practicum site, the Director of Clinical Training, and his or her adviser regarding the selection of a practicum.

In order to facilitate exploration of advanced practicum sites, the program sponsors a spring Practicum Site Fair where representatives from the practicum sites present their sites to potential practicum students. Students who will be completing an advanced practicum the following year are required to attend. The Director of Clinical Training organizes this meeting and coordinates student assignments to practicum sites. Students are informed of their practicum assignments for the following year during the Spring semester.

Advanced practicum sites require application materials (typically a cover letter and CV) and most require an interview with prospective students to ensure that students are well-informed on what the site has to offer, and to ensure a good “fit” between interests, skills, opportunities, and demands of the practicum setting. It is important for students to treat these interviews as they would a job or internship interview.

Students should be aware that once they accept a practicum placement, they are making a commitment that they will be required to honor. If a situation arises that could impact a student’s ability to fulfill this commitment, they should contact the Director of Clinical Training and Area Chair immediately. Unless an emergency situation develops (such as severe health problems, students taking unexpected leave, etc.), students should understand they must follow through on practicum commitments. Failure to do so represents a significant violation of expectations for professional behavior.

If students are completing adjunctive clinical training, administering assessments, or engaging in other psychological work for employment, this work must be cleared with their faculty advisor and the Director of Clinical Training in advance and the student and site must follow and complete an adjunctive clinical training document. If the student is not already enrolled in a 3-hour practicum while doing this work, they must enroll in the practicum course.

Supervision: Students are supervised by a clinical supervisor at their practicum site. Additional support is provided by the practicum course instructor. Oversight of practicum training is done by the Director of Clinical Training (DCT) of the program. In some cases, the student may also participate in peer supervision. Students *must* be enrolled in a practicum class while serving clients in a practicum setting. When students do not have a licensed psychologist as their site supervisor, they must attend the practicum course for the semester to meet APA accreditation requirements for doctoral supervision. Students should not be supervised by a supervisor who has been or is currently working with them in the role of therapist, counselor, or engaged with them in any other relationship.

Evaluation: The professor of the practicum course will contact your site supervisors at the beginning of the semester. The professor will solicit feedback from the site supervisor prior to the end of the semester, which is recorded on a practicum evaluation survey. This feedback will be used as a part of your grade in the practicum course.

Documentation: Thorough documentation of students’ clinical experiences, including tests administered, is required for the internship application. To aid in this task, students are required to log their practicum hours, either using [Time 2 Track](#) or the template provided by the Director of Clinical Training. Practicum logs must be submitted regularly to the DCT.

[School-Based Practicum Handbook](#)

Students completing practica in schools must read and understand the information in the School-Based Practicum Handbook.

[School-Based Practicum Requirements](#)

Shadowing Experiences Although not a formal practicum, students begin their work in schools during the first semester of the program by shadowing a practicing school psychologist. Coursework in the first year (Law, Ethics, & History of School Psychology, Academic Assessment & Intervention) will include assignments in these settings. Many students will continue working in this same site during their second year for their formal school practica.

Practicum: Level 1 (School Psychological Services) is the student's first formal practicum experience completed during the long summer session semester of the first year. During this course, students will complete their first comprehensive evaluation of a school-aged client. This course is designed to provide basic theoretical, empirical, and applied knowledge of assessment as practiced by school-based psychologists. By the end of this class, students should have basic competence, knowledge and skills to conduct professional-quality academic and brief emotional assessments and communicate results to other relevant parties (including the child, parents, and teachers) in written and oral form. In addition, students will be able to provide meaningful, empirically supported, and realistic recommendations to address any areas of concern that result from the assessment. Students will spend approximately 10-15 direct hours with their client, and at least that many hours in report writing and scoring.

Prerequisites:

- Evidence of proficient administration of individually administered cognitive abilities tests (EDP 483C.4 Individual Testing)
- EDP 383C.6 Academic Assessment and Intervention

Practicum: Level 2 (School Psychological Services) and Practicum: Level 3 (School Psychological Services) are a total of one-year-long experiences completed during the fall and spring semesters of the second year. Students are expected to complete 150 hours each semester in the school setting under supervision, for a total of 300 hours over the entire school year (approximately 10-12 hours per week). The goal of the *fall semester* is for students to become acclimated to school systems. Since students continue to begin their professional practice in this course, students will initially observe their site supervisor and gradually participate in assessments and interventions while the site supervisor monitors and observes their skills. Students will also participate in an ongoing seminar addressing professional issues related to practicum with their university-based supervisor. Students must have successfully completed the first practicum course in this series in order to continue with the school-based practica sequence.

Requirements for Fall Semester:

- Observe current LSSP in IEP meetings, etc. (as many as possible)
- Attend RtI/data review meetings/problem-solving meetings
- Attend 1 school faculty meeting or CAC meeting
- Attend at least 1 LSSP staff meeting
- Observe self-contained unit (either Behavior, Life Skills/Low Incidence, Autism, PPCD)
- Observe Alternative Educational placement
- Attend a manifestation determination ARD meeting
- Attend a transition planning meeting/ARD meeting
- Present assessment data at an ARD meeting
- Complete additional behavioral observations and testing as appropriate and needed by site

- Complete 1-2 full psycho-educational assessment (reevaluation LD or OHI) including report writing
- Complete a consultation case (TBD by Consultation Theories Instructor)
- Optional – observe group counseling (group leader can be another professional other than site supervisor)

During the *spring semester*, students will continue to develop their skill sets and expand their roles at their individual sites. The goal of this semester is for students to take on more responsibilities and to integrate their assessment data to design empirically-based instructional, behavioral, or counseling interventions. The nature of cases will depend on the individual site and the site supervisor's caseload. While some of the student cases may involve assessment only, it is highly recommended that some identified cases also involve a multi-faceted assessment and included intervention and/or consultation. Supervision will continue to be both by the assigned site-supervisor and university-based supervisor.

Requirements for Spring Semester:

- Observe or assist with autism assessment
- Observe/assist with group counseling
- Observe/assist or complete assessment related to early childhood and/or low-incidence
- Attend 1 Special Education Cooperative meeting (or any type of meeting provided for families/parents)
- Complete 1 social-emotional assessment case including report writing
- Complete additional classroom observations and testing as appropriate and needed by site
- Complete individual counseling case(s)
- Attend a manifestation determination ARD meeting
- Attend a transition planning meeting/ARD meeting
- Present assessment data at an ARD meeting

Malpractice Insurance

Students must obtain student malpractice insurance prior to the first-day clients are seen at the assigned practicum site and maintain insurance throughout their practicum experiences. Many students apply for student malpractice insurance with the [APA Insurance Trust](#).

Predoctoral Internship (Ph.D. students)

Students must complete a full-time year-long internship (2000 clock hours) as a requirement before receiving their doctoral degree. Students are required to apply for and complete internships that are accredited by APA, except in special circumstances approved by the DCT.

Students are required to have the Internship Readiness Form signed by their advisor, dissertation chair (if different from advisor), and the DCT to confirm that the student is on track for readiness for internship (see EDP Forms). The advisor, dissertation chair, and DCT will review the student's clinical logs, plan for dissertation proposal, progress on student evaluations, and response to any remediation efforts (e.g. Letter of Instruction, if applicable) prior to signing and indicating their support. The purpose of this step is to confirm that the student is on track to meet

milestones important for internship readiness, including:

- Approximately 500 direct clinical hours (log review)
- Consistent ratings of “3” or higher on faculty end of year evaluation.
- Likelihood that the student will propose dissertation by October 15
- Adequate response to remediation, if applicable

Final sign-off for the student’s readiness to apply for internship will happen by faculty consensus in the first faculty meeting of the fall semester (typically late August). Students will NOT be permitted to move forward with internship applications if they do not propose their dissertation by October 15th of that fall.

The internship is a year-long training experience in which students receive a stipend for supervised practice in a school or clinical setting. Completing an internship is a required step toward graduation, as well as meeting the APA educational standards for becoming a licensed psychologist. Internship settings include schools, medical centers, community mental health centers, and private hospitals and clinics.

Students **MUST** be advanced to candidacy and have completed their dissertation proposal meeting **before** they can apply for internship. The deadline for the proposal approval is October 15th. Internship application deadlines begin around November 1st. It is strongly recommended that students propose their dissertation well before the 10/15 deadline and keep in mind that scheduling proposal meetings during the summer is difficult due to faculty having 9 month (vs 12 month) appointments.

Applications are submitted online the fall prior to the summer/fall when the internship begins. Since the application process is fairly time-consuming, and it is recommended that a sizeable number of applications (about 15 is a standard suggestion) be submitted, students will want to allocate time in their schedules. The DCT assists students with the application process during the fall internship colloquium and attests to readiness for all students. We strongly recommend that you have your dissertation completed or close to completion before you begin internship.

While on internship, students must be registered for internship hours (EDP 1/393N Internship in School Psychology). Three semesters of registration are required: Fall semester, Spring semester, and one summer semester. Please note that students must be registered in a course the summer that they graduate. For most students, this is the summer the internship is completed, pending dissertation success. Thus, most students are advised to register for internship hours the second summer of their internship (e.g. the summer of their internship completion). Students have the choice to register for 1 or 3 hours of internship; course hours needs vary depending on student circumstances (ex: for financial aid reasons). Students are expected understand their financial obligations prior to the start of the internship year, including obligation to pay out of state tuition if applicable.

For doctoral students who plan to pursue certification as a [Nationally Certified School Psychologist](#), NASP requires that students complete a school-based internship or an equivalent experience. The program recognizes several options for doing so:

1. Students may complete a 2000 hour full-time internship at the doctoral level, of which at least 600 hours are in a school setting.

2. Students who have completed a specialist-level internship as a part of our program or as a part of a previous specialist program will be credited with completing this requirement
3. Alternatively, students may complete 600+ hours of advanced practicum in a school setting.

Relevant Licensure

There are three licensing levels relevant for the practice of School Psychology/ Psychology in the State of Texas.

Licensed Psychological Associate (LPA)

A LPA certification allows the holder to engage in psychological practice under the supervision of a licensed psychologist. The Texas State Board of Examiners of Psychologists requires a **master's degree** of at least 42 semester credit hours (at least twenty-seven of which must be in psychology) to obtain an LPA. Four hundred and fifty hours of practicum, internship, or experience in psychology, in no more than two placements, supervised by a licensed psychologist, must be completed before the written exam may be taken. The written exam, called the Examination for Professional Practice in Psychology, must be passed at 55%, and the Jurisprudence Examination must be passed at 80%. Applicants who have a master's degree in psychology from a regionally accredited educational institution and who have not satisfied the Board's requirements will be given the opportunity to satisfy current requirements of the Board as long as certain conditions are met.

The degree requirements for the Masters of Arts for Educational Psychology with specialization in School Psychology meet the curriculum requirements for the Psychological Associate license. Practica and/or internships will need to fulfill [LPA requirements](#).

Benefit: If the Examination for Professional Practice in Psychology is passed at 70%, students do not have to retake it later at the doctoral level.

Licensed Specialist in School Psychology (LSSP)

This is the credential required for practice in schools in the State of Texas and is the credential the UT School Psychology programs will be preparing students for in the master's program. The Texas State Board of Examiners of Psychologists requires the completion of a training program in school psychology approved/accredited by the American Psychological Association (doctoral programs only) or the National Association of School Psychologists or a master's degree in psychology with specified coursework; the passage of the [National School Psychology Examination](#) at the score of 165; and the passage of the Jurisprudence Examination at 90%.

Important Note: Students who complete their doctoral program in School/Clinical Child Psychology at UT will have met the curriculum requirements, including the internship, for the LSSP in the State of Texas. Students who wish to engage in school-based practice in another state should check the licensure regulations for the state. Students who wish to obtain the LSSP prior to completion of the doctoral degree will need to meet the curriculum requirements listed above, including the 1200-hour internship, 600 hours of which must be school-based. The appropriate course registration for this internship is: School Psychology Specialist Internship (EDP 393E).

Licensed Psychologist

Licensure as a psychologist is required for independent practice beyond the school setting in the State of Texas and in most other states. Each state, however, has its own licensing board and regulations that govern the practice of psychology ([licensure as a psychologist in Texas](#)).

Unlicensed Practice: The “Extender” Rule

The Texas State Board of Examiners of Psychologists has established that only individuals who are “licensed by the Board or who are specifically exempted... may be employed by a psychologist and/or engage in the delivery of psychological services. Unlicensed, non-exempt ‘extenders’ may not be employed to provide any type of psychological services under the supervision of a licensed psychologist.”

Effectively, this precludes unlicensed individuals from being employed in a position in which they would provide psychological services. Exemption from this rule can occur under three conditions:

- Students may provide psychological services under the supervision of a licensed psychologist, if those services constitute a part of his/her course of study.
- Post-doctoral level individuals may practice under supervision for purposes of obtaining the year of post-doctoral experience required for licensure as a psychologist.
- In pursuit of the LSSP, individuals must obtain 1200 hours of supervised practice, 600 of which must occur in a public school district.

In summary, if employed by a private practice psychologist in the community, unless your duties are limited to data entry, clerical work, or the administration and scoring of tests that are not restricted to use by a licensed professional, you should be also be enrolled in relevant coursework such as an advanced practicum in the area which you are working, and complete an adjunctive practicum form signed by your advisor and the site supervisor.

Student Evaluation, Policy & Procedures for Academic Review and Remediation

Introduction

The Policies and Procedures outlined in this section are designed to ensure students’ abilities to become effective specialists in school psychology and health service professionals. These are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Policies and Procedures is to help students have a successful experience.

Doctoral students in School/Clinical Child Psychology are being trained to function both as scientists and practitioners. Hence, they are expected to perform satisfactorily in a number of domains that include, but are not limited to, traditional academic performance. What follows are several of the important skill sets that students will work to develop and on which they will be evaluated by program faculty and practicum supervisors. However, the following listing is not

necessarily an exhaustive set of skills and behaviors important to success in the School/Clinical Child Psychology program.

In addition to being expected to complete academic coursework successfully and in a timely manner, students are expected to demonstrate the capacity to work with independence, initiative, and flexibility under the supervision of practicum supervisors and research supervisors. That is, students should take responsibility for initiating projects and seeing them through to completion, and they should exercise good judgment in consulting with supervisors and seeking direction. In this regard, conscientious follow-through and timely completion of work are important. In both practicum and research contexts, the successful doctoral student takes appropriate responsibility for initiating and completing tasks and seeks supervision appropriately.

Students are also expected to demonstrate the ability to maintain good interpersonal relationships within each of the contexts in which they work (e.g., program, practicum sites, research team). Relevant behaviors are cooperative problem-solving, effective communication, and the ability to effectively manage negative emotions and stress.

Students are expected to engage in reflective and open self-examination. In professional and research contexts, students are likely to find that they are challenged in unexpected ways that require the development of new skills to manage difficult emotions. This process is often uncomfortable. It is important for students to be willing and able to engage in open self-reflection so that they may flexibly adjust to new challenges.

Students are expected to behave ethically and to exhibit an attitude of goodwill and cooperation as members of the School/Clinical Child Psychology program community. In particular, students must be aware of and behave in accordance with the ethical standards of the American Psychological Association.

Since becoming a psychologist is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during students' educational careers.

Professional judgment is the capacity to assess a situation by applying the values and knowledge of the School/Clinical Child Psychology program, combined with a professional's own experience and practice wisdom. Professional judgment also represents the application of knowledge, values, and skills to making decisions in a helping process.

All the School/Clinical Child Psychology program students will be provided with and expected to read the School/Clinical Child Psychology Handbook, the Educational Psychology Department Student Handbook, and the [APA Ethics Code](#). Students will be provided with and sign an attestation to this effect.

Graduate Professional Training

The Ph.D. in School/Clinical Child Psychology is a professional training degree and is different from other types of graduate degrees. Obtaining the Ph.D. is not merely a matter of accumulating a

minimum number of semester hours. Students are expected to perform competently in academic courses, research, and practicum activities. To be competitive for internships and many post-graduate positions, students often complete more than the required number of semesters of practica, participate in conference presentations, and author or co-author articles for publication. Students are expected to demonstrate citizenship through participation in the program community, including attendance at research colloquia, retreats, and program social events, which are integral to professional training and socialization. Students are also expected to demonstrate emotional maturity and interpersonal effectiveness in their interactions with faculty, students, practicum supervisors, and clients. This includes the ability to effectively manage life stresses and to consult appropriately with practicum supervisors and faculty, and to maintain effective communication in relationships with faculty, students, clients, and practicum supervisors.

Accommodations for Disabilities

For information concerning the University's nondiscrimination policy in regard to disability and other protected categories, see [here](#). For information on obtaining appropriate accommodations for disabilities, please see the Services for Students with Disabilities for the University [here](#).

Student Evaluation Policy and Procedures

Evaluation by the Program

Students are evaluated in the School/Clinical Child Psychology program by 1) core faculty, 2) practicum supervisors, 3) instructors during the course of the semester, and 4) by members of the students' qualifying process and dissertation committees. Near the end of the Spring semester, faculty conduct a formal annual evaluation of the student taking into account feedback from these sources of information. Faculty only rate students on competency items for which they have data that year. Students are rated on each of the Profession Wide Competencies. Students are also required to evaluate themselves on these competencies and report on their annual academic achievements and evaluation of their practicum sites. Both the student and faculty acknowledge reviewing the evaluation.

[More information + evaluation system link >](#)

Evaluation by Practicum Supervisors

The Practicum Supervisor Evaluation of Student forms are regularly reviewed by the Director of Clinical Training and the practicum supervisor form appears on the student's end of year evaluation page for review by all faculty and the student. Any ratings of 1 or 2 are flagged for follow up by the DCT and will trigger a meeting with the DCT, either in person or via teleconference, to further discuss the rating and determine a course of action or remediation.

Evaluation by the Department

Students are also evaluated by the Graduate Studies Committee (GSC), a committee composed of all assistant, associate, and full professors actively participating in the department. In addition to establishing degree requirements and policies for department requirements, the GSC evaluates student performance on the Qualifying Process using scores given by the students' qualifying

committee, grades in course work and assessments by faculty familiar with the students' work. The GSC evaluates student fitness to continue in the department, as well as their eligibility for advancement to candidacy after requirements have been met. Failure to pass QP or dissertation may result in dismissal from the department by the GSC.

Minimum Levels of Achievement:

Students are expected to meet the following minimum levels of achievement:

Performance in Classes; Students are expected to achieve grades of at least a B- in graded courses, or credit in courses that are graded on a credit/no credit basis. Students who receive a letter grade of C or lower in a required course must repeat the course.

Faculty Evaluation Ratings: In their annual evaluation, students are expected to achieve at least a rating of 3 on all Profession-Wide Competencies, and achieve an average, across faculty ratings, of at least 3 for each of the Profession-Wide Competencies (Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interdisciplinary Practice).

Readiness for Internship: Students will only be considered ready to apply to internship when they are achieving an average faculty rating of 3 across all Profession-Wide Competencies.

Review of Academic Performance

At a minimum, students are formally evaluated annually by the program faculty and clinical supervisors and provided with written feedback. Faculty continually review students' performance in their coursework, clinical work, and research. If students are not meeting minimum levels of achievement and/or faculty have significant concerns about progress, a student may have a formal review and remediation. Three levels of review can occur at the School/Clinical Child Psychology program in reviewing a student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem-solving about the concerns. They will follow University procedures related to student performance issues.

Student behaviors falling under the [University of Texas at Austin student conduct policies](#) will be handled by the Office of the Dean of Students according to UT disciplinary policies. Examples include harassment, criminal behavior, scholastic dishonesty, threatening or violent behavior. Students are responsible for reviewing these policies. Following action by the Office of the Dean of Students, the doctoral program may take additional action and remediation according to the procedures outlined below.

Academic Review, Probation, and Dismissal

Some academic performance may result in a review, letter of instruction, academic probation, and/or possible dismissal. Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements according to minimum levels of achievement;
- Behavior judged to be in violation of the current codes of ethics;
- Consistent pattern of unprofessional behavior.

Three Levels of Review

The program is committed to providing feedback, guidance, and corrective action as necessary for students. Therefore, at times a review process is implemented outside of, or as a component of, the annual review of students.

When a faculty member has concerns about a student enrolled in the School/Clinical Child Psychology program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, the concerned faculty member will discuss those concerns directly with the student and seek to work with the student to resolve the difficulties. Students should expect that student concerns and progress will be discussed with the core faculty.

Level 1

A Level 1 review will be initiated any time any faculty member has a concern about a student meeting any program expectations that is not resolved informally, or when a student fails to meet minimum levels of achievement.

A Level 1 review will result in a Letter of Instruction (LOI) from the program Area Chair and faculty. The LOI is a formal notice of concerns raised by faculty, designed to serve an educative function for students about program policies and expectations for achievement and includes steps for remediation and a timeline for review of progress. Students are expected to provide a written response to the LOI within 7 days of receipt of the LOI indicating their understanding of the concerns outlined and steps for remediation. Both documents will be retained in the student's program file. The default deadline for completion of remediation steps should be one week before the final faculty meeting of the semester in which the remediation is expected to be completed, or as specified in the LOI. A follow up documentation of whether the student has successfully met remediation steps or requires further intervention will be provided for the student and retained in the student's file.

Level 2

A Level 2 review by the faculty will be initiated when the student fails to make expected progress from the Level 1 review. A Level 2 review will result in a student being placed on academic probation by the faculty. When a student is placed on academic probation, he or she will receive written notification about the reasons for being placed on probation, the length of the probation, and the criteria for lifting probation. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; referring the student to School and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the

option of reapplying. Specific conditions must be met in order for the student to remain in the program.

The Graduate Adviser and Department Chair may be informed or consulted during a Level 2 review. Remediation must be completed two weeks before the final SCCP faculty and GSC meetings of the semester in which remediation is to be completed to allow for review. Students will receive verbal and written feedback about their progress, or lack of progress, towards remediation. Students will not be approved to advance to candidacy or internship while on probation. APPIC requires the student and program to disclose any history of probation on internship applications.

Level 3

A Level 3 review by the faculty will be initiated when the student fails to meet the terms of probation and is the last step in the review process. Probation remediation data must come in at least 2 weeks before the final GSC meeting of the semester in which remediation is to be completed. Students who, in the view of faculty, have not satisfactorily met the conditions of their probation may be advised to withdraw from the program, advised to seek a terminal master's degree, or a recommendation may be made to the GSC that the student be terminated from the program. The GSC, based on failure to advance to candidacy, may also make a recommendation for termination.

In any Level 3 review, there must be clear, concise documentation of the continuing problem areas, a summary of the steps taken in Levels 1 and 2, and verification that these concerns have been discussed with the student. A formal meeting will take place with the student to communicate the program and/or department's decision. This meeting may include the student's faculty advisor, Area Chair, Department Chair, or Graduate Advisor. This meeting will be followed with a written notification within ten business days.

Exceptions to Levels of Review:

Major ethical violations, such as client/site abandonment, boundary violations with clients, or anything that is considered harmful to another individual, may be considered egregious enough to be subject to UT disciplinary procedures mentioned above within the Dean of Students' office, or accelerated through the first two levels of review and sent directly to the GSC for a vote on termination.

Student Protections and Grievance Procedures

As emerging professionals, students are encouraged and expected to bring concerns encountered during the course of training to the appropriate parties. The School/Clinical Child Psychology faculty is committed to providing a safe and supportive environment for student growth, while also recognizing faculty responsibility to monitor student development and address concerns that arise. Students are encouraged to resolve difficulties among themselves in a professional manner. Students may seek out the support and consultation of other students when concerns arise with individuals who have authority over them (faculty, supervisors, etc.) but are encouraged to bring concerns directly to those individuals as soon as possible for resolution. We encourage students to first try to resolve concerns directly by:

1. Speak to the student or faculty member with whom you have the complaint;
2. Speak with your faculty mentor/advisor and/or the Area Chair;
3. Speak with the Department Graduate Advisor.

When the concern can not be resolved informally, students must follow procedures as outlined in the EDP handbook

(<https://wikis.utexas.edu/pages/viewpage.action?pageId=140644230#SupportResources&Protections-StudentProtections>). The specific nature of a student's concerns or complaint may call for different types of action pursuant to procedures set up by the Department or University Policy.

Student Services and Supportive Learning Environment

A comprehensive list and links to student support services through EDP and UT are listed in the department handbook.

In addition to your research mentor/advisor, the Area Chair, the Director of Clinical Training, and School/Clinical Child psychology faculty, several avenues of support assist students in progressing through program. These include Orientation meetings, colloquium, and student representatives. In addition, participation in the broader community of this field can be developed through membership with professional organizations such as the American Psychological Association (APA), and relevant divisions of APA including Division 16, 53, and 54, and/or the American Psychological Association of Graduate Students (APAGS). We strongly encourage students to join and become active in these professional organizations.

The program strives to create a cohesive and caring community with faculty serving as positive role models. Students are encouraged to seek mentoring from faculty and build connections with peers and supervisors.

Records Retention

The program documents and maintains records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes.

The Department of Educational Psychology maintains student files for all EDP students including acceptance letters, fellowship letters (when applicable), copies of required student forms documenting committee membership, program of study, comprehensive exam results, and dissertation defense results.

Each student also has a School/Clinical Child program file that includes practicum agreements and evaluations, faculty evaluations, internship letters, and any due process or remediation documents. Currently these forms are either in paper form or stored on UT Box, a confidential and secure cloud storage service.

Students may request to examine their own files by making a request to the Area Chair or Department Chair. The only material that will be withheld is that which the student has clearly waived his or her right to examine (e.g., confidential reference letters). Student records are

maintained by the program indefinitely post-degree completion, to assist in degree verification and documentation related to licensure and credentialing.

Students are strongly encouraged, however, to keep copies of their own documents to ensure verification of degree for future licensure and credentialing.

Appendix

Sample PhD Degree Plan, 2021-2022

Preparatory Work

SP recommends students take EDP 380C.2 Fundamental Statistics (the prerequisite for all Methods courses), or waive it via an approved course waiver, in the summer prior to their first semester. This sample degree plan assumes students completed or waived Fundamental Statistics.

Year 1, Fall (14 hours)

EDP 480C.6 Statistical Analysis of Experimental Data
EDP 385C.8 Law, Ethics & History of School Psychology
EDP 483C.4 Individual Testing
EDP 383C.30 Developmental Psychopathology
School Psychology Colloquium (attend but do not register)

Year 1, Spring (13 hours)

EDP 381C.2 Research Design & Methods for Psychology & Education
EDP 383C.6 Academic Assessment & Intervention
EDP 384C.21 Fundamentals of Cognitive / Behavior Interventions in Youth and Adolescents
EDP 382D.4 Psychology of Learning or EDP 382D.6 Motivation & Emotion
School Psychology Colloquium (attend but do not register)

Year 1, Summer (3+ hours)

EDP 383D Practicum Level 1
Complete Life Span Development, Social Psychology, or Correlation & Regression if offered

Year 2, Fall (13 hours)

EDP 480C.4 Correlation & Regression
EDP 383C.8 Social/Emotional Assessment of Children & Adolescents
EDP 383E Practicum Level 2
School Psychology Colloquium (attend but do not register)
Complete Life Span Development or Social Psych if needed and offered.

Year 2, Spring (12 hours)

EDP 380.D.4 Psychometric Theory and Methods
Additional required intervention course, which may include: <ul style="list-style-type: none">• EDP 383C.7 Evidence-Based Interventions in Schools• EDP 384C.14 Addiction Counseling• EDP 384C.28 Motivational Interviewing• EDP 384C.32 Integrated Behavioral Health• EDP 384D Group Counseling / Interventions• EDP 382E.11 Pediatric Psychology / Health Disparities
EDP 383F Practicum Level 3
EDP 385C.2 Consultation, Collaboration, & Supervision
School Psychology Colloquium (attend but do not register)
Complete Life Span Development or Social Psych if needed and offered.

Year 2, Summer (3+ hours)

EDP 384C.18 Multicultural Counseling (or Year 3, summer)
Complete Life Span Development or Social Psych if needed and offered. You may also enroll in Masters Report/Thesis in the summer with consent of your QP/MA advisor.

Year 3, Fall (9-12 hours)

EDP 382E.2 Biological Bases of Behavior
EDP 384V Advanced Practicum (<i>a</i>)
Masters Report/Thesis
Complete any remaining required EDP Foundational or QM courses. If all are complete, you may complete an Out-of- Specialization course

Year 3, Spring (9-12 hours)

EDP 384V Advanced Practicum (<i>a</i>)
EDP 395R Qualifying Process Research or Master's Report/Thesis
Complete any remaining required EDP Foundational or QM courses. If all are complete, you may complete an Out-of-Specialization course
Submit Qualifying Process document

Year 3, Summer (3-6 hours)

EDP 384V Advanced Practicum (<i>if seeing clients</i>)
EDP 398R Master's Report/Thesis (<i>if QP completed and without previous Master's in field</i>)

Complete en-route MA

Year 4, Fall (9 hours)

EDP 382D.2 History & Systems of Psychology
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EDP 384V Advanced Practicum

Out-of Specialization course

Year 4, Spring (6+ hours)

EDP 385C Advanced Consultation, Collaboration, & Supervision
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Specialty Emphasis Course or Out-of Specialization course (if needed)

Advance to Candidacy(<i>b</i>)

Year 5 (4-9 hours)

EDP 194.16 Internship Colloquium

EDP 3/6/999 Dissertation (Fall, Spring, Summer, if defending in Summer)

Apply for Internship (Fall); Defend Dissertation (Spring or Summer)

Year 6 (3+ hours)

EDP 1/393N Internship in School Psychology, Fall (1+ hour)
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EDP 1/393N Internship in School Psychology, Spring (1+ hour)
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EDP 1/393N Internship in School Psychology, Summer (1+ hour)
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Courses Footnotes

(a) Advanced Practicum is required each semester in Year 3 and Year 4. Most students continue Advanced Practicum in Year 5. Students must register for Advanced Consultation & Supervision in place of Advanced Practicum once during years 4 or 5.

In order to begin work on the dissertation, a student must be advanced to candidacy. Prior to advancement, the student must register for EDP 394R to work on the dissertation under supervision. Completion of the qualifying process, all required EDP core area courses, and the specialized competency requirement are necessary for advancement to candidacy.

